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Curriculum Re-Design Social Media Marketing 130 at LDS Business College

Design and Development Project

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In partial fulfillment of the requirements for a Master's degree in Instructional Psychology and

Technology

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PROJECT ORIGINATION

LDS Business College (LDS-BC) is a relatively small academic institution sponsored by the Church of Jesus Christ of Latter-day Saints. The primary mission of the college is to: provide a distinctive educational experience rooted in the restored gospel of Jesus Christ. We work together to cultivate a nurturing environment, teach practical skills and develop confident and skillful learners. We enlighten minds, elevate hope and ennoble souls to strengthen individuals, families, communities and the Lord's Church. (ldsbc.edu)

LDS-BC offers numerous degrees and certificates. One such degree and certificate is Social Media Marketing. Within this degree/certificate are several required courses, including SMM 130, Social Media Content Creation. The primary learning outcomes for this course as set forth by LDS-BC are:

1. Learn how to identify and create great content through copy, pictures, videos, infographics, etc.

2. Know the balance between content about yourself/your company vs. content about the customer's true needs and interests

3. Begin to learn the power of content driven customer advocacy and how to drive measurable results.

4. Create content designed for major social platforms (e.g., Facebook, YouTube, Twitter, Instagram, Pinterest, Google+, LinkedIn, Vine, Tumblr, Snap Chat).

5. Analyze content marketing strategies and tactics created by today's leading social brands.

6. Demonstrate the different uses and best platforms for copy, links, photos, videos, and social content.

7. Develop skills and comprehension of engaging content created by small budget tools (e.g., iPhones, GoPro cameras, iMovie etc.).

These objectives are the guiding force for this course and are coupled with the mission of LDS-BC. One major defining attribute of this course and all others at LDS-BC is the focus on gospel-centered learning.

In 2014 Elder David A. Bednar, an Apostle and leader in the LDS church encouraged members of the church to "sweep the earth with messages filled with righteousness and truth—messages that are —and literally to sweep the earth as with a flood" (Bednar, 2014, para. 72). This course will teach the students how to create content rooted in the gospel of Jesus Christ and that is uplifting and positive. As a department, the goal of this course and of the degree is to provide highly trained professionals to the workforce who also have high gospel standards. This course, SMM 130, will teach the students the skills necessary to create the content and keep that content contained within the bounds set for by the Lord.

Need

These outcomes have remained largely unchanged since the course was created in 2014. Since its conception, the course has undergone changes, but for the most part has focused more on creating social content for individual use rather than for commercial use. One of the primary activities in the course was to create a personal profile on any social media platform and grow that personal account for the duration of the semester. The course in general focused more on the theory of how to create content rather than the practice of actually developing it. The goal of the course was always to give the students an opportunity to create social content for clients but the previous versions of the course did not give students that opportunity.

Currently the course is taught every semester and is available only on campus. The course is also required as part of the social media major. During the semester, the students are tasked with creating their own personal social media pages and expanding their personal portfolios. They currently are not offered the opportunity to work with companies or clients in the course and are not introduced to photography tools beyond what their mobile phones are capable of. This is the only course students will take that addresses and teaches photography, video, and writing for social media.

In addition to creating content that is uplifting and up-to-date, LDS-BC has requested that this course teach practical skills such as writing copy, making and editing photos, and how to create high-quality video content. Furthermore, LDS-BC desires that this all be done in an authentic way for a real client.

In 2016, I was hired by LDS-BC to teach this course and soon after was asked to redesign the curriculum for SMM 130. The purpose of this project is to redesign SMM 130 in a way that marries both the theory of creating quality media content and the practice behind said theory. To achieve this, the course needs to shift its focus to working with a client in place of only creating content for individual interests. The process of working with a client would introduce a sense of professional accountability, better preparing students to immediately work in this field. The purpose of this design and development project is therefore to restructure SMM 130 activities and content to prepare students to work as media content creators for real clients.

Front-end Analysis

The purpose of a front-end analysis is to better understand the context for which new content will be developed. This analysis begins with a literature review that briefly investigates ways in

which SMM 130 could be a more authentic course in the context of a 21ˢᵗ-century education. This review is then followed by an analysis of the learners, currently available materials, and contextual constraints that may influence the effective redesign of SMM 130.

Literature Review

To better understand how to best develop a course in which students create marketable content for a real client, I will review some broad trends in education. I then demonstrate how these have important implications for the proposed course redesign.

Humans have shifted from taming the earth as farmers, to conquering the world with industry, and now in the 21st century to a world of technology, creative thinking and problem solving (Puccio, Mance,Switalski, & Reali, p.14). As the general state of the world changes, so too changes the workforce. Levy and Murnane (2004) describe and classify this ever-evolving workforce:

> Declining portions of the labor force are engaged in jobs that consist primarily of routine cognitive work and routine manual labor — the types of tasks that are easiest to program computers to do. Growing proportions of the nation's labor force are engaged in jobs that emphasize expert thinking or complex communication. (pp. 53-54)

The changes occurring in the workforce require a different kind of worker and a change in how those workers are trained. Expert thinking and complex communication are increasingly important in today's education. Currently, the education system does not focus on creativity and complex thinking so much as it focuses on theory and process, leftovers from the industrial age. Strauss (2006) explains:

> We have an educational system that was created around the time of the Industrial Revolution, when we needed to turn rural kids into urban employees capable of working in assembly

line, mass-market factories. As a result, we ended up with a school system focused on rote

memorization and measurable, predictable results. (para. 1)

As our world and workplaces change, education must support the 21st Century learner and

workplace (Zhou 2013). Students need skills in creativity and critical thinking; in general, they

need more experiential knowledge rather than rote memorization. The skills so critically needed

include creative thinking and problem solving and working with real-world problems.

Fortunately, this creative thinking is beginning to grow in the US market and education (Zhou

2013, pp. 443).

There are various trains of thought on how to change the education system to best fit the

21st century learner, and each has its benefits and challenges. Education experts are looking at a

system that requires knowledge, skills and dispositions as a way of training the 21st century

learner. Rather than primarily focusing on mastery of academic content knowledge, there is

increased emphasis on essential skills and dispositions. This recent shift encourages educators to

find and target the educational sweet spot, which focuses on balancing the development of

knowledge, skills, and dispositions (Zhao, 2016; Costa & Kallik, 2015; see Figure 1).

Knowledge may incorporate ideologies like Bloom's Taxonomy and Webb's Depth of

Knowledge. The Skills portion of this idea include the four 4 Cs (i.e., creativity, collaboration,

communication, and critical thinking) and Problem-Based Learning. Dispositions include soft

skills like grit, zest, resilience, and social abilities. One of the many groups dedicated to

adapting education to fit today's creative needs is the Partnership for 21st Century Learning, or

the P21. The P21's Framework for 21st Century Learning (Partnership for 21st Century

Learning, 2016) was developed to address the "skills and knowledge students need to succeed in

work, life and citizenship" (para. 1). The P21's framework and primary learning outcomes/skills

are broken down into what they refer to as the 4Cs: critical thinking, communication, collaboration, and creativity. These learning outcomes are designed to take students out of an industrial age mind of thought and make them critical, creative thinkers.
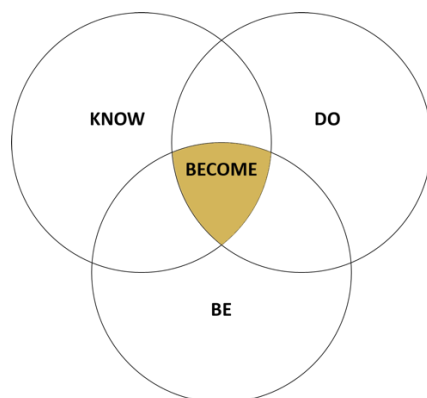

Figure 1. Sweet spot of educational outcomes

While these are certainly worthy outcomes to pursue, educators need to ensure that their pedagogical approach facilitates meaningful experiences with each of the 4Cs, resulting in deeper learning (Webb, 1999; Hess, 2009). Such approaches will more likely result in learners participating in simple pedagogical activities such as remembering and understanding, and result in higher/deeper outcomes such as those presented in Bloom's Revised Taxonomy (e.g., applying, analyzing, evaluating, and creating) (Krathwohl, 2002).

A 21st-Century Solution to a 21st-Century Problem

Project Based Learning and Problem Based Learning (PBL) are approaches designed to facilitate the development of knowledge, skills, and dispositions. As the name suggests, the root of PBL is a problem or question, resulting in a different theory, possible solution, or even other question(s). Notwithstanding the fact that problem and project-based learning are often interconnected, there are important differences to note. The purpose of Project Based Learning

is to explore a question with the result of answering that question. In some cases, this may result in a proposal or several ideas, while in others it may result in the creation of an actual product to address that problem. Project Based Learning, on the other hand, focuses on producing a *physical result* to a central question or goal. Though separate and distinct, it is possible to engage in problem-based learning utilizing a project-based approach to create solutions to the identified problem(s). This approach is common and, for the purposes of this project, I will simply refer to this dual problem-project based approach as PBL.

John Barell (2010) defines a problem as a question or anything that calls for a solution. Yew and Schmidt (2012) clarified that the "problem refers to an academically or professionally relevant issue that students are supposed to learn more about" (p. 372).   Sometimes these problems are presented as the question at the end of a chapter in a textbook. Problems must be "realistic, authentic problems — that are so complex, messy, and intriguing that they do not lend themselves to a right or wrong answer approach" (Barell, 2010, pp. 178). Boss (2015) explains this open-endedness:

> PBL starts with an open-ended question that has many potentially correct answers…Students can't google their way to solutions. Rather, they must engage in extended inquiry to arrive at their own understanding and develop defensible arguments for their positions. Projects typically conclude with student teams applying what they have learned to produce something original, such as a product, demonstration, or exhibition that they share with an authentic audience. (p.113)

In PBL, the question or problem is what drives the learning, which results in producing original content or ideas. The problems are rarely simple but rather are real-world and messy and learning the skill of identifying the problem and developing a solution to the problem is the

true value in PBL (Savery, 2006). It takes creativity and critical thinking to find solutions to these questions, but when solutions are found, students can develop the essential 21st century knowledge, skills, and dispositions (Boss, pp.114).

The challenges and desired changes for SMM 130 lend themselves to a PBL solution. LDS-BC is a college dedicated to preparing students to enter the work force. For students to best understand how to enter any field, they will need a solid base in both theory and practice. Boss (2015) argued, "when students take on meaningful projects and share their work with authentic audiences, they find learning more relevant and school more engaging" (pp. 113). PBL helps marry theory and practice and gives students the opportunity to practice meaningful projects. In the words of Kurt Lewin (1951) "There is nothing as practical, as a good theory" (pg. 169). Christensen (2014) adds some clarity to what makes for good theory:

 The word theory gets a bum rap with managers because the word theory is associated with the word theoretical which denotes impractical, but a theory is a statement of what causes what, why, and under what conditions. When you think of theory in those terms, it turns out that managers are voracious consumers of theory because every time they make a decision to take an action, it is predicated upon a theory in their minds: if I do this, I will get the result I need. Every time a manager puts together a plan, it's predicated upon one or more theories that if we do these things, we will be successful. The problem of course, is a lot of times managers don't know the theories they are using and they sometimes use crummy theories. (pp. 16-17)

In examining the relationship between theory and practice, we should not fall for what Collins and Porras (1994) explain as the "Tyranny of the Or," creating an unneeded false dichotomy or either/or fallacy, pitting these two ideas against each other. Rather, we should recognize the

mutually reinforcing natures of these ideas, embracing the "Genius of the And" (pg. 43). Without theory, practice has no solid foundation on which to rest, while without practice, theory has little chance to make a difference in the world. The approach and design of this course fully acknowledges the necessity and role of both theory and practice. As the Chinese proverb observes: "I hear and I forget. I see and I remember. I do and I understand."

Learning theory is the foundation of any good course; it's the theory that will be the constant in this ever-changing world. But the theory is only half of the equation when a student or professional is confronted with a problem or task. They will need to analyze the problem/task, decide what theoretical framework to use to tackle the problem and then act on it. As Mergendoller (2012) stated: "In PBL, in order for students to learn something, they must do something" (para. 6). Over the course of the semester, the students in this course will not only learn several essential theoretical frameworks in the field of digital content creation, they will deepen their understanding of those frameworks by putting them into practice. That understanding will be further deepened and refined as they are asked to reflect deeply on the interrelationships between theory and practice.

"When [PBL] works as intended, students meet important learning goals and also develop 21st century skills, such as collaboration and critical thinking" (Boss, 2015, pp 114). Beyond collaboration and critical thinking, PBL may help curricula to stay relevant by using current problems in place of outdated case studies (Boss, 2015). This can allow the curriculum to stay current and meaningful to the students. Although there is much to learn from the past and from how things were done, it is important for the students to be able to take the theories they've learned and apply them to modern-day issues and contexts. It is in this way more than any other that PBL allows students to become true 21st century learners and workers. In this course, I hope

to teach students from past and current examples of professional problems and then allow them to process that information into modern-day techniques and solutions to real-world problems.

One possible criticism of PBL is that to make time for the requisite practice, application, and reflection, instructors will be unable to cover as much content (Ribeiro, 2011). In a traditional course using lecture and direct instruction as the primary methods of content delivery, the professor is able to cover a broader range of materials. This is certainly an important criticism that has to be carefully considered and weighed. Considering the overall mission and vision of LDS-BC, as well as the specific content and process learning outcomes for this course, the college and I determined that it would be more beneficial to help students go deeper in a few key areas, rather than gain superficial coverage of many areas. Admittedly, there are content standards that have been dropped from this course, but surely, "when everything is important, nothing is" (Buffum, Mattos, & Weber, 2012, pp. 47).

Another potential criticism of PBL is that unless the instructor has sufficient understanding in the best practices of PBL, or fails to tie PBL projects to solid theoretical frameworks, these projects may merely become the "empty calories of education" (Tough, 2016, p. 106). While students may be fully engaged in the assigned projects, instructors must ensure that these activities do not devolve into meaningless busy work used simply as a response to the "faddishness in the current excitement" of PBL (Trefil, 2008, p. 188), something engaging but that does not promote practical learning and skills. I must ensure that each of the projects and activities in the course are based in a sound theoretical framework and that the students understand that framework.

In conclusion, PBL can engage students and allow them the opportunity to think about social media production in real-world terms. It will be important to remember what Boss (2015)

said about students not being able to google their way to a solution in PBL; instead they have to 'get their hands dirty' and work out the solutions for themselves while working with an authentic client or audience. This is key for me in redesigning SMM130. Students must have the opportunity to discover the answers for themselves and learn from creating content for a client who needs real results. An additional insight from this research is the need to focus on the learning objectives and the activities that support those objectives and to cut out the rest. PBL takes time; therefore, as an instructor and designer I have to identify the most important and essential content for a professional to succeed in the professional media industry. However, I will have to be careful to not limit the amount of content presented in the course to ensure it remains appropriately rigorous. Keeping the students engaged and busy while still learning the essential material will require a careful balance.

Learner Analysis

In this section, I shift the discussion to understanding the student audience, which helps to inform how to present information and experiences. Most of the students at LDS-BC are members of the LDS Church and live and follow the teachings provided by its leaders. In the student body, there are currently fewer than 10 students who are not members of the LDS Church; however, they agree to live the same standards as the other students while attending the college. In terms of how this effects the re-design of the course, I will have to find clients, teaching materials, and supplemental materials (i.e., readings, videos, articles) that are in sync with the values and standards held by the LDS Church. The students at LDS-BC come from a wide range of backgrounds, countries, and work experience. In any given class, there will be students from many foreign countries, students proficient in photography and video and some complete novices in the subject. Students range in age from recent high school graduates to men

and women with adult children. This diversity in age, culture, and skill presents both some

challenges and some great opportunities. With so much diversity I must design the course in

such a way that all can understand what is being taught as well as be sensitive to how the

material is presented. This diversity is also an opportunity. Diversity provides opportunity for

the students to teach each other and to share how the course can affect not only one group or

culture but a variety of groups and cultures, or how different cultures might interpret similar

materials. Also included in this is the diversity in students' knowledge of the subject. Having

students who have a lot of knowledge in the subject can be an advantage as they can help teach

and mentor other students.

      Class sizes may vary, but oft-times they number less than 25 students. Class size is

important for this course and the smaller the better. Personal feedback will be crucial to the

course and the smaller the class sizes the more in-depth feedback from professors and fellow

students can be. Many of these students come to LDS-BC to fulfill the general education

requirements that allow them to transfer to a higher-level institution, such as Brigham Young

University, the University of Utah, or Utah Valley University. Other students already work full-

time and are at LDS-BC to boost their résumé and either seek new job opportunities or function

at a higher level in their current employment. A third group comes to LDS-BC seeking a

terminal degree. With the degree they receive at LDS-BC, they will enter the workforce or other

educational institution ready to take on the challenges presented there.

      Because of the wide range of cultures, backgrounds, and experiences the student body at

LDS-BC offers, the courses and the instructors should be sensitive to diverse problems, cultural

misunderstandings, and differences in thinking. With this same diversity, however, comes some

wonderful opportunities to create a course that's robust and full of different opinions and insights.

Available Resources/Competing Products

While students could learn this content from books, videos and their own intuition, this course is unique in that it is taught by a professional who has his own media production company or currently works in the field and can provide opportunities for the students to work with companies on real-world projects

There are other courses and products that teach and address each of the learning outcomes individually such as Lynda.com, YouTube videos, online articles, and online universities and colleges. Though these courses/resources teach the necessary photography and video-editing skills, they do not teach all seven outcomes in one course and with the religious emphasis that LDS-BC expects. If the students of LDS-BC want to learn the outcomes put forth by the department and fulfill the mission of the college, they would have to spend hours researching courses and classes. Furthermore, they would not receive the professional guidance of an instructor, be taught per the spiritual standards, or have the opportunity to collaborate with other students.

Notwithstanding the lack of spiritual and practical emphasis, many wonderful resources exist that are being used to teach the course. For example, students at LDS-BC have full access to Lynda.com and are encouraged to use it in and out of class. Resources such as Lynda.com or YouTube are used in preparing for class and teaching specific skills or principles. These resources are most often used as before-class readings or assignments and then revisited in class.

In addition to the students using the aforementioned materials, in designing the course I have used all the recourses above to ensure I am current in my own knowledge as well as in

finding materials for the students to use throughout the duration of the course. For example, there is a YouTuber that I follow and watch on a regular basis. This man frequently reviews camera gear and gives suggestions on how to do everything from enhancing photos to new techniques on shooting videos. He has a different way of looking at the industry than I do and his insights have changed the way I teach and work. Using Lynda.com taught me how to teach processes, this is something that Lynda.com excels at. Breaking down processes is difficult and learning from a resource like Lynda.com proved very helpful for me in designing the course. For example, one skill the course teaches is video editing using Adobe Premiere. Adobe Premiere is a notoriously difficult program to master and that mastery really begins in the early stages of its' learning. Lynda.com has some wonderful courses that teach the basics of Adobe Premiere editing, from file setup to editing a simple timeline. These courses are informative and help you move along in the process, however, they are lengthy and often use language that isn't appropriate for beginners. Upon reviewing these courses I decided it was important to give the students videos and materials with more colloquial language and that were shorter in length. With those materials in hand the students could apply them to the in-class projects and then refer to the longer, more detailed, materials available on Lynda.com.

In the current system, all the students live locally in Utah and commute to the campus in downtown Salt Lake City for class. Salt Lake itself is a great resource for the class. Utah is growing and varied businesses rapidly setting up shop. Many of these businesses need social media content and this gives the class an opportunity to work with a wide range of clients. Also, the college is in the heart of the city, which gives students opportunities to shoot photos and videos locally without having to travel far. With businesses willing to trust students with their social media needs, and with a diverse city to create content, the physical resources available to

students at LDS-BC are varied and rich. The college also provides the students with computers and programs that allow them to create professional content, such as the complete Adobe Creative suite.

Context and Constraints

When my supervisor at LDS-BC contracted me to rewrite the curriculum for SMM 130, he provided a list of requirements/constraints for the project. The first of these constraints was ensuring the course could be accredited using the criteria the college had in place, mainly the seven learning outcomes already outlined above. Each lesson and activity would need to correspond with one or more of these criteria. Another constraint, and the most difficult for me, was designing the course so that any instructor can teach it just by looking at the documents I provide in this design. This was difficult for me because the way I've taught the course in the past involved using outside clients and the college assumes that not all instructors will be able to gather clients for the course. Though this was the intended goal of the course, I designed the course in such a way that—whether the instructor finds a client for the class—the students will still learn the same lessons as they would if they were working with a client. Other constraints include access to professional equipment for my students, the time of day the class is taught (this matters in photography), finding reading material that is appropriate, clean, and pertinent, and how quickly LDS-BC wants this to be finished.

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Course Design

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An important part of this front-end analysis was the piloting of several novel ideas about the course that fed into developing this final product. In the following section, I explain what changes were made in the pilot, data collected from students and observations, and implications of this feedback for the design of this course.

Design Approach

Allowing students to work with a client and gain real-world experience in the realm of social media content creation was my primary goal in re-designing SMM 130. The central focus of the course is still working with real clients on real projects. Having such a focused goal in the course made it apparent to me that David Merrill's First Principles of Instruction would be an appropriate foundation for this re-design. I briefly describe these below and then explain how the restructured course follows this model.

Merrill designed his first principles with instruction revolving around a central problem, task, or goal. This lends itself to a problem-based learning approach. This central target is then supported by four first principles Merrill promoted: activation, demonstration, application, and integration (see Figure 2).

Centeral Problem/Task/Goal

Activation
what do you already know about the target?

Demonstration
let me show you a thing or two

Application
your turn

Intergration
apply what you now know to your benifit

Figure 2. Diagram of Merrill's First Principles.

Central Problem

In the terms of SMM 130, the central problem, task, or goal is allowing students the opportunity to create social content for a real-world client. This becomes possible as the instructor looks for companies willing to participate with a class. The company is required to supply product (e.g., if the class is working with Nike shoes, Nike is required to send shoes for the students to shoot), if their business sells physical items, or an explanation of services rendered so that the students have something to photograph, film, and write about. To successfully execute the final goal of providing professional content for the client, students must research the client, (including using their product or service if possible), study what social content has already been created, understand the company culture, and understand what the company's future goals are regarding marketing and social media.   With this knowledge in hand, students will participate in four projects during the semester that will allow them to learn the necessary skills to work with a real client post-graduation. These projects are: (1) the weekly creative blitz; (2) reaching out or cold calling companies; (3) creating content for the companies; and (4) creating a culminating or final video of each of the clients.

Task Analysis

The course is broken into four projects that the students need to complete to pass the course. To complete the projects, students will need to develop specific skills in social media strategy, photography, and videography. In the following section, we describe how a successful media creator demonstrates each of these skills.

1. Social Media Strategy

    1.1. The 4Cs – This is one strategy to follow when creating social content. This gives the creator a framework that has been used by others with great success. Not each of the

4Cs have to be used in each project but a successful social media content creator will understand each principle and when to apply or not apply it.

1.1.1. Content is King - Content is simply what we put onto the social platforms for the world to see, hear, and interact with. "Good Content" is subjective on the audience and the current trends but a well-written sentence, a beautiful and thought out photo, and a meaningful video will always be in high demand. Expert content creators take the time to learn how to do these things correctly to adapt to changing times and trends.

1.1.2. Collaboration – While collaboration takes many shapes and forms, successful media creators DO IT. They understand that collaboration must be mutually beneficial for both parties. They always look for ways to work with others, which they use to build a network of colleagues and followers.

    1.1.2.1. The expert content creator starts every project thinking about how to involve more than themselves. In social media marketing the expert creator understands that the more you can get your message out there, the more exposure you'll get. The expert content creator will look at each project and ask who can best help create the content, who can best distribute the content, and who will have passion for the content. With these questions answered the creator will move forward in involving those parties in creating mutually beneficial content for all parties involved.

1.1.3. Consistency – Successful media creators consistently post to social platforms. They are consistent in voice, culture, and timing. They engage their audience by creating a schedule and staying true to it.

1.1.4. Culture - Culture goes hand-in-hand with consistency in voice. Expert media developers consider culture. They answer questions about their audience such as: Who are you? What makes you tick? What's appropriate and what isn't? How does your audience perceive you or your company? They portray sensitivity both in the media they create for others and in how they present themselves.

1.2. Brand Ambassadors – Successful social media creators become brand ambassadors. They reach out to and contract with companies to promote the company's products through their own social media. Successful brand ambassadors are trusted humans, within their own circles, and can give honest human feedback to a product.

1.3. Authenticity in social media – Successful social media creators create content that is original, thoughtful, and meaningful. They put thought and feeling into their work, follow the rules of good photography/writing/videography, while maintaining originality and authenticity.

1.4. Writing for social media – Successful content creators write in a socially-relevant and appropriate way for their audience and medium. They understand that writing for Instagram is different than writing for Twitter or Facebook. Their writing is authentic and personable. They maintain a consistent voice and style.

2. Photography

2.1. Mobile Editing – Everyone takes photos with their mobile phones. Many of the photos taken end up on social media, whether good or bad. Expert content creators take good photos when they follow the rules of photography. Expert content creators edit correctly. Editing is subject to preference but expert creators will know what apps are available and what the controls within the apps mean.

2.1.1. Expert content creators understand that editing begins with taking the photo. If you want perfect lighting in the edit, then you have to shoot the photo with near-perfect lighting. If the photo will end up as black and white, then the photo needs to be shot in a high-contrast situation so that the photo can be edited in black and white.

2.1.2. Editing is all preference. However, in order to understand what preference they like, expert content creators will understand the different styles that are trending, how to replicate them, and whether or not the preferred style will evoke the feeling they want for the edit.

2.2. Mobile Photography – Mobile photography follows the same general rules as conventional photography; aperture, white balance, shutter speed, and ISO but differs in the tools used. The tools include the right manual apps as well as add-on lenses and cases. Expert content creators will understand how to use these tools to achieve their desired results.

2.2.1. Beyond knowing how to use the mobile tools available to them, expert content creators will take time before each shoot to decide when to use each tool during a shoot, how to use the tool, and how each tool will benefit the shoot. The shoot has to take place within the mind of the expert content creator before they ever arrive on location for the shoot.

2.3. Expert content creators understand and use principles of good photography (aperture, shutter speed, composition, lighting, color, etc.).

2.4. Raw vs. JPEG – Export creators understand the difference between RAW and JPEG. A professional will always shoot RAW and an export content creator understand how

RAW effects the editon process. They will also know how to shoot RAW on their

mobile devices.

2.5. Photoshop and Lightroom – These are professional programs that professionals use on a

daily basis. Expert content creators understand the strengths of each program and when

and how to use them.

3. Videography

3.1. Expert content creators know and understand the principles of good videography

(composition, lighting, color, locations, talent, story, camera movement, etc.).

3.2. Pre-Production, Production, and Post Production are essential skills that expert content

creators posses

3.3. Video editing (Adobe Premiere and iMovie) – Expert content creators understand the

principles of editing and can apply them to both professional and consumer programs

both on mobile and desktop devices.

3.4. Color Correction – This is the "photo editing" of video. Expert content creators will

bring video to life with color, saturation, light, and style.

The following section outlines each of the four projects in the course and puts them

within the framework of Merrill's first principles.

The Projects

The following section outlines four projects meant to help students develop skills in the

aforementioned areas. Each project presents a central, open-ended problem that students have to

solve through the application of one or more of the target skills. I first provide a brief

description of each project. This is followed by an explanation of how the project is structured

using Merrill's first principles of instruction. I then demonstrate how each project was originally

designed in the pilot and updated in the final course redesign using these principles. Finally, a rubric is included for each project, enabling both students and instructor to be more consistent and objective in their evaluation of each project.

Project #1 — Weekly Creative Blitz

The creative blitz is a weekly in-class project that will take roughly an hour and a half to complete each week. SMM 130 is a three-hour course each week, either three one-hour classes or two hour-and-a-half classes. The first half of each week will be dedicated to instruction: learning principles of photography/video, social media principles, and editing/copy. The second half of each week is the creative blitz. Students will be required to create content, individually or part of a team, on a weekly basis, for class clientele based on the principles learned in the first half of the week and then share it on social media platforms. In that hour and a half, each student is required to capture an image/video, edit it, and upload it to the class Google doc or Dropbox as well as to their own personal social platforms. They may also be asked to demonstrate other skills like writing or recognizing good social media practices as part of the project. Between the blitz and the next class, each student will write a critique of at least three of their fellow students' photos. The critique will focus of the principles learned earlier in the week.

This project follows Merrill's First principles as indicated below:

Activation

The most important preparation for this project is the instruction, including the readings and videos given each week before the blitz. This will allow the students to learn new skills and access previous knowledge. These skills will include principles of photography, such as composition, lighting, editing, etc., the different photo and video formats, using a subject in a photo, and posting and tagging in social media. Many of the students will

have some prior knowledge and the readings and videos will allow this knowledge to resurface and become useful with the goals of the course.

Demonstration

During the first half of class each week, the instructor will bring to life what students learned during the readings by giving practical demonstrations during class. The instruction will focus on strengthening what the students learned and preparing them for the creative activity in the second half of the class. These examples will range from in-class demonstrations of how to use a camera or tool to showing photos/videos and dissecting them for the students. The instructor will also be present during the blitz to mentor students in the field.

Application

This is where the rubber meets the road. The students will apply what they've learned via the readings and the practical demonstrations in an in-class 90-minute shoot and edit for the clients. The instructions will vary week-to-week based on what content is being covered that week. This might look like a specific instruction to photograph a backpack in a specific setting or to use a light to demonstrate a particular skill. The instructions will change week-to-week depending on the skills covered that week.

Integration

To finalize the project, each week each student will offer their own work up for critique from their fellow students and at the same time critique their peers' work. The critiques will focus on the principles learned in the first half of the class; for example, if the instruction focused on using natural light in a picture or video the students' critique that week will focus on their peers' use of natural light. This exercise will solidify students'

newly-acquired skills for use in future employment opportunities. The critique will be a simple, communal Google document, email, or discussion board where students will name the photo they are critiquing and provide a few short lines of their observations. Students will be instructed to use these critiques using the language and lessons learned from their readings and discussions, thus providing an opportunity for both theory and practice to come together.

This project was used previously in the initial design of the course but has undergone some revisions to better meet the goals of LDS-BC and to better prepare students for the workforce. These changes are outlined in Table 1 below.

Table 1

Pilot version of weekly blitzes compared with re-design using Merrill's 1ˢᵗ principles

Creative Blitz Project Requirements	
Initial Design	**Re-Design**
Create weekly content (photo, video)	Create weekly content (photo, video, *copy*).
n/a	*Edit content*
Upload weekly content to google document or class DropBox	Upload weekly content to google document or class DropBox.
n/a	*Upload content to personal social platform.*
n/a	*Critique classmates work for the week using language and knowledge of current theory.*

To further help the students learn and be successful in this project, each student and the instructor will use a rubric to ensure grading is not subjective and that all the steps have been completed for the project (see Figure 3).

Creative Blitz Rubric						
Week 1 (Date)						
	0	1	2	3	Student Score	Insturctor Score
Planning	No Planning	Some Planning	Mostly Planned	Fully Planned		
Creativity	Gave NO THOUGHT to Creativity	Some Thought to Creativity	Well Thoughtout - Creative	Very Creative		
Weekly Principles	DID NOT Apply Weekly Principles	Minamally Used Principles	Used Most Principles	Used ALL Principles		
Collaboration	No Collaboration	Little Collaboration	Some Collaboration	Full Collaboration		
Apply General Photography Principles	No Application to General Photography Principles	Minimal Use of General Photography Principles	Applied Some General Photography Principles	Applied All Genral Photography Principles		
Photo Editing	No Editing	Little to No Editing	Did Some Editing	Full Edit		
Posting & Tagging	DID NOT Post or Tag	Posted but DID NOT Tag	Posted and Tagged	Posted, Tagged, and Commented on Others Posts		
Critique	No Comments on Student Sumbissions	Commented on Some Student Submissions	Commented on Most Student Submissions	Critiqued all Student Submissions		
					0	0
Comments						

Figure 3. Rubric for re-designed creative blitz.

Project #2 — Reaching Out/Cold Calling

The purpose of this project is to help students begin to feel comfortable reaching out to potential clients or collaboration partners. As social media marketers, students will often reach out/cold call other companies or potential ambassadors or will receive communications similar to these. It's important that they know the kind of responses they will receive and how to best communicate with companies. This project will take place outside of class time and will be solely individual. Each student is required to communicate with at least one company they would be interested in working with in some capacity (e.g., brand ambassador, social media

marketing team member, collaboration) once a week for the first 10 weeks of the course. The

communication will range from face-to-face communication to direct messaging on Facebook,

Instagram, Snapchat, Email, or another electronic/social medium. The hope is that the students

will receive product from these companies to then promote via social media. The exercise will

count as successful if the students reach out to the indicated number of companies and not only if

they receive an answer from the contacted entities. In the pilot semester students were required

to reach out to 5 companies but we found this didn't allow the students an opportunity to master

the craft of cold calling so the requirement was doubled. The communications students create

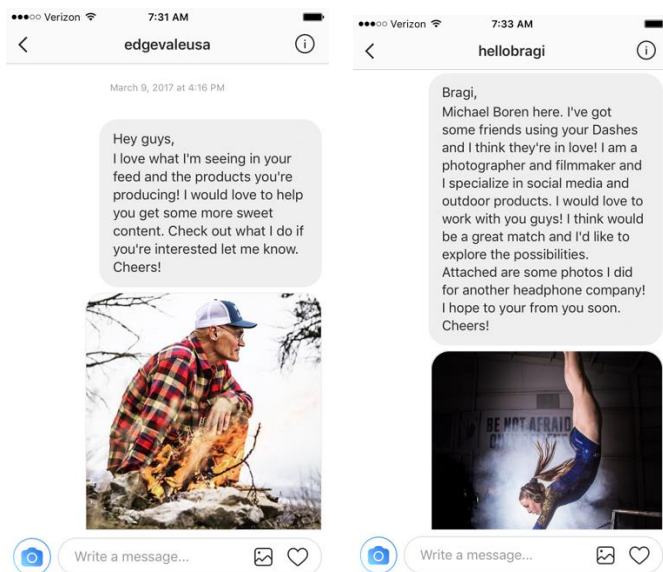may look like the following examples from Instagram (see Figure 4):

Figure 4. Examples of cold calling on Instagram.

This project follows Merrill's First principles as follows:

Activation

  Understanding what companies are doing in their social media channels is vital to effective

  communication with the company. Over the course of the semester, both in and out of

  class, students will assess what different companies are doing in their social spaces,

looking at their company culture and mission statements as well as their products, all to understand how to communicate effectively with the company. Many of the students will have no previous experiences in doing this kind of activity and thus they will have no prior knowledge of how to accomplish this. However, the students have all had to write emails, send text, or speak with people face-to-face on a daily basis and these activities are the base knowledge they will need for this activity.

Demonstration

The instructor should show examples of good email and text communication and how to properly showcase work examples within those communiques. As the semesters progress under this curriculum the instructors will be able to share successful examples from previous semesters.

Application

Each student will write several practice cold-calls that will be critiqued by other students and the instructor during class. These practice activities should cover the different venues for reaching out. This could be a role play of how to talk to a creative director face-to-face or how to best reach out on Facebook via messenger. These practice activities will prepare students for when they reach out to the companies they chose.

Integration

The final step of the project is applying the examples and practices into messages to companies. Each student will reach out to at least ten companies in an attempt to have those companies either become the students' client or a client of future SMM 130 classes. The assessment of this project is pass/fail; if the students do it they receive the credit. The reasoning behind the pass/fail is simple; as students and professors we cannot control how

the companies reached out to will respond. Students can't be graded on if a company wants to work with them, but they can be graded on the practice required in reaching out.

This project was used previously in the initial design of the course but has undergone some revisions to better meets the goals of LDS-BC and to better prepare students for the workforce as seen in Table 2.

Table 2

Pilot version of Cold Calling compared with re-design using Merrill's 1ˢᵗ principles

Reaching Out/Cold Calling Project Requirements	
Initial Design	**Re-Design**
Contact **three** companies during the semester	Contact **10** companies during *the first 10 weeks of the semester.*
Upload evidence of contact to the DropBox or google folder	Upload evidence of contact to the DropBox or google folder.
n/a	*Create practice communications and have them reviewed by fellow students before reaching out to the companies.*

To further help the students learn and be successful in this project each student and the instructor will use a rubric to ensure grading is not subjective and that all the steps have been completed for the project (see Figure 5).

Reaching Out Rubric						
Week 1 (Date)						
	0	1	2	3	Student Score	Insturctor Score
Draft & Critique	No Draft	RoughDraft	Draft NO Critique	Draft & Critique		
Contacted Company	N/A	N/A	N/A	N/A	Y/N	Y/N
Showed Evidence	N/A	N/A	N/A	N/A	Y/N	Y/N
Sent Work Examples in Each Communication	N/A	N/A	N/A	N/A	Y/N	Y/N
Comments						

Figure 5. Rubric for redesigned cold calling/reaching out assignment.

Project #3 — Company Content - Individual Project

The central goal of this course is to allow students the opportunity to work with real-world clients. Finding real-world clients is addressed in project #2. This project is designed to allow students the opportunity to create content for clients. This project differs from project #1 in that during the blitzes the students have limited time and locations to produce client content. In this project, each student will take client products, either provided to the class by the instructor or from their own reaching out, and on their own time the students will plan, shoot, and edit content for each of those clients. The students will execute five shoots for the clients during the course of the semester. If there is only one class client then the students will complete five separate shoots for that same client. Five was the number chosen because the students weren't being challenged with the requirement of one to three shoots in previous classes. We didn't want to overwhelm the students with a shoot a week but if they did a shoot every other week for the first 10 weeks of the course, this would give them time to plan and execute all of their company shoots before starting the final project. This should stretch the students to solve the problems of executing professional-grade shoots on a regular basis. Also, to help the students achieve

success in this project, their work will be critiqued by the instructor and their classmates. This will allow students to share their work and to receive constructive feedback based on their current knowledge.

This project fits well into Merrill's First Principles as follows:

Activation

Before students can check out client products, the class will conduct several creative blitzes as well as attend numerous classes. Through these activities, the students will learn basic photography skills as well as the basics of managing a shoot. These experiences will be called up to remembrance as the instructor demonstrates the necessary skills to execute a client shoot. These activities will also prepare the students to shoot and edit the content for this assignment independent of the class. As an example, the instructor may show the class a video of a fashion shoot in Spain. In the video, the students recognize that the photographer is using light to create contrast in a scene, or that he is using a reflector to bounce light where he wants it. The students may have used that same technique in a creative blitz and can now see that those same techniques they are using are used on professional shoots.

Demonstration

The instructor will show students the kind of creative work each client is doing as well as the work that similar companies are doing. This is important so that students can get a visual idea of what each client, as well as others in the field, are doing to promote/show their products or services. Also, involved in the demonstration of this project will be the preparatory work mentioned in the activation stage. To prepare students for this project, the instructor will teach students good principles of photography/videography and how to

organizes a commercial shoot. This instruction will come during class and the instructor and students will have content listed in the syllabus to prepare them for the in-class discussions.

Application/Integration:

Each student will take what they've learned and apply it by planning and executing at least FIVE client shoots. These shoots will include selecting the product, finding locations and models, making the photographs/videos, editing the photos/videos, and finally uploading the content to social media and tagging the client in the posts. Photos and videos will come in throughout the duration of the semester and as they do the class will critique the content on whether it meets the standards, culture, and needs of the client. The students will follow a rubric in order to ensure they are completing the project correctly (see image).

This project was used previously in the initial design of the course but has undergone revision to better meets the goals of LDS-BC and to better prepare students for the workforce (see Table 3). As part of the revision a grading rubric has been added to this assignment (see Figure 6).

Table 3

Pilot version Company Content assignment compared with re-design using Merrill's 1st principles

Company Content Requirements	
Initial design	**Re-Design**
Check out product from the instructor provided by the class clients and create content (photo/video) using the product.	Check out product from the instructor provided by the class clients and create content (photo/video) using the product. *The students will create FIVE of these shoots.*

Upload evidence of contact to the DropBox or google folder	Upload evidence of contact to the DropBox or google folder
n/a	*Upload content to personal social platforms and tag class clients*
n/a	*Get content critiqued by instructor and classmates. Critiques will be based on the requirements found on the rubric.*

Company Content Rubric

Photo Shoot #1

	0	1	2	3	Student Score	Insturctor Score
Planning	No Planning	Some Planning	Mostly Planned	Fully Planned		
Location	Gave NO THOUGHT to Location	Some Thought to Location	Found Location	Found and Pre-Scouted Location		
Models	DID NOT Find Models	Used Student in the Class	Found Model but Model DID NOT Personify Company Culture	Found Models Who Personified Company Culture and Look		
Make Photos	No Application to General Photography Principles	Minimal Use of General Photography Principles	Applied Some General Photography Principles	Applied Most Genral Photography Principles		
Photo Editing	No Editing	Little to No Editing	Did Some Editing	Full Edit		
Posting & Tagging	DID NOT Post or Tag	Posted but DID NOT Tag	Posted and Tagged	Posted, Tagged, and Commented on Others Posts		
					0	0
Comments						

Figure 6. Grading rubric for Company Content assignment.

Project #4 — Final Video

This is the culminating project of the semester and thus it will build off each of the previous projects. The purpose of this project is to incorporate all the skills the students learned over the course of the semester and use them to create one final piece of content for the class

clients. The class will split into groups for this project and as groups they will do all the pre-production, production, and post-productions of a short commercial video. Each group will be required to create a 30-90 second video for the client that highlights a product, group of products, or service. The video, when finished, will be sent to the client for use on their social media platforms. In the initial design of the course, the groups ranged from 10-12 students, which proved too large because many of the students were not able to be sufficiently involved. The groups will range from 3-6 students, depending on class sizes, to allow every student the opportunity to have a voice and be involved in creating a promotional video for the client.

Activation

Most of the students have very little to no prior experience in creating professional video content outside of their class experiences. Most of what they know will come from the bulk of the course material. The students will establish a base knowledge via reading, videos, and classwork that they will then use in producing and creating video for the class clients. These class materials cover pre-production, production, and post-production knowledge and techniques. One example is a video explaining the importance of finding locations to use in a film. The video may explain seeking permission and how to best receive it. With that knowledge, students will have the base skills needed to accomplish finding a location for their final project.

The readings that will help with this activation generally come from blogs and web articles. These articles range from websites such as the Huffington Post to Lynda.com to articles on forums and company websites, all listed in the course syllabus. Most the videos come from successful content creators on YouTube. Many of these YouTubers create behind the scenes videos showing how they do what they do and many do tutorials. It's

essential to show examples of real people having real success which will help students to understand what is required to create compelling promotional videos.

Demonstration

Throughout the semester, the instructor will lead creative exercises that will allow students the opportunity to see how a video project should be planned and carried out. This will be accomplished via instructor demonstration, professional guests, videos, creative blitzes and written materials. One of example of these activities is a video created by YouTuber Peter McKinnon on camera movements. In this video students learn how to take the camera they have used for photography and add motion to create video, all without the help of tripods or other support devices. This is an important skill for students to learn as they transition from still photography to videography and plays an important role in planning and creating a video.

Application

Each student will be placed in a group and assigned a client as part of this project. After the instruction is complete each group will plan a full-scale video shoot including: location scouting, finding models, music selection, filming times, and group roles.

Integration

Once all the planning is finished, each group will film and edit their final video and hand it off to the client. There will also be a final critique of this project by the instructor and at least one industry professional. The students will work off of a rubric to ensure they are successful with this project (see Table 4).

This project was used previously in the initial design of the course but has undergone some

revisions to better meets the goals of LDS-BC and to better prepare students for the workforce

(see Figure 7).

Table 4

Pilot version Final Video assignment compared with re-design using Merrill's 1st principles

Final Video Project Requirements	
Pilot Semester	**Re-Design**
Plan and prepare a commercial shoot for the class client as part of a group.	Plan and prepare a commercial shoot for the class client as part of a small group *so each student has a significant role in the process.*
Execute the shoot the planned commercial.	Execute the shoot the planned commercial.
Professor will execute final edit of student footage	*The students will take the footage and edit it in to the final video that they will then deliver to the client.*

	Final Video Rubric					
	Photo Shoot #1					
	How involved were you with each of the following?					
	0	1	2	3	Student Score	Insturctor Score
Idiation	Not Involved	Some Involvment	Mostly Involved	Fully Involved		
Planning	Not Involved	Some Involvment	Mostly Involved	Fully Involved		
Production	Not Involved	Some Involvment	Mostly Involved	Fully Involved		
Post Production	Not Involved	Some Involvment	Mostly Involved	Fully Involved		
					0	0
Comments						

Figure 7. Grading rubric for Final Video

Syllabus

        The modified syllabus for SMM 130 may be viewed in Appendix A.

Design Narrative

        With this general structure in hand, I looked at what needed to be covered as a whole (given the approved learning outcomes) and then week by week I would observe and assess how well the students were doing and if they were understanding the material. I'd then teach that principle for as long as I felt was needed. Those students in the pilot semester were patient as we learned how to create a course together. There were goals of what I wanted to cover and when to cover them, but that first semester of teaching was flexible and fluid in its scheduling. At the end of the course, I surveyed the students to know what worked well and what didn't. This feedback formed the foundation of the course re-design, the new structure being provided by Merrill's First Principles. For example, I had three weeks planned for photo editing and I found that was too long. In the re-design, I switched that to two weeks. In the pilot, I only had three weeks set aside for the final video and the students later told me that they felt rushed and needed more time. They now have six weeks to complete this project. This pattern of needed changes from the pilot semester to the re-designed course was replicated in every project using Merrill's First Principles and can be seen in Figure 8.

Figure 8. Image representing pilot semester vs. redesign in light of Merrill's First Principles.

Much of the feedback I received was positive, and the students in general were pleased

with the course, especially the Creative Blitzes and the Final Video Project. However, there

were changes they suggested. For the most part, they asked for clearer grading standards,

smaller groups, and more time to dig deeper into the materials. These suggested changes, plus

my own observations and conclusions, are reflected in the new syllabus and instructor materials (see Appendix A).

One of the primary goals of LDS-BC with this new course design is to further empower the instructors of SMM 130 to be better teachers and mentors. In order for this to succeed, the course must include precise and clear instructions for the faculty. It is unlikely that each instructor tasked to teach this course will have the same background as myself or as the other instructors. It's important to structure the instructor instructions so that the course fulfills its objectives and allows the instructors the freedom to use their voice and own experiences as they teach. Specific instructions to the faculty are incorporated into the syllabus to help each instructor associate the instructions with the tasks they are connected to. The syllabus is broken down by week and it will be the responsibility of each instructor to break the week down into classes as they see fit according to their teaching schedule. Also included in the weekly breakdown are the instructions to the students, including what they should prepare for the week and what is expected of them in class. The complete instructions for instructors are in Appendix B. The following section (10 pages) provides a sample of the first two weeks. The instructors are given the principles they need to teach to reach the learning objectives outlined by the college. Along with the principles, the instructors are given example content to show and share but they have the freedom to find and share their own content. The student section is organized according to LDS-BC's standard instructional practice of prepare, ponder, teach, and prove. The students can see at a glance what they are required to do to be prepared and to receive good marks.

SMM 130 Teacher Guides

Week 1:

What is Social Media and Social Engagement?

- This is really important to define for the students. Start with video "Gotta Share" from the Assets folder. This video demonstrates the effectiveness and reach of social media in a comical and real way. Guide a class discussion on the video and the students' view of social media and how it can be engaging. You may ask students to find social media post they find engaging and then to describe why they believe it works. You may also ask them to define social engagement. What does that mean?

- Follow up by viewing the video, "The Danger of Selfie Sticks PSA" also found in the Assets folder. This is an ad put out by Pizza Hut. After its release, Pizza Hut saw a 500% increase in website traffic, which in turn translated into more sales. Discuss how this video ENGAGED the community.

What does it mean to be a social media content creator?

- This question has a number of correct answers. This discussion should focus on doing what you love and working hard. The video by Devin Graham "Fighting for your Passion" sums up what it takes to be a content creator full-time and is a good spring board to the discussion.

- After discussing what it takes to be a content creator, ask students to describe what they're passionate about…what's their "cup of tea"? Have them write this down and then have them introduce themselves to the class with all of the normal introduction aspects. Ensure they add what their "cup of tea" is, what they're most passionate about.

Intro to mobile content

- In today's world, the students will at some point create content using only a mobile device. Odds are that most of the students will ONLY ever use a mobile device. You

can create some stunning content using mobile technology. Take some time to find stunning mobile content. In the Assets folder, you will find examples from one professional photographer, Chris Bukard, who has some great mobile content and has some great things to say about cell phone photography. Take some time to find other people who have been successful in this as well to share with the class.

Assets

Here is a link to the assets folder with access to videos, photos, and the keynote/PowerPoint (to be used as reference) used in past semesters:

https://drive.google.com/drive/folders/0B9ZnG5aJTXGiZHg0ZVJXUXZ5Zjg?usp=sharing

Semester Overview

- Explain the four projects (descriptions at the end of this document) and make sure the students understand what will be required of them.

- Show rubrics and assessments

- This course is designed to be simple but effective. In past semesters, this course has often been the highest rated course in the program.

Instructor Preparation:

- It will be your responsibility as the instructor to not only learn and then teach the principles outlined in the course but to find clients for the class to work with during the course of the semester. If you are having trouble finding clients to work with ask your supervisor at LDS-BC or our fellow instructors, they are a wealth of knowledge and all have great networks.

- You will want to be up to date with current trends and practices so take time to explore different social platforms and take note of what's the current trend. Is it vlogging? Is it

shot, to the point content? Is it all copy and text or is it HDR photography? Take note from semester to semester and adapt the course as necessary.

Student Portion/Preparation:

Prepare:

- Look at the syllabus and the client websites.

Teach:

- Introduce yourself: tell us what you're good at and what makes you jive. Also tell us why you're interested in social media and what you hope to get out of this class.

Ponder:

- After looking at the syllabus take some time to make some goals for yourself...what do you want to get out of this class and how are you going to accomplish this?

Prove:

- Send me your goals

Week 2:

What is authenticity and what does it have to do with social media?

- The dictionary definition of authentic is: "true to one's own personality, spirit, or character." This definition holds true in the world of social media marketing. As a content creator, you have to be true to what you do, your style. But way beyond that is the need to create content that is original, thoughtful, and meaningful. People can spot shoddy and unfeeling (fake) work and if as a creator you're not being true to yourself, your style, and what's right, your audience will notice. Put thought and feeling into your work, follow the rules of

good photography/writing/videography, but also make it original and authentic. This is a bit of a "soapbox" moment in the course but if you don't give the students the opportunity to be original and authentic, many will not allow themselves to grow and be stretched. Too often students worry about the grade and not the experience so they try to copy an example and do just enough to get the grade. Give them the opportunity to shine.

Introduce the 4 C's

- Content is King
    - In the world of social media marketing you can't do anything without content. Content ranges from the text to the visual. On Twitter and a blog content could be 30 paragraphs to one single well placed period. This could be a photo or video on Instagram or Facebook to a 30-second snap on Snapchat. Content is simply what we put onto the social platforms for the world to see, hear, and interact with. Without this content social media is nothing and doesn't exist. Now to take this a step further; content is king but GOOD content is the emperor, it rules all. "Good Content" is subjective on the audience and the current trends but a well written sentence, a beautiful and thought out photo, and a meaningful video will always be in high demand. Take the time to learn how to do these things correctly and you will be able to adapt to the changing times and trends.
- Consistency
    - This principle covers two important aspects of good social media marketing, schedules and voice.

- First is when and how often you post to social platforms. Think back to the days of newspapers and the 10PM nightly news. What would happen if the paper wasn't on your doorstep at 6AM when you went looking for it or if the news didn't show one night? Back then you would've picked up your rotary phone and made a complaint; why weren't the things you expected there for your pleasure and notification?! Things haven't changed. In place of newspapers and 10PM news we have social media and we like our updates more than ever. If you're favorite YouTuber says they will post every Tuesday at 6PM, and they don't, how do you feel? It's annoying. As a race, we like consistency, we like to know when to expect things. As a social media marketer, you need to be consistent with when you post, let people know when that is and be accountable to your timeline.

- Second is be consistent with your voice. If you're working for a luxury shoe company who posts elegant black and white photos, don't post over saturated color photos that jump off the page. Your audience/customers follow you because of your voice! They like what you do and what you post. The YouTuber Devin Super Tramp does beautiful work, he's a master at his craft. For the most part, he posts adventure and action-packed videos of people doing incredible stunts. However, he films beautiful nature videos as well but he's stopped posting them. Why? His audience doesn't follow him for his nature videos and every time he does post one he loses followers and receives nasty letters. Call it crazy, but your audience wants what you create so be careful in choosing your voice and once you do, stick to it!

- Collaboration

- o Let's say you're a small company making waterproof backpacks designed for skiers. Your product is well received and people are starting to talk about it on social media and at the resorts. It's doing well enough in fact that some semi-pro skiers have approached up looking for a discount. What do you do? In place of giving them a discount, work with them! Give them a pack and other marketing material in return for social media posts and introductions to their other sponsors. Working with brand ambassadors like this is a great way for you as a business to grow and get noticed. But you say, I don't own a company, I just want to make it as a full-time YouTuber, what now? Collaboration take many shapes and forms, the important thing is to DO IT. There are few rules in collaboration, just remember that what you do needs to be mutually beneficial for both parties, which means if you have 3,000 subscribers on YouTube you probably won't be collaborating with someone with 3 million subscribers, maybe, but unlikely. Always be looking for ways to work with others. As a company and an individual, working and collaborating with others will get you greater exposure and usually more followers. Those followers and that exposure could mean more potential clients and a better living.

- Culture
  - o Culture goes hand-in-hand with consistency in voice. Whether you're a representing a company as their marketing director or acting as the super trendy mom you are on Instagram, you need to think about your culture – who are you? What makes you tick? What's appropriate and what isn't? Here's an example that might help. You are asked to do some marketing for a local organic grocer,

they would like some new images for their website and social platforms. You are

excited for the opportunity but you've never worked with an organic shop. What

should you be aware of? First of all, there are a lot of questions you should ask

your client, what sort of things do they want photographed? What should you

avoid? How do they, the client, what to be portrayed? Do they market to an older

crowd or a younger and do they want them trendier or more every day? You ask

these questions to get an idea of their vibe, their company culture. Next you

should look at their previous marketing, this will hopefully give you an idea of the

company culture as well. Think about all of this as if you were trying to

understand a new world culture or religion. Take the time to immerse yourself

and do lots of research.

Coming up with good ideas via behind the scenes (BTS)

- Behind the scenes are such a great way to see into the working process of other

    professionals and can help you learn new techniques and can give you new ideas.

    Throughout the course of the semester the students will view BTS videos in order to learn

    new skills. It's a good practice to always be learning new skills and coming up with new

    ideas and BTS videos are a great way to accomplish that.

Mobile Content, editing and shooting and tools (get them out and shooting in class)

- LDS-BC would like us to focus our efforts on mobile content creation, this is because

    most of the students, if not all, have access to cellphones and tablets with a camera. With

    this goal in mind it will be important over the course of the semester to find examples of

good mobile photography and videography. A big part of social media marketing is both creating content or editing others content. Most of the students have created photos or videos on their mobile devices but haven't learned the correct principles of editing those images so that they look professional. And with that many don't know the correct principles of photography/videography to capture that image so that it's professional right from the start. It's your job as an instructor to teach the students correct principles and to give them resources they can use to further their education. Some basic tips on mobile photography are listed as the students' preparation for this week. This will help put them all on the same page and is a good starting point. Search out other resources that work for you. A few other videos and resources are made available in the Assets Folder for Week two in the google folder.

- Some tools that are industry standards are Adobe Lightroom for mobile and Snapseed. Both of these apps allow you to take photos and edit them. Lightroom is a VERY powerful product and is well worth exploring and looking into. In the Assets folder are a number of tutorials by a photographer named Peter McKinnon, he's fantastic and has a great way of explaining things. He will be used a lot over the course of the semester. Snapseed is another editing tool and though not as strong or complex as Lightroom, it's incredible and free. Take some time to learn both tools.

- During class give the students time to explore and experiment with the apps so that they can ask questions and be prepared for the upcoming Creative Blitz.

Student Portion/Preparation:

Prepare:

- Find a BTS video you like or you think will be helpful in learning photography.

- Download Lightroom, Photoshop Express, Snapseed, or some other photo editing app onto your phone.

- Mobile Photography Links

  o https://www.youtube.com/watch?v=dpvn9HR6Ahs

  o https://www.youtube.com/playlist?list=PLX9mbW7aet34oxVkdR_BrI8SmNh6sbopn

  o https://www.youtube.com/watch?v=faMY3_3ZqzY

  o https://www.youtube.com/watch?v=fTz4Nhgm_SQ (This one gives you some cool DYI tricks)

Ponder:

- Take the principles we looked at today and prepare for the Creative Blitz next class. Think about the time of day we'll be shooting in, the client material, any props you might need, and how you're going to edit your photos. Proper planning will make it more likely to get your content featured on the client's feed.

Prove:

- Show what you know during the Creative Blitz next class period!

Evaluation

The evaluation of these materials consists of two parts: one which is retroactive, and one which is proactive. The retroactive evaluation is a report on the implementation of the pilot based on student feedback. These recommendations helped to shape many of the details of the revised course, including improved rubrics, different amount of time given to each project, and the way

students worked in teams. The proactive evaluation provides materials intended for the client to provide on-going course evaluation. I describe each of these in detail below.

Retroactive Evaluation

The evaluation of this course is crucial to its success and relies heavily on the feedback given by the students in the course. The changes for the evaluation of SMM 130 all stem from my pilot semester. At the end of that semester, I asked my students to participate in a course evaluation that I administered via Google Forms. The purpose of this initial evaluation was to give me an idea of what worked and what didn't during the pilot course so that I could create a course that would benefit the students and prepare them for a professional career. The students' feedback was both positive and informative and led to changes with in the course. Comments such as the following helped me as a designer see that the creative blitz, for example, was a positive project but that I needed to put a grading rubric into place that would help the students focus on what they leaned in the class.

"I loved that this was a HANDS-ON class. I loved being able to get my hands on a camera and go about the city taking pictures of product. To me, this was much more effective than reading articles or writing small essays of what I've learned. I particularly loved that this wasn't a 'busy work' type of class"

"I loved the creative blitz but having us apply specific principles that we were taught would help have a focus for what we need to do and so we can learn specific principles"

I also asked the students to not only comment on the course but to grade themselves and give the reasoning behind the grade they gave themselves, but also to grade their classmates and to tell me what worked in the course and what did not. The self-grading was based on the four projects each student was required to complete during the semester as well as attendance and

personal perceptions of how well each student did. Using a Likert scale for each of these projects I was able to get a clearer picture of what percentage of the students completed the projects and to what extent. With the self-grading information in hand, the suggestions for what did and what did not work became much more relevant and enlightening (see Appendix D). This initial feedback from my students informed my evaluation decisions for the re-designed course.

One big change that my students and I both concluded was needed was the need for more consistent standards for grading. In my pilot semester, the grading was fairly subjective, and it was based on a pass/fail philosophy. As a new instructor, I had a hard time understanding how to best grade my students and knowing what I could expect from my students. Since this was a new syllabus I was creating for SMM 130, I couldn't use the old evaluations and assessments. One thing I had a hard time grading was the effort the students put into their assignments. I felt like I couldn't grade on skill because skill in creating photos/videos/content comes with time and some students had prior experience in the field. I could however grade on the effort the students put into following the principles of creating professional content. Did a student make the effort to put into practice the principles we were learning, or did they just snap a picture without putting into practice all the principles we were learning? I had one student in my pilot semester who received an "A" in the course even though he turned in photos taken with little thought or attention to the principles of photography we were learning. He however turned in the right quantity of photos and since the grading was pass/fail, I had to give him the grade according to the requirements I had in place at the time. SMM 130 students need to be engaged in the learning and to succeed in creating good content, and that means they need to practice what we're actually learning together. In order to assess their effort to apply the principles we cover, in the re-design, I decided to implement grading rubrics for each project. These rubrics will be

used by the students and the instructor. The students will fill out the rubric after each assignment assessing their effort for that assignment. The rubric will also act as a gold standard for the students as they do the projects; it will allow them to see what they need to do to fulfill the project. After the students complete the rubric, the instructor will also fill out the rubric and return it to the student with their final grade for the assignment. The hope is that this will take away any confusion the students feel in completing the project as well as helping them see how they can improve on future projects.

Proactive Evaluation

When this course is implemented as the regular curriculum for SMM 130 at LDS-BC, there will need to be tools in place to evaluate the course and make changes as needed. Currently there are a number of evaluations of this, and other, courses at LDS-BC that I believe will be crucial in maintaining the integrity of this course. These evaluations include:

- College-level evaluations
    - The college employs instructional designers who review courses and ensure they are meeting the requirements of the college and its accreditation board.
    - End-of-course student evaluations/surveys.
- Department-level evaluations
    - At the end of each semester the head of the department meets with each instructor and receives feedback on the courses they taught. This is crucial information for the college as they move forward and make revisions to the course.
    - The head of each department regularly attends classes and observes the instructor and the students and compares the content to the syllabus.

o The department is implementing reading quizzes prepared at the department level

and approved by the department heads.

As important as these evaluations are, I think they often miss the mark on one important point—professional feedback. Since the goal of this course is to get students working in the real world of social media marketing, it's imperative that the college regularly (e.g., 1x/year) bring in an industry professional to review the course and ensure it's still current. Trends and procedures in social media marketing changes quickly and only a professional who is actively working in this field will be able to advise regarding updated materials and examples. The college does not currently do this, but I would suggest it to ensure the course stays current and applicable in the workforce. Another important component to the professional feedback is receiving feedback from the clients the class works with. At the end of each semester the client will receive a brief questionnaire to evaluate their experience working with a SMM 130 class (see Appendix C).

Future Implications

I learned some valuable lessons in creating this course. When I was first hired to teach and redesign SMM 130 I had theoretical knowledge of how to design a course and how to make evaluations. This theoretical knowledge comes primarily from my coursework in instructional design at BYU. I quickly learned through the design, that the theory wasn't enough. Experience was paramount. The real design of this course wasn't possible until I was able to test my pilot course and teach for 14 weeks and then turn around and refine the redesigned course. As I married theory with the experience of teaching to design this new course I am confident that as the course is implemented, it is now stronger and more applicable then when I was originally hired. The materials created can be used not only by myself, but should guide any instructor in

such a way that s/he ought to be able to engage SMM 130 students in authentic projects for real

clients in a consistent and productive manner. In addition to the course being stronger, I come

away from the experience with new tools in my tool belt for creating courses. Following are

examples of the most significant takeaways for me.

- Using theoretical foundations like Problem/Project Based Learning and Merrill's First

  Principles gives direction and purpose to design and helps focus in on learning objectives.

  My initial design did not intentionally adhere to these principles. When I considered

  them in light of each project, I was able to see holes that could be filled to strengthen the

  course and deliver a more consistent product. Focusing on one foundation allowed me to

  expand my ideas but keep them grounded in place of letting them run wild. For example,

  when I looked at project two, "Cold Calling," in the light of Merrill's First Principles, I

  was able to see holes in the demonstration and application stages of the project. Those

  holes represented lost opportunities for the students in their overall learning in the course.

  In addition to the holes, Merrill's First Principles allowed me to build more body into

  each of the projects. I was able to focus in on the principles and build more robust and

  detailed practice for the students. *Figure 8* represents the changes using Merrill's First

  Principles from the pilot semester to the redesigned course.

- Evaluation is the gold standard in creating a course. You can have learning objectives

  and goals but, in the end, evaluation is how you know if you've met your goals. The

  original feedback from students in the pilot was crucial in informing the redesign in that

  it highlight what the problems were (see Appendix D). Planning well thought-out and

  complete evaluations and rubrics gives direction to the course and allows for future

  growth and change.

- Listening to feedback from students, peers, and mentors can make the course deeper and more relevant. I may have one point of view on any given subject or practice, and even if that view is "right" or "good," it's important to listen to the views of others to ensure you're seeing the whole picture and applying that whole picture to the instruction. In this project, student feedback resulted in changes such as smaller working groups, greater emphasis on writing, and the need for rubrics and evaluations. Peer feedback led to better instructions for the instructors. As my peers looked at the syllabus, they needed a better view into my though process and the ways I was presenting the material. Mentors recommended more emphasis on client feedback as well as getting feedback to the students on their work. These recommendations turned into an evaluation the instructors will ask each client to complete at the end of each semester as well as more opportunities for students to receive regular feedback on their work.

I now hope to take what I've learned from this project and my studies at BYU an apply them in my career outside of the university.

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Appendix A

SMM 130 – Content Creation

Student Syllabus

Introduction

Welcome to SMM 130. We will be covering a variety of subjects in this course that will help

you become a knowledgeable creator of creative videos, photos, and copy. This course will

marry theory with practice and you will be expected to put your full effort into applying the

principles we cover. You will also have the opportunity to work with a real-world client during

the course of the semester by creating content for their social media channels and marketing

purposes. As you progress through the course you are invited to reflect on how the principles

you learn apply to the gospel of Jesus Christ and how you may further His work while practicing

your new skills.

Learning Objectives

1. Learn how to identify and create great content through copy, pictures, videos, infographics,

etc.

2. Know the balance between content about yourself/your company vs. content about the

customer's true needs and interests

3. Begin to learn the power of content driven customer advocacy and how to drive measurable

results.

4. Create content designed for major social platforms (e.g., Facebook, YouTube, Twitter,

Instagram, Pinterest, Google+, LinkedIn, Vine, Tumblr, Snap Chat).

5. Analyze content marketing strategies and tactics created by today's leading social brands.

6. Demonstrate the different uses and best platforms for copy, links, photos, videos, and social content.

7. Develop skills and comprehension of engaging content created by small budget tools (e.g. iPhones, GoPro cameras, iMovie).

Assignments

This course is broken up into four projects. These projects are the body of your grade and will demand your creativity and will be the focus throughout the course of the semester.

Weekly Creative Blitz –Individual and Group Project:

- Description
    - Each week we will learn a principle and then during that same week we will take what we learned and apply it in creating content for the clients we have for the class. The blitz will happen during class time and we will spend the majority of the time out of the classroom and in the city producing actual content. The amount of content produced each week will vary, but we will produce content as a class on a weekly basis.

- Requirements
    - Be there!
    - Participate in the pre-productions, production, and post production of the content.
    - Participate in the critique that will happen at the end of each blitz.
    - Post and tag your content on Social Media

- How to get a good grade (see the rubric).

- o At the end of each blitz you will initial a participation sheet, be there, do the work, and you can initial the sheet.

- o Post your content on social media.

Reaching Out/Cold Calling – Individual Project:

- Description

  - o A huge part of your job in social media will be reaching out to potential clients. During the semester, you will need to reach out to at least **TEN** (though you're welcome to reach out to as many as you want) companies and request that they send you product in return for you creating social content for them. In addition to the initial contact you will need to reach out in confirmation using another method then your original form of contact. In reaching out to the companies you will need to show examples of your work so they know the caliber of your work. Also, before contacting each company the students will draft their communication and have at least one other student proofread and critique the draft.

- Requirements

  - o Reach out via email, Facebook, Instagram DM, or any other method and show evidence of that contact. You are not required to actually be sent the product (we have no control over whether or not a company sends you product), the important thing is see your efforts in contacting the three companies. You are also not required to ask for product it may be an event you desire to cover or some other social media coverage. Send an example of your work when you reach out to each company.

- How to get a good grade (see rubric)

  o Write a draft and have it critiqued by at least one other student.

  o Show evidence of the contact...share the emails, screenshot the DM's or Facebook messages, etc.

  o Send at least one example of your work with each communication.

Company Content – Individual Project:

- Description

  o Plan and execute at least **FIVE** photo shoots for the class clients. This includes planning the shoots, finding locations and models, making the photos, editing the photos, and uploading the photos to social media and tagging the client on social media.

- Requirements

  o Pick which social media you would like to create content for and then create the content you have planned. This could include photos or videos for the client. This content should be well thought-out and will need to demonstrate what you have been learning about photography and videography.

- How to get a good grade (see rubric)

  o Do all of the planning, execution, and editing for five photo/video shoots for our class client.

Final Video – Group Project:

- Description

  o Create a 30-90 second YouTube or Facebook video for our class client.

- Requirements

- We will be splitting into groups in order to give the entire class an opportunity to be involved with the pre-production and production of a YouTube/Facebook campaign. You will be involved as part of the group and will be graded by the group on your involvement in planning the production, being on set, and editing of the video.

- How to get a good grade
  - Be fully involved with the ideation, planning, production and post production of the shoot. You will give yourself a grade and the group will give you as grade as well.

Grading

You will be graded on your attendance, readings, and fulfilling the projects.

Assignment	Points Possible
Attendance	100
Readings	100
Creative Blitz	400
Cold Calling – 20 points each	200
Company Content – 40 points each	200
Final Video Project	500
Total	**1500**

Class Schedule

Week 1

Topics for week 1:

- What is Social Media and Social Engagement?

- What does it mean to be a social media content creator?

- Introduction to mobile content.

Prepare:

- Look through the syllabus and the client websites and come prepared with any questions. Complete the beginning of the semester survey before the end of the first class.

  Teach:

- Introduce yourself in-class: tell us what you're good at and what makes you jive. Also tell us why you're interested in social media and what you hope to get out of this course.

Ponder:

- After looking at the syllabus take some time to make some goals for yourself; what do you want to get out of this course and how are you going to accomplish this?

Prove:

- Send the instructor your goals.

Week 2

Topics for week 2:

- What is authenticity and what does it have to do with social media?

- The 4 Cs of social media.

  - o Content is King

  - o Consistency

  - o Collaboration

  - o Culture

- Coming up with good ideas via behind the scenes (BTS) videos and articles.

- Mobile Content, editing, shooting and tools.

Prepare:

- Find a behind the scenes (BTS) video or article you like or think will be helpful in learning photography.

- Download Lightroom, Photoshop Express, Snapseed, or some other photo editing app onto your phone.

- Mobile Photography Links

  - Lighting and Editing: https://www.youtube.com/watch?v=dpvn9HR6Ahs

  - Basics of Mobile Photography:

    https://www.youtube.com/playlist?list=PLX9mbW7aet34oxVkdR_BrI8SmNh6sbopn

  - Developing a Personal Style: https://www.youtube.com/watch?v=faMY3_3ZqzY

  - DIY Mobile Photography tips:

    https://www.youtube.com/watch?v=fTz4Nhgm_SQ

Teach:

- Demonstrate to one of your classmates one of the principles you learned about mobile photography in your preparation.

Ponder:

- Take the principles we looked at today and prepare for the Creative Blitz next class. Think about the time of day we'll be shooting in, the client material, any props you might need, and how you're going to edit your photos. Proper planning will make it more likely to get your content featured on the client's feed.

Prove:

- Show what you know during the Creative Blitz next class period!

Week 3

Topics for week 3:

- Principles of photography/video (aperture, shutter speed, composition, lighting…)

- Difference between JPEG & RAW/DNG

- Manual Camera Apps

Prepare:

- Shutter Speed: https://www.youtube.com/watch?v=jm6tf24XjME

- Camera Angle/Composition: https://www.youtube.com/watch?v=6H31k2o3TBI

    - https://www.youtube.com/watch?v=5F6WAz9PTwY&t=26s

- Natural Light: https://www.youtube.com/watch?v=ygeixGd8ZMw&t=252s

- White Balance: https://www.youtube.com/watch?v=zNKlu54LSAM

- Understanding Lenses: https://www.youtube.com/watch?v=bGPIy0woCqw

- Download a camera app that allows for manual controls such as:

    - Manual Camera for Android ($3)

    - Manual for iOS

    - Moment

    - Lightroom

Teach:

- Demonstrate to your classmates, in class, what you learned about camera controls using your new manual app.

Ponder:

- How will these newly learned skills aid you in creating great content?

Prove:

- Upload at least two photos/videos that demonstrate what we learned about principles of photography.

Week 4

Topics for week 4:

- Culture

- Brand Ambassadors

- Photo editing – Photoshop

Prepare:

- https://www.youtube.com/watch?v=_yNPXej6XoE This will make sense in class, please just watch and remember.

- Look at someone you follow and come prepared to tell us what they "do" - what is their culture/cup of tea. What's their style and what makes them unique? Can you see it?

- http://www.huffingtonpost.com/kenny-kline/6-questions-to-ask-before_b_8827684.html

- https://www.socialhp.com/blog/12-reasons-you-need-brand-ambassadors-now/

- http://marketingland.com/how-to-use-brand-ambassadors-to-drive-social-media-success-66669

- http://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2015-Photographers-Fundamentals/373795-2.html?org=ldsbc.edu You have access to Lyna.com with your LDS-BC login information.

Teach:

- Share with the class your definition of a brand ambassador.

Ponder:

- Think about how what you've learned about brand ambassadors will affect your communication with companies in the "Cold Calling" project in the syllabus.

Prove:

- Upload at least two photos you've edited on Photoshop...show the before and after.

- Ensure your future communiques with companies reflect your knowledge of brand ambassadors.

Week 5

Topics for week 5:

- Content is King

- Photo Editing – Lightroom

Prepare:

- http://www.ted.com/talks/chris_burkard_the_joy_of_surfing_in_ice_cold_water#t-11402

- https://arborcreative.com/?p=229

- http://www.lynda.com/Lightroom-tutorials/Lightroom-CC-Essential-Training-2015/383035-2.html?org=ldsbc.edu

Teach:

- Discuss with your classmates how Chris Burkard's TED talk relates to creating content. How does he show that content is king? What price is he willing to pay to create great content? What price are you willing to pay?

Ponder:

- How can what you've learned about content and photo editing be integrated into your professional life? How will you apply what you're learning?

Prove:

- Submit two photos you edited using Lightroom. When you submit add a note describing what you did to edit these photos and explain your decisions. It may be helpful to upload a before and after to help explain your decisions.

Week 6

Topics for week 6:

- Collaboration

- Introduction to Video

Prepare:

- Complete the Mid-semester Survey before you come to class.

- Creating Viral Videos: https://www.youtube.com/watch?v=0JT7Lvft63E

- Composition: https://www.youtube.com/watch?v=Qj3QIQXYyik

- Camera Moves: https://www.youtube.com/watch?v=59dl-mhQWBA

- Understanding Lenses: https://www.youtube.com/watch?v=bGPIy0woCqw

- https://www.youtube.com/watch?v=HKGkBRk1kSo (What do you learn about collaboration here?)

Teach:

- During the class discussions share what you've learned about creating video. Share your knowledge with your fellow students.

Ponder:

- How do you feel about creating video? How do the principles you've learned up to this point apply to creating great video content? What else do you need to learn? Where are you feeling unprepared?

- In your words what is collaboration and why is it so important in creating meaningful and successful social content?

Prove:

- In the Creative Blitz, you will be creating a video, demonstrate the principles you've learned up to this point in that video content.

Week 7

Topics for week 7

- Consistency

- Intro to Video Editing - iMovie/Windows Movie Maker

- Story

Prepare:

- Editing: https://www.lynda.com/iMovie-tutorials/iMovie-1002-Essential-Training/159634-2.html?org=ldsbc.edu

- Consistency: http://phillipscompany.com/insights/pencil-posts-importance-scheduling-social-media/

- Storytelling:

  o This is an incredible article, a bit dated but very relevant. Please read it and watch the videos included in it.   http://postcron.com/en/blog/storytelling-social-media/

  o More on storytelling: https://www.youtube.com/watch?v=NOjug72hev8&t=102s

Teach:

- Find a video or article or post that demonstrates great story. Share with your classmates the power of good story techniques and why it matters.

Ponder:

- Why is story so important? How do you keep a consistent message and story throughout a social media feed?

Prove:

- Prove you know the 4Cs and the elements of good social media by creating content for our class clients that is professional and fits their culture. Specifically choose one of the 4Cs to focus on in the creative blitz this week.

Week 8

Topics for week 8:

- Video Editing – Adobe Premiere

- Introduction to the Final Video Project

Prepare:

- Color

  Correction: https://www.youtube.com/watch?v=Do6cH9AH_IY&feature=youtu.be

- Premiere Editing:

  - http://www.lynda.com/Premiere-Pro-tutorials/Premiere-Pro-CC-Essential-Training-2015/371692-2.html?org=ldsbc.edu

  - https://www.youtube.com/watch?v=OsGOk9tQppo

  - https://www.youtube.com/watch?v=VzDNQTAgtrI

  - https://www.youtube.com/watch?v=_TFNaFcqVDo

Teach:

- Find an example of a well-colored video and a poorly-colored video. Explain to a classmate what makes one good and one poor.

Ponder:

- Why is learning video editing and color correction important to you? You may not become a video editor or work in the video world so why do you need to learn it?

Prove:

- Demonstrate what you know in the creative blitz. These skills will also need to be proved as you work on the final video project.

Week 9

Topics for week 9:

- The Production Process - Pre-production

Prepare:

- Producing: https://www.youtube.com/watch?v=cXVsTJSjoA4
- Pre-production Planning: http://www.reelseo.com/preproduction-planning-checklist/
- Producing a Commercial: https://www.youtube.com/watch?v=pPHg-2sPeGo
- Location Scouting:
    - https://www.videomaker.com/article/c18/8946-11-tips-for-location-scouting
    - https://www.youtube.com/watch?v=hPHGpOrNT_A

Teach:

- Share with your classmates what parts of the pre-production process you're most excited about. Also share what you need to work on.

Ponder:

- How does pre-production change how you think about producing a video or photoshoot?
  What are you going to change for your next shoot?

Prove

- You have a final video to produce with a group, prove your skills in producing a great
  social video. Create a plan and follow it.

Week 10

Topics for week 10:

- Production & Set Life: i.e. what's it like to be on set and how do you keep things moving
  well?

- Work in groups of Final Video Project.

Prepare:

- These are all behind the scenes looks at feature films. Pay attention to what it takes to
  make a film, how many folks are involved and the amount of detail and work it takes.

  - https://www.youtube.com/watch?v=7ysM4eiAOaw

  - https://www.youtube.com/watch?v=3Upc1tbx9zU

  - https://www.youtube.com/watch?v=TidGyBLTTRQ

- Carefully read what roles are involved in creating a feature film:

  http://filmincolorado.com/resources/job-descriptions/

Teach:

- Discuss with your final video group what your role is. Can you define it and does your
  team agree?

Ponder:

- What will your set-life look like for the final video? What do you hope the set of your final video will look and feel like?

Prove:

- Make your final video set what you want it to be. Do your role and contribute to a successful video shoot. Remember that your group will be grading you on your contribution and you will be grading them. Be the example to your group of what a perfect team-player looks like. Forget yourself and contribute fully to the production and the success of your team.

Week 11

Topics for week 11:

- Social Media Writing – Instagram
- Final Video Project

Prepare:

- 6 Tips for Writing Well on Social Media: https://www.grammarly.com/blog/six-tips-for-writing-well-on-social-media/
- Gain Instagram Followers: http://blog.viraltag.com/2015/07/27/5-ways-to-gain-instagram-followers-with-great-writing/#sthash.g8HDTofT.dpbs
- Writing captions on Instagram: http://blogs.wsj.com/briefly/2015/02/04/5-things-to-know-about-writing-captions-on-instagram/

Teach:

- Find examples of good and bad captions on Instagram according to what you've learned in the reading. Come prepared to share the posts during the class discussion.

Ponder:

- How will you incorporate what you've learned about good writing and posting skills into your work?

Prove:

- Show your examples of good and poor posting and explain why they are good or poor.

- Incorporate what you've learned in your work.

Week 12

Topics for week 12:

- Social Media Writing – Facebook

- Looking at new social mediums

- Work on Final Video

Prepare:

- Writing for Facebook:

    o https://www.postplanner.com/7-no-brainer-tips-to-write-awesome-facebook-post/

    o http://wersm.com/10-tips-to-write-engaging-facebook-posts/

- Look for what's new. What's going to be the next big social outlet?

Teach:

- Just like last week, find examples of good and bad captions on Facebook according to what you've learned in the reading. Come prepared to share the posts during the class discussion.

- Share with your classmates what you think will be the next big thing in social media. This might be a new app you use or a trend you see coming out.

Ponder:

- How will you incorporate what you've learned about good writing and posting skills into your work?

- How are you going to stay on top of new social mediums as the world continues to progress and grow?

Prove:

- Show your examples of good and poor posting and explain why they are good or poor.

- Incorporate what you've learned in your work.

Week 13

Topics for week 13:

- Work on Final Video Project with your group in class, you will be sharing your final product with the class the last day of class.

- Complete the end-of-course survey.

Appendix B

Instructor Instructions SMM 130

Week 1

What is Social Media and Social Engagement?
- This is really important to define for the students. Start with video "Gotta Share" from the Assets folder. This video really demonstrates the effectiveness and reach of social media in a comical and real way. Have a class discussion on the video and the students view of social media and how it can be engaging.
- Follow up by viewing the video "The Danger of Selfie Sticks PSA" also found in the Assets folder. This is a genius ad put out by Pizza Hut and after its release Pizza Hut saw a 500% increase in website traffic, which in turn translated into more sales. This video ENGAGED the community.

What does it mean to be a social media content creator?
- This question has a number of correct answers. The ones we want to focus on is doing what you love and working hard. The video by Devin Graham "Fighting for your Passion" sums up what it takes to be a content creator full-time and is a good spring board to the discussion.
- After discussing what it takes to be a content creator ask the students to describe what they're passionate about…what's their "cup of tea"? Have them write this down and then have them introduce themselves to the class with all of the normal introduction aspects but make sure they add what their "cup of tea" is, what they're most passionate about.

Introduction to mobile content
- In today's world, the students will at some point create content using only a mobile device. Odds are that most of the students will ONLY ever use a mobile device. You can create some stunning content using mobile technology. Take some time to find stunning mobile content. In the Assets folder, you will find examples from one professional photographer, Chris Bukard, who has some great mobile content and has some great things to say about cell phone photography. Take some time to find other people who have been successful in this as well to share with the class.

Assets
- Here is a link to the assets folder with access to videos, photos, and the keynote/PowerPoint used in past semesters:

Semester Overview
- Explain the four projects (descriptions at the end of this document) and make sure the students understand what will be required of them.
- Show rubrics and assessments
- This course is designed to be simple but effective. In past semesters, this course has often been the highest rated course in the program.

Instructor Preparation:
- It will be your responsibility as the instructor to not only learn and then teach the principles outlined in the course but to find clients for the class to work with during the course of the semester. If you are having trouble finding clients to work with ask your supervisor at LDS-BC or our fellow instructors, they are a wealth of knowledge and all have great networks.
- You will want to be up to date with current trends and practices so take time to explore different social platforms and take note of what's the current trend. Is it vlogging? Is it shot, to the point content? Is it all copy and text or is it HDR photography? Take note from semester to semester and adapt the course as necessary.

Administer the start-of-semester survey. This will allow you a view of where your students stand individually and as a group in their knowledge of the content you will cover during the semester. You will also administer a mid-semester survey and a final survey.

Student Portion/Preparation

Prepare:
- Look through the syllabus and the client websites and come prepared with any questions. Complete the beginning of the semester survey before the end of the first class.

Teach:
- Introduce yourself in-class: tell us what you're good at and what makes you jive. Also tell us why you're interested in social media and what you hope to get out of this course.

Ponder:
- After looking at the syllabus take some time to make some goals for yourself; what do you want to get out of this course and how are you going to accomplish this?

Prove:
- Send the instructor your goals.

Week 2

What is authenticity and what does it have to do with social media?
- The dictionary definition of authentic is: "true to one's own personality, spirit, or character." This definition holds true in the world of social media marketing. As

a content creator, you have to be true to what you do, your style. But way beyond that is the need to create content that is original, thoughtful, and meaningful. People can spot shoddy and unfeeling (fake) work and if as a creator you're not being true to yourself, your style, and what's right, your audience will notice. Put thought and feeling into your work, follow the rules of good photography/writing/videography, but also make it original and authentic. This is a bit of a "soapbox" moment in the course but if you don't give the students the opportunity to be original and authentic, many will not allow themselves to grow and be stretched. Too often students worry about the grade and not the experience so they try to copy an example and do just enough to get the grade. Give them the opportunity to shine.

Introduce the 4 C's

- Content is King
  - In the world of social media marketing you can't do anything without content. Content ranges from the text to the visual. On Twitter and a blog content could be 30 paragraphs to one single well placed period. This could be a photo or video on Instagram or Facebook to a 30-second snap on Snapchat. Content is simply what we put onto the social platforms for the world to see, hear, and interact with. Without this content social media is nothing and doesn't exist. Now to take this a step further; content is king but GOOD content is the emperor, it rules all. "Good Content" is subjective on the audience and the current trends but a well written sentence, a beautiful and thought out photo, and a meaningful video will always be in high demand. Take the time to learn how to do these things correctly and you will be able to adapt to the changing times and trends.
- Consistency
  - This principle covers two important aspects of good social media marketing, schedules and voice.
  - First is when and how often you post to social platforms. Think back to the days of newspapers and the 10PM nightly news. What would happen if the paper wasn't on your doorstep at 6AM when you went looking for it or if the news didn't show one night? Back then you would've picked up your rotary phone and made a complaint; why weren't the things you expected there for your pleasure and notification?! Things haven't changed. In place of newspapers and 10PM news we have social media and we like our updates more than ever. If you're favorite YouTuber says they will post every Tuesday at 6PM, and they don't, how do you feel? It's annoying. As a race, we like consistency, we like to know when to expect things. As a social media marketer, you need to be consistent with when you post, let people know when that is and be accountable to your timeline.
  - Second is be consistent with your voice. If you're working for a luxury shoe company who posts elegant black and white photos, don't post over saturated color photos that jump off the page. Your audience/customers follow you because of your voice! They like what you do and what you post. The YouTuber Devin Super Tramp does beautiful work, he's a master at his craft. For the most part, he posts adventure and action-packed videos of people doing incredible stunts. However, he films beautiful nature videos as well but he's stopped posting them. Why? His audience doesn't follow him for his nature videos and every

time he does post one he loses followers and receives nasty letters. Call it crazy, but your audience wants what you create so be careful in choosing your voice and once you do, stick to it!

- Collaboration
  - o Let's say you're a small company making waterproof backpacks designed for skiers. Your product is well received and people are starting to talk about it on social media and at the resorts. It's doing well enough in fact that some semi-pro skiers have approached up looking for a discount. What do you do? In place of giving them a discount, work with them! Give them a pack and other marketing material in return for social media posts and introductions to their other sponsors. Working with brand ambassadors like this is a great way for you as a business to grow and get noticed. But you say, I don't own a company, I just want to make it as a full-time YouTuber, what now? Collaboration take many shapes and forms, the important thing is to DO IT. There are few rules in collaboration, just remember that what you do needs to be mutually beneficial for both parties, which means if you have 3,000 subscribers on YouTube you probably won't be collaborating with someone with 3 million subscribers, maybe, but unlikely. Always be looking for ways to work with others. As a company and an individual, working and collaborating with others will get you greater exposure and usually more followers. Those followers and that exposure could mean more potential clients and a better living.
- Culture
  - o Culture goes hand-in-hand with consistency in voice. Whether you're a representing a company as their marketing director or acting as the super trendy mom you are on Instagram, you need to think about your culture – who are you? What makes you tick? What's appropriate and what isn't? Here's an example that might help. You are asked to do some marketing for a local organic grocer, they would like some new images for their website and social platforms. You are excited for the opportunity but you've never worked with an organic shop. What should you be aware of? First of all, there are a lot of questions you should ask your client, what sort of things do they want photographed? What should you avoid? How do they, the client, what to be portrayed? Do they market to an older crowd or a younger and do they want them trendier or more every day? You ask these questions to get an idea of their vibe, their company culture. Next you should look at their previous marketing, this will hopefully give you an idea of the company culture as well. Think about all of this as if you were trying to understand a new world culture or religion. Take the time to immerse yourself and do lots of research.

Coming up with good ideas via behind the scenes (BTS)

- Behind the scenes are such a great way to see into the working process of other professionals and can help you learn new techniques and can give you new ideas. Throughout the course of the semester the students will view BTS videos in order to learn new skills. It's a good practice to always be learning new skills and coming up with new ideas and BTS videos are a great way to accomplish that.

Mobile Content, editing, shooting and tools (get them out and shooting in class)

- LDS-BC would like us to focus our efforts on mobile content creation, this is because most of the students, if not all, have access to cellphones and tablets with a camera. With this goal in mind it will be important over the course of the semester to find examples of good mobile photography and videography. A big part of social media marketing is both creating content or editing others content. Most of the students have created photos or videos on their mobile devices but haven't learned the correct principles of editing those images so that they look professional. And with that many don't know the correct principles of photography/videography to capture that image so that it's professional right from the start. It's your job as an instructor to teach the students correct principles and to give them resources they can use to further their education. Some basic tips on mobile photography are listed as the students' preparation for this week. This will help put them all on the same page and is a good starting point. Search out other resources that work for you. A few other videos and resources are made available in the Assets Folder for Week two in the google folder.
- Some tools that are industry standards are Adobe Lightroom for mobile and Snapseed. Both of these apps allow you to take photos and edit them. Lightroom is a VERY powerful product and is well worth exploring and looking into. In the Assets folder are a number of tutorials by a photographer named Peter McKinnon, he's fantastic and has a great way of explaining things. He will be used a lot over the course of the semester. SnapSeed is another editing tool and though not as strong or complex as Lightroom, it's incredible and free. Take some time to learn both tools.
- During class give the students time to explore and experiment with the apps so that they can ask questions and be prepared for the upcoming Creative Blitz.

Student Portion/Preparation

Prepare:
- Find a behind the scenes (BTS) video or article you like or think will be helpful in learning photography.
- Download Lightroom, Photoshop Express, Snapseed, or some other photo editing app onto your phone.
- Mobile Photography Links
  - Lighting and Editing: https://www.youtube.com/watch?v=dpvn9HR6Ahs
  - Basics of Mobile Photography: https://www.youtube.com/playlist?list=PLX9mbW7aet34oxVkdR_BrI8SmNh6sbopn
  - Developing a Personal Style: https://www.youtube.com/watch?v=faMY3_3ZqzY
  - DIY Mobile Photography tips: https://www.youtube.com/watch?v=fTz4Nhgm_SQ

Teach:
- Demonstrate to one of your classmates one of the principles you learned about mobile photography in your preparation.

Ponder:
- Take the principles we looked at today and prepare for the Creative Blitz next class. Think about the time of day we'll be shooting in, the client material, any props you

might need, and how you're going to edit your photos. Proper planning will make it more likely to get your content featured on the client's feed.

Prove:

- Show what you know during the Creative Blitz next class period!

Week 3

- Principles of photography/video (aperture, shutter speed, composition, lighting…)
    - o These are the principles of photography that the students will be graded on for both the Creative Blitzes as well as the Company Content. Along with the grading these principles are the backbone of the course and will need to be covered and reviewed again and again throughout the course of the semester. Take time to learn or relearn these principles. There are endless tutorials online, find the ones that work best for you and that you think will work best for the class.
- Difference between JPEG & RAW/DNG
    - o This is important to cover but not crucial. What the students need to know is that their phones, unless otherwise manually told, will shoot JPEG. When shooting for clients it's usually best to shoot RAW or DNG. Apps like Lightroom and Moment allow you to "unlock" your phones potential and shoot DNG or RAW. The following link is a video that helps explain it all: https://www.youtube.com/watch?v=N0j8QMmglvw

- Manual Camera Apps for phone
    - o Our phones take incredible photos…when the conditions are perfect. How often have you tried to take a photo on your phone and it was too bright or too dark, or it was too yellow or blue? These problems can be mended by using a manual camera app like "Manual" or Lightroom or Moment. There are dozens of apps that allow you to manually control your camera on your mobile device. They will let you control the shutter speed, aperture, white balance, and image quality. These are the apps the students should be using over the course of the semester and that will serve them well over the years.

Student Portion/Preparation

Prepare:

- Shutter Speed: https://www.youtube.com/watch?v=jm6tf24XjME
- Camera Angle/Composition: https://www.youtube.com/watch?v=6H31k2o3TBI
    - o https://www.youtube.com/watch?v=5F6WAz9PTwY&t=26s
- Natural Light: https://www.youtube.com/watch?v=ygeixGd8ZMw&t=252s
- White Balance: https://www.youtube.com/watch?v=zNKlu54LSAM
- Understanding Lenses: https://www.youtube.com/watch?v=bGPIy0woCqw
- Download a camera app that allows for manual controls such as:
    - o Manual Camera for Android ($3)
    - o Manual for iOS
    - o Moment

　　　　○ Lightroom

Teach:
- Demonstrate to your classmates, in class, what you learned about camera controls using your new manual app.

Ponder:
- How will these newly learned skills aid you in creating great content?

Prove:
- Upload at least two photos/videos that demonstrate what we learned about principles of photography.

Week 4

- Culture/brand ambassadors
  - ○ Culture is simply what the company is trying to say about itself. Is it a hip organic company marketing to yoga loving, northern California folks? Is it a tough, I can do anything, clothing company that promotes hard work and getting dirty? What is the company trying to say about who they are? This is extremely important to understand when creating content for a company. If you create content that is inconsistent with a company's culture it will not be effective. The example to show this in the lesson plan is from the TV show "Downton Abby." The students will watch a trailer for Downton Abby in all its British accent goodness. There's a charm we Americans love about the British and their accents. Talk to the students about that charm and nostalgia for old times and places. Then show the video (in the assets folder) that shows the cast of Downton Abby doing a scene with American accents. What's the difference? Which clip works better and why? The one with the British accent works so much better and it's because we expect the British charm with that time era and place. The American accent goes against the CULTUTE of the series and rubs us the wrong way. In the same way, this is what happens when we take a great idea for creating content and then take it out of the culture it belongs in. Don't try to create content that goes against the culture of the client…it usually doesn't work.
    - ▪ Another video that shows a wonderful difference in what works for different cultures is the video "Beauty around the World." In this video, a photographer goes around the world and photographs what "beauty" means to different cultures. This is a great visual for the students to understand that something that works for one culture may not work for another culture.
    - ▪ You will need to edit the video showing people doing American accents, there is some swearing in it but shows that peoples perceptions of a culture are also super important to take into consideration.
  - ○ Brand ambassadors and sponsorships are everything in today's world of social media marketing. What is a brand ambassador? Say you're an outdoor gear company who makes tents, sleeping bags, backpacks and the like. You're

scrolling through Instagram and see a woman who's adventurous and has a 50k followers. You reach out to the woman on Instagram's message feature and ask if you can send here some free gear in return so that she can use it and post photos of it on her account. She says yes, you send the gear, and she begins to post. That's a brand ambassador in its simplest form. So why do this? Marketing to the right group of people can be so difficult and very expensive, just finding them can be hard. However, we can assume that the woman in the above example is followed by other adventurous people who love the outdoors and camping. When she posts a picture of camping, using your gear, 50,000 like-minded people will see it! That's pretty amazing. Another advantage to brand ambassadors is putting a human element to the product. People know when they're being marketed to, we all know what it looks like and feels like. Brand ambassadors are trusted humans, within their own circles, and can give honest human feedback to a product. People trust them and it's hard to buy that trust using conventional marketing means. There are other reasons to use brand ambassadors and there are other times where more traditional marketing is preferable. Put the students into groups to explore brand ambassadors and to find successful examples.

- Photo editing - Photoshop
  - o Although the focus in the class is mobile photography it is important for the students to have experience editing with desktop applications. Much of what they learn here will translate to mobile editing. You will need to request a room with Adobe access for all students for this weeks in-class activities.

Student Portion/Preparation

Prepare:
- https://www.youtube.com/watch?v=_yNPXej6XoE This will make sense in class, please just watch and remember.
- Look at someone you follow and come prepared to tell us what they "do" - what is their culture/cup of tea. What's their style and what makes them unique? Can you see it?
- http://www.huffingtonpost.com/kenny-kline/6-questions-to-ask-before_b_8827684.html
- https://www.socialhp.com/blog/12-reasons-you-need-brand-ambassadors-now/
- http://marketingland.com/how-to-use-brand-ambassadors-to-drive-social-media-success-66669
- http://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2015-Photographers-Fundamentals/373795-2.html?org=ldsbc.edu You have access to Lyna.com with your LDS-BC login information.

Teach:
- Share with the class your definition of a brand ambassador.

Ponder:
- Think about how what you've learned about brand ambassadors will affect your communication with companies in the "Cold Calling" project in the syllabus.

Prove:

- Upload at least two photos you've edited on Photoshop...show the before and after.
- Ensure your future communiques with companies reflect your knowledge of brand ambassadors.

Week 5

- Content is King
    - The key thing here is to help the students understand that without content they have nothing to post and share. Without content, social media is dead. Also, as important as content is, high-quality content is even more important. So, what makes content high quality? The standards for quality will change with each industry, the food industry and the corporate oil industry will look different. However, some of the qualifications will be the same, like good photography skills, the principles they will learn in this course. Other things that make good content are the other "C's" of social media. Have the students search social media for a few minutes to find examples of great content and have them share it in groups.
    - Share some thoughts on Chris Burkard's video on finding joy and being one's self in creating content. This is just a great inspirational boost for going out and creating.
- Photo Editing - Lightroom
    - Request a room with Adobe access for all students for this weeks in-class activities. You are only covering the basics of desktop editing and then directing the students to online tutorials like Lynda.com or YouTube if they would like to spend more time learning and honing their skills.

Student Portion/Preparation

Prepare:
- http://www.ted.com/talks/chris_burkard_the_joy_of_surfing_in_ice_cold_water#t-11402
- https://arborcreative.com/?p=229
- http://www.lynda.com/Lightroom-tutorials/Lightroom-CC-Essential-Training-2015/383035-2.html?org=ldsbc.edu

Teach:
- Discuss with your classmates how Chris Burkard's TED talk relates to creating content. How does he show that content is king? What price is he willing to pay to create great content? What price are you willing to pay?

Ponder:
- How can what you've learned about content and photo editing be integrated into your professional life? How will you apply what you're learning?

Prove:

- Submit two photos you edited using Lightroom. When you submit add a note describing what you did to edit these photos and explain your decisions. It may be helpful to upload a before and after to help explain your decisions.

Week 6

- Collaboration
  - Collaboration take many shapes and forms, the important thing is to DO IT. There are few rules in collaboration, just remember that what you do needs to be mutually beneficial for both parties, which means if you have 3,000 subscribers on YouTube you probably won't be collaborating with someone with 3 million subscribers, maybe, but unlikely. Always be looking for ways to work with others. As a company and an individual, working and collaborating with others will get you greater exposure and usually more followers. Those followers and that exposure could mean more potential clients and a better living.
  - Take some time to find examples of this…they're everywhere. Look at any social platform and you'll find current examples of companies, individuals, organizations, and others working together on social media. With any example make sure to point out how both parties are being benefited by the union.
- Introduction to Video
  - Everything you've done in the class up to this point is leading to video. All of the principles the students have learned in photography apply to video as well.
  - In class have some discussions about how the principles of photography ally to video. What's the same? What's different? Let the students explore a little bit. It might be a good idea to split into smaller groups for this activity so that each student has the opportunity to have a voice. After the discussion come back as a class and talk composition, camera moves, lenses, and creating a "viral" video. The students will need to understand these concepts as they plan and execute their final video.
  - Find some videos you think are particularly good. Know why they're good and then share them with the class and discuss why they work well.
- Administer the Mid-semester Survey to the students

Student Portion/Preparation

Prepare:

- Complete the Mid-semester Survey before you come to class.
- Creating Viral Videos: https://www.youtube.com/watch?v=0JT7Lvft63E
- Composition: https://www.youtube.com/watch?v=Qj3QIQXYyik
- Camera Moves: https://www.youtube.com/watch?v=59dl-mhQWBA
- Understanding Lenses: https://www.youtube.com/watch?v=bGPIy0woCqw
- https://www.youtube.com/watch?v=HKGkBRk1kSo (What do you learn about collaboration here?)

Teach:

- During the class discussions share what you've learned about creating video. Share your knowledge with your fellow students.

Ponder:

- How do you feel about creating video? How do the principles you've learned up to this point apply to creating great video content? What else do you need to learn? Where are you feeling unprepared?
- In your words what is collaboration and why is it so important in creating meaningful and successful social content?

Prove:

- In the Creative Blitz, you will be creating a video, demonstrate the principles you've learned up to this point in that video content.

Week 7

Consistency
- This principle covers two important aspects of good social media marketing, schedules and voice.
  - First is when and how often you post to social platforms. Think back to the days of newspapers and the 10PM nightly news. What would happen if the paper wasn't on your doorstep at 6AM when you went looking for it or if the news didn't show one night? Back then you would've picked up your rotary phone and made a complaint; why weren't the things you expected there for your pleasure and notification?! Things haven't changed. In place of newspapers and 10PM news we have social media and we like our updates more than ever. If you're favorite YouTuber says they will post every Tuesday at 6PM, and they don't, how do you feel? It's annoying. As a race, we like consistency, we like to know when to expect things. As a social media marketer, you need to be consistent with when you post, let people know when that is and be accountable to your timeline.
  - Second is be consistent with your voice. If you're working for a luxury shoe company who posts elegant black and white photos, don't post over saturated color photos that jump off the page. Your audience/customers follow you because of your voice! They like what you do and what you post. The YouTuber Devin Super Tramp does beautiful work, he's a master at his craft. For the most part, he posts adventure and action-packed videos of people doing incredible stunts. However, he films beautiful nature videos as well but he's stopped posting them. Why? His audience doesn't follow him for his nature videos and every time he does post one he loses followers and receives nasty letters. Call it crazy, but your audience wants what you create so be careful in choosing your voice and once you do, stick to it!

Intro to Video Editing - iMovie/Windows Movie Maker
- The intro to video editing is really to just get the students familiar with the terminology used in editing and the tools used. Whether it's iMovie or Windows Movie Maker or some other free editor they will all use a timeline and will all allow you to edit the video and audio. Familiarize yourself with a video editor so that you can answer general questions about video editing. There are incredible resources for this on YouTube as well as Lynda.com

Story
- Story, message, what you want to get across…. these all mean the same thing and they are absolutely key to the success of any good video. Story is the first and most vital part of any video; without it all we have is a series of clips put together. The story should evoke some sort of motion, whether that means happiness or awe or the need to buy a product or learn more. For effective social marketing, you need to evoke an emotion so that the view will want to share. Without the share, there is no "social" in social media. The article from postcorn.com is excellent and really illustrates why story is so important.

Student Portion/Preparation

Prepare:

- Editing: https://www.lynda.com/iMovie-tutorials/iMovie-1002-Essential-Training/159634-2.html?org=ldsbc.edu
- Consistency: http://phillipscompany.com/insights/pencil-posts-importance-scheduling-social-media/
- Storytelling:
  - This is an incredible article, a bit dated but very relevant. Please read it and watch the videos included in it.   http://postcron.com/en/blog/storytelling-social-media/
  - More on storytelling: https://www.youtube.com/watch?v=NOjug72hev8&t=102s

Teach:
- Find a video or article or post that demonstrates great story. Share with your classmates the power of good story techniques and why it matters.

Ponder:
- Why is story so important? How do you keep a consistent message and story throughout a social media feed?

Prove:
- Prove you know the 4Cs and the elements of good social media by creating content for our class clients that is professional and fits their culture. Specifically choose one of the 4Cs to focus on in the creative blitz this week.

Week 8

- Continue video editing (Premiere)
  - The objective of showing video editing is to not teach it all to the students but to give them a taste and very basic knowledge of the process. Premiere is a staple in the video world and LDS-BC has access to its license. There are countless tutorials on the basics to the most complicated to learn this software. If you do not know this software already you may want to take time to learn the basics before you teach it or to find a guest to come teach it.
  - The students will be looking at color correction. This is an advanced skill but just like with photo editing, they will need know understand what this is and how to do it. You don't need to go into great detail on this. Just wet their whistle and direct them on how to find more information.
- Final Video Project
  - For the final project the students will be split into groups and will plan and execute a 30-90 second video for the class clients. The groups can be small or large, though with smaller groups, each student will have a larger role in the production. You may only have one class client and therefore have multiple videos being produced for that one client, that's just fine! Use your best judgement on when to start the final video project but give the students plenty of time to plan in class, but they should also be working on this project outside of class time. This is the student's final project and should reflect all the principles they've learned over the course of the semester.

Student Portion/Preparation

Prepare:
- Color Correction: https://www.youtube.com/watch?v=Do6cH9AH_IY&feature=youtu.be
- Premiere Editing:
  - http://www.lynda.com/Premiere-Pro-tutorials/Premiere-Pro-CC-Essential-Training-2015/371692-2.html?org=ldsbc.edu
  - https://www.youtube.com/watch?v=OsGOk9tQppo
  - https://www.youtube.com/watch?v=VzDNQTAgtrI
  - https://www.youtube.com/watch?v=_TFNaFcqVDo

Teach:

- Find an example of a well-colored video and a poorly-colored video. Explain to a classmate what makes one good and one poor.

Ponder:

- Why is learning video editing and color correction important to you? You may not become a video editor or work in the video world so why do you need to learn it?

Prove:

- Demonstrate what you know in the creative blitz. These skills will also need to be proved as you work on the final video project.

Week 9

- The Production Process - Pre-production
  - o Pre-production includes everything from ideation to casting to location. Pre-production is by far the biggest part of any professional shoot and is KEY to its success. What the students really need to understand is that planning is everything. Without a plan, they will waste time/money on production and the final product will look haphazard and unprofessional. Imagine walking into your kitchen and knowing you want to make a dessert. You start adding flour and sugar and baking soda and nuts and all sorts of other ingredients to a bowl. You know that these things work well together but you don't have any idea of what kind of dessert you're actually making. What would the result be? How likely is it that you'll come up with something good? There's a chance, however how small, that something good will come of it, but the reality is that without a plan and a final goal the dessert will not turn out. The same is true of a production. Without a final goal and plan (receipt) the final product won't be what it could. There's always great potential with proper planning. Pre-production is such a huge endeavor that it will be hard to cover it all in a class or even a semester so the most important thing for the students to remember is that they need to have a plan. A huge part of that plan is asking all the questions. What are we going to shoot? Where? Who? Do we have permission? What's the style? Costumes? Do we have a budget? And so on and so forth. If the students will constantly ask questions and then resolve them chances are they will be highly successful in their productions.

Student Portion/Preparation

Prepare:
- Producing: https://www.youtube.com/watch?v=cXVsTJSjoA4
- Pre-production Planning: http://www.reelseo.com/preproduction-planning-checklist/
- Producing a Commercial: https://www.youtube.com/watch?v=pPHg-2sPeGo
- Location Scouting:
  - o https://www.videomaker.com/article/c18/8946-11-tips-for-location-scouting
  - o https://www.youtube.com/watch?v=hPHGpOrNT_A

Teach:
- Share with your classmates what parts of the pre-production process you're most excited about. Also share what you need to work on.

Ponder:
- How does pre-production change how you think about producing a video or photoshoot? What are you going to change for your next shoot?

Prove
- You have a final video to produce with a group, prove your skills in producing a great social video. Create a plan and follow it.

Week 10

- Production & Set Life: i.e. what's it like to be on set and how do you keep things moving well?
    - Set can be stressful but also very fulfilling. After spending so much time on the pre-production, this is the reward. In many ways, it's like the harvest after a full season of tending a crop. The important points for the students to understand about set life are:
        - There are lots of jobs on set from catering/craft to directing to camera to lights. Every person on the set has a job to do and if everyone does that job, things will run smoothly.
        - There's a lot of waiting around on set as one job gets done. One job generally leads to another job. While makeup is getting done the director of photography might have very little to do and when he does his job the makeup artist will have very little to do. This is normal and shouldn't be stressed over.
        - Time really is money on set. Do your job quickly and efficiently.
        - You are not the boss; the director and producer are. Film sets are a dictatorship where, for the most part, the director/producer want to be listened to and don't want your opinion. It's nothing personal, it's just reality.
    - The students will be watching a series of BTS videos showing set life on major motion pictures. This is to give them a visual of what set life is like and will give you examples to talk about.
- Work on final video
    - With any extra time, allow the students to work on their final video. This will give you the chance to observe and direct where needed.

Student Portion/Preparation

Prepare:
- These are all behind the scenes looks at feature films. Pay attention to what it takes to make a film, how many folks are involved and the amount of detail and work it takes.
    - https://www.youtube.com/watch?v=7ysM4eiAOaw
    - https://www.youtube.com/watch?v=3Upc1tbx9zU
    - https://www.youtube.com/watch?v=TidGyBLTTRQ
- Carefully read what roles are involved in creating a feature film:
  http://filmincolorado.com/resources/job-descriptions/
Teach:
- Discuss with your final video group what your role is. Can you define it and does your team agree?

Ponder:

- What will your set-life look like for the final video? What do you hope the set of your final video will look and feel like?

Prove:

- Make your final video set what you want it to be. Do your role and contribute to a successful video shoot. Remember that your group will be grading you on your contribution and you will be grading them. Be the example to your group of what a perfect team-player looks like. Forget yourself and contribute fully to the production and the success of your team.

Week 11

- Social Media Writing – Instagram
    - Writing social content is a necessary skill in today's word but not one that we're taught how to day. Writing for Instagram is different than writing for Twitter or Facebook. But there are also a lot of commonalities. The articles the students are tasked to read give some great suggestions to highlight Instagram-specific tactics and some general ones. The important thing for the students to remember as they follow the principles they learn is to be authentic and personable. The need to remember that people follow them/the company they are posting for because they like them and like their voice and style. Stay consistent to that.
    - Find examples of good captions on Instagram to share with the students in your discussion.
- Work on final video

Student Portion/Preparation

Prepare:

- 6 Tips for Writing Well on Social Media: https://www.grammarly.com/blog/six-tips-for-writing-well-on-social-media/
- Gain Instagram Followers: http://blog.viraltag.com/2015/07/27/5-ways-to-gain-instagram-followers-with-great-writing/#sthash.g8HDTofT.dpbs
- Writing captions on Instagram: http://blogs.wsj.com/briefly/2015/02/04/5-things-to-know-about-writing-captions-on-instagram/

Teach:

- Find examples of good and bad captions on Instagram according to what you've learned in the reading. Come prepared to share the posts during the class discussion.

Ponder:

- How will you incorporate what you've learned about good writing and posting skills into your work?

Prove:
- Show your examples of good and poor posting and explain why they are good or poor.
- Incorporate what you've learned in your work.

Week 12

- Social Media Writing – Facebook
  - Discuss with the students what principles of posting to Facebook stick out to them and why. How does Facebook differ from Instagram? How is it similar? Have them share the examples they find.
- Looking at new social mediums
  - It's hard to know what's coming next but a social media marketer needs to be on top of this game. Have the students come to class with ideas of what might be next. What app do they currently use that could be the next big thing? How could they use it to grow a business? The key here is to help them understand that things can change and progress and they need to stay on top of it.
- Work on final video

Student Portion/Preparation

Prepare:
- Writing for Facebook:
  - https://www.postplanner.com/7-no-brainer-tips-to-write-awesome-facebook-post/
  - http://wersm.com/10-tips-to-write-engaging-facebook-posts/
- Look for what's new. What's going to be the next big social outlet?

Teach:
- Just like last week, find examples of good and bad captions on Facebook according to what you've learned in the reading. Come prepared to share the posts during the class discussion.
- Share with your classmates what you think will be the next big thing in social media. This might be a new app you use or a trend you see coming out.

Ponder:
- How will you incorporate what you've learned about good writing and posting skills into your work?
- How are you going to stay on top of new social mediums as the world continues to progress and grow?

Prove:
- Show your examples of good and poor posting and explain why they are good or poor.
- Incorporate what you've learned in your work.

Week 13

- This week will be solely dedicated to the final video project. Students will finish and present their final projects. Make sure to leave time for discussion on each video. Let the students share what they've learned and how they will put it into practice as they move into the workforce.
- Administer the final course evaluation and survey. This will help you and other instructors improve in proceeding semesters.

Projects:

Weekly Creative Blitz –Individual and Group Project:

- Description
  - Each week we will learn a principle and then during that same week we will take what we learned and apply it in creating content for the clients we have for the class. The blitz will happen during class time and we will spend the majority of the time out of the classroom and in the city producing actual content. The amount of content produced each week will vary, but we will produce content as a class on a weekly basis.
- Requirements
  - Be there!
  - Participate in the pre-productions, production, and post production of the content.
  - Participate in the critique that will happen at the end of each blitz.
  - Post and tag your content on Social Media
- How to get a good grade (see the rubric).
  - At the end of each blitz you will initial a participation sheet, be there, do the work, and you can initial the sheet.
  - Post your content on social media.

Creative Blitz Rubric						
Week 1 (Date)						
	0	1	2	3	Student Score	Insturctor Score
Planning	No Planning	Some Planning	Mostly Planned	Fully Planned		
Creativity	Gave NO THOUGHT to Creativity	Some Thought to Creativity	Well Thoughtout - Creative	Very Creative		
Weekly Principles	DID NOT Apply Weekly Principles	Minamally Used Principles	Used Most Principles	Used ALL Principles		
Collaboration	No Collaboration	Little Collaboration	Some Collaboration	Full Collaboration		
Apply General Photography Principles	No Application to General Photography Principles	Minimal Use of General Photography Principles	Applied Some General Photography Principles	Applied All Genral Photography Principles		
Photo Editing	No Editing	Little to No Editing	Did Some Editing	Full Edit		
Posting & Tagging	DID NOT Post or Tag	Posted but DID NOT Tag	Posted and Tagged	Posted, Tagged, and Commented on Others Posts		
Critique	No Comments on Student Sumbissions	Commented on Some Student Submissions	Commented on Most Student Submissions	Critiqued all Student Submissions		
					0	0
Comments						

Reaching Out/Cold Calling – Individual Project:

- Description
  - A huge part of your job in social media will be reaching out to potential clients. During the semester, you will need to reach out to at least **TEN** (though you're welcome to reach out to as many as you want) companies and request that they send you product in return for you creating social content for them. In addition to the initial contact you will need to reach out in confirmation using another method then your original form of contact. In reaching out to the companies you will need to show examples of your work so they know the caliber of your work. Also, before contacting each company the students will draft their communication and have at least one other student proofread and critique the draft.
- Requirements
  - Reach out via email, Facebook, Instagram DM, or any other method and show evidence of that contact. You are not required to actually be sent the product (we have no control over whether or not a company sends you product), the important thing is see your efforts in contacting the three companies. You are also not required to ask for product it may be an event you desire to cover or some other social media coverage. Send an example of your work when you reach out to each company.
- How to get a good grade (see rubric)
  - Write a draft and have it critiqued by at least one other student.
  - Show evidence of the contact...share the emails, screenshot the DM's or Facebook messages, etc.
  - Send at least one example of your work with each communication.

Reaching Out Rubric						
Week 1 (Date)						
	0	1	2	3	Student Score	Insturctor Score
Draft & Critique	No Draft	RoughDraft	Draft NO Critique	Draft & Critique		
Contacted Company	N/A	N/A	N/A	N/A	Y/N	Y/N
Showed Evidence	N/A	N/A	N/A	N/A	Y/N	Y/N
Sent Work Examples in Each Communication	N/A	N/A	N/A	N/A	Y/N	Y/N
Comments						

Company Content – Individual Project:

- Description
  - Plan and execute at least **FIVE** photo shoots for the class clients. This includes planning the shoots, finding locations and models, making the photos, editing the photos, and uploading the photos to social media and tagging the client on social media.
- Requirements
  - Pick which social media you would like to create content for and then create the content you have planned. This could include photos or videos for the client. This content should be well thought-out and will need to demonstrate what you have been learning about photography and videography.
- How to get a good grade (see rubric)
  - Do all of the planning, execution, and editing for five photo/video shoots for our class client.

Company Content Rubric

	0	1	2	3	Student Score	Insturctor Score
Photo Shoot #1						
Planning	No Planning	Some Planning	Mostly Planned	Fully Planned		
Location	Gave NO THOUGHT to Location	Some Thought to Location	Found Location	Found and Pre-Scouted Location		
Models	DID NOT Find Models	Used Student in the Class	Found Model but Model DID NOT Personify Company Culture	Found Models Who Personified Company Culture and Look		
Make Photos	No Application to General Photography Principles	Minimal Use of General Photography Principles	Applied Some General Photography Principles	Applied Most Genral Photography Principles		
Photo Editing	No Editing	Little to No Editing	Did Some Editing	Full Edit		
Posting & Tagging	DID NOT Post or Tag	Posted but DID NOT Tag	Posted and Tagged	Posted, Tagged, and Commented on Others Posts		
					0	0
Comments						

Final Video – Group Project:

- Description
  - Create a 30-90 second YouTube or Facebook video for our class client.
- Requirements
  - We will be splitting into groups in order to give the entire class an opportunity to be involved with the pre-production and production of a YouTube/Facebook campaign. You will be involved as part of the group and will be graded by the group on your involvement in planning the production, being on set, and editing of the video.
- How to get a good grade
  - Be fully involved with the ideation, planning, production and post production of the shoot. You will give yourself a grade and the group will give you as grade as well.

Final Video Rubric						
Photo Shoot #1						
	How involved were you with each of the following?					
	0	1	2	3	Student Score	Insturctor Score
Idiation	Not Involved	Some Involvment	Mostly Involved	Fully Involved		
Planning	Not Involved	Some Involvment	Mostly Involved	Fully Involved		
Production	Not Involved	Some Involvment	Mostly Involved	Fully Involved		
Post Production	Not Involved	Some Involvment	Mostly Involved	Fully Involved		
					0	0
Comments						

Appendix C

SMM 130 Client Evaluation

First of all, thank you for working with this class! As students, it's so important to have the opportunity to work with real clients who will give honest, real-world feedback. In order to ensure that future students have the opportunity to work with clients and that as a class we treat them and their time with respect and professionalism, please take a few minutes to evaluate your experience in working with LDS-BC and SMM 130. Your feedback will not affect the students grade, their grades will be determined by grading rubrics and professor observation. Your honest feedback is much appreciated and will make this course better in the future. Thank you again!

1   Please rate your overall experience working with LDS-BC and SMM 130. (1-10, 1 being "Not positive" and 10 being "Very positive")

2   Briefly describe the services the students of SMM 130 were tasked to provide for you.

3   Did the class fulfill their part of the agreement? If yes please provide examples of how this was accomplished. If no, please let us know why.

4   What is the likelihood you would work with LDS-BC on future projects? (1-10, 1 being "No thank you" and 10 being "Very likely, it was a delight")

5   SMM 130 would like to continue working with companies, what would you like to see change on part of LDS-BC for this to be a successful partnership? What can we do differently for you to get more out of this agreement?

6   Please share the successes of working with the students of SMM 130.

7   Would you recommend other companies to work with LDS-BC and SMM 130?   (1-10, 1 being "No" and 10 being "Yes")

8   Please give your reasoning's for your answer above.

Appendix D

Sampling of Student Feedback

"Blitz's should happen every week for sure. I also really loved that we were working with real companies. This way we didn't feel like we just doing pointless busy work."

"Definitely the blitzes! I loved it! Because most of the classes that I have taken are just theory but with the blitz's we're practicing with real products and companies."

"I loved the blitzes, because it forced us to be creative and really think."

"I loved that this was a HANDS-ON class. I loved being able to get my hands on a camera and go about the city taking pictures of product. To me, this was much more effective than reading articles or writing small essays of what I've learned. I particularly loved that this wasn't a 'busy work' type of class."

"The end video project was a great learning experience and really rewarding to see your work come together."

"The major shoot at the end of the semester was also great. I loved seeing and experiencing everything that goes into creating a video. I only had a vague idea before. This will be very helpful for the future."

"I loved the creative blitz but having us apply specific principles that we were taught would help have a focus for what we need to do and so we can learn specific principles"

"Too many students per group for the final project and not enough jobs to do."

"Smaller groups for the final project would be great. With the large groups not every voice is heard. And everyone tends to listen to the most liked member."

"If possible, smaller group projects. It was hard with a ton of people, but also useful"

"I think the class should cover more on writing. There are so many different types of social content besides just the images and video. "