University of Minnesota School of Social Work
Syllabus

SW 5908-Technology and Communication in Social Work

Part I: Course information
SW 5908-Technology and Communication in Social Work
1 credit

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course Descriptions:

a. Short Version:
This online course explores the influence of technology in social work practice and society. Students will learn about appropriate community or direct interventions using these new technologies. In addition, the course will provide an introduction to effective communication and public relations.

b. Long Description:
For social workers to effectively practice in the information age, they have to become familiar with new technologies, understand the implications of these technologies on people, and learn about appropriate community or direct interventions using these new technologies. In this online course, students will explore empirical studies regarding technology and social work, and focus on the latest trends in social work using new technologies, such as social networking, blogging, mobile technology, user-generated content and virtual environments. The course will also cover the ethical issues surrounding technology and the internet, particularly such issues as the effects of "the digital divide" on democratic participation and the privacy and dual relationship issues related to some new technology. In addition, the course will provide an introduction to effective communication and public relations.

Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Part II: Course outcomes

Course Objectives
Upon successful completion of this course, students should be able to:

- Describe the implications of the advent of new technologies for the social work profession, including social networking, user-generated content, social media, blogging, mobile technology, virtual communities, etc.
- Critically evaluate the appropriate use of the Internet and other new technologies for social work practice.
- Communicate proficiently using a variety of tools - social networking, blogging, etc.
- Understand the basic principles of public relations and communications as related to social work practice.
- Plan and design a social work intervention using at least one of the new technologies covered in this course.
- Understand the nuances of the digital divide and digital opportunities, particularly the social justice issues, and implications of the digital divide on social work practice.
- Be conversant in the ethical issues surrounding communication technologies, such as the Internet, social media and mobile devices, including privacy, dual relationships, and access.
- Understand the gender, cultural, class, age and other differences in technology usage, and the implications of these differences for organizing and advocacy online.
- Be able to communicate efficiently, appropriately, and ethically using a variety of tools, including a social networking platform.

Social Work Practice Competencies
Successful completion of this course implies that the student has achieved competency in the following practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>Foundation: Attend to professional roles and boundaries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency: 2.1.2 – Apply social work ethical principles to guide professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>Foundation: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in</td>
</tr>
</tbody>
</table>
Social Work, Statement of Principles

**Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foundation: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>Online readings Week 1-5</td>
<td>Discussion Boards Week 1-5</td>
</tr>
<tr>
<td>• Foundation: Analyze models of assessment, prevention, intervention, and evaluation</td>
<td>Online readings Week 2 &amp; 3</td>
<td>Discussion Boards Week 2&amp;3</td>
</tr>
<tr>
<td>• Foundation: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td>Online readings Week 1</td>
<td>Online reading Week 1, Blog</td>
</tr>
<tr>
<td>• Advanced: Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice</td>
<td>Online readings Week 1-5</td>
<td>Discussion Boards Week 1-5</td>
</tr>
<tr>
<td>• Advanced: Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
<td>Online readings Week 2 &amp; 3</td>
<td>Discussion Boards Week 2&amp;3</td>
</tr>
</tbody>
</table>

**EP 2.1.5 – Advance human rights and social and economic justice**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>• Foundation: Understand the forms and mechanisms of oppression and discrimination</td>
<td>Online Readings &amp; Chat week 4</td>
<td>Discussion Board Week 4, Blog</td>
</tr>
<tr>
<td>• Foundation: Advocate for human rights and social and economic justice</td>
<td>Readings Week 2</td>
<td>Discussion Board Week 2, Blog</td>
</tr>
<tr>
<td>• Advanced: Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.</td>
<td>Online readings Week 1 &amp; 5</td>
<td>Discussion Boards Week 1 &amp; 5</td>
</tr>
</tbody>
</table>
### Competency: 2.1.7 – Apply knowledge of human behavior and the social environment

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Foundation: Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.</td>
<td>Readings Weeks 1-5</td>
<td>Final Project</td>
</tr>
<tr>
<td>• Advanced: Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply</td>
<td>Readings Weeks 1-5</td>
<td>Final Project</td>
</tr>
</tbody>
</table>

### Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>• Foundation: Analyze, formulate, and advocate for policies that advance social well-being.</td>
<td>Online Readings &amp; Chat Week 2</td>
<td>Discussion Boards Week 2</td>
</tr>
<tr>
<td>• Foundation: Collaborate with colleagues and clients for effective policy action.</td>
<td>Online Readings &amp; Chat Week 2</td>
<td>Discussion Boards Week 4</td>
</tr>
<tr>
<td>• Advanced: Understand, compare, analyze, formulate and advocate for policies in an area of practice</td>
<td>Online Readings &amp; Chat Week 2</td>
<td>Discussion Boards Week 2</td>
</tr>
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### Competency: 2.1.9 – Respond to contexts that shape practice

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

<table>
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</thead>
<tbody>
<tr>
<td>• Foundation: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>Online Readings 1-5, Chats Week 1-5</td>
<td>Discussion Boards Weeks 1-5, Chats 1-5, Blog</td>
</tr>
</tbody>
</table>

### Foundation and Community Practice Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals,
families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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<th>Assessed</th>
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</thead>
<tbody>
<tr>
<td>• Foundation: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
<td>Online Readings Weeks 2 &amp; 3</td>
<td>Discussion Board Week 2&amp; 3</td>
</tr>
<tr>
<td>• Foundation: Use empathy and other interpersonal skills.</td>
<td>Online Readings Week 3</td>
<td>Discussion Board Week 3</td>
</tr>
<tr>
<td>• Foundation: Initiate actions to achieve organizational goals</td>
<td>Online Readings Weeks 2&amp;3</td>
<td>Final Project</td>
</tr>
<tr>
<td>• Foundation: Implement prevention interventions that enhance client capacities</td>
<td>Online Readings Weeks 2&amp;3</td>
<td>Final Project</td>
</tr>
<tr>
<td>• Foundation: Social workers critically analyze, monitor, and evaluate interventions.</td>
<td>Online Readings Weeks 2&amp;3</td>
<td>Final Project</td>
</tr>
<tr>
<td>• Community Practice: Employ diverse strategies to engage with individuals, families, groups, organizations or communities.</td>
<td>Online Readings Week 2</td>
<td>Discussion Board Week 2</td>
</tr>
</tbody>
</table>

Part III: Course requirements

Texts and Materials
There is NO book for this course. All readings can be found online. Many of these readings are quite short, so there may be more than you would expect for a one credit course.

Assignments

More assignment information and instructions is available on the course Ning page.

The following are the assignments for this course:

Create and Maintain an Online Presence on the Ning Platform (including regular blogging) - 30 points
Each student is required to create a Ning profile and a Ning blog, which you will use to cover class content throughout the course. You must regularly add to your Ning "Page" and make regular blog entries related to class content.
• Set up your Ning profile, add a photo of yourself, and become friends with all the other members in this class by xxx (xxx=dates).
• Write an introductory Blog post on your Ning blog, presenting a Bio of yourself, including at least one hyperlink to an outside resource, such as a link to a website, news article, your place of employment or something else, by xxx.
• Minimum of two Blog posts per week during weeks one through five. Your Blogs should cover class content, and you should use your Blog for critical reflection, synthesis of ideas, and applying knowledge in new ways. You are encouraged to use the Blog to also explore new technologies or interventions relative to social work and to introduce these to your classmates. As much as possible, include hyperlinks in your Blog posts.
• You are required to 'comment' AT LEAST 3 times per week on blogs of your classmates (Please, spread it around - don't just comment on the same person's Blog each week). Comments are to be thoughtful responses to the entries posted by the blogger. Each blogger is also responsible for responding to the comments posted by classmates.

Your Ning Presence will be evaluated as follows:
• Ning profile and blogs: 75%. The quality of your blog posts (relevance to topics, writing style etc.), the frequency of the posts and the links provided within the posts, links to outside sources about technology and social work, status updates, addition of relevant applications, etc. Use your page and blog to really explore the technologies available. Note, it is not a question of the more posts, links, status updates and resources you have the better your presence is, but rather it is the quality of your posts (e.g. clarity of writing, critical thinking, linked to class content/readings) and the relevance of your posts, links, apps, that is critical. Ning presence MUST evidence engagement with assigned readings and course content (in other words, be sure to blog about readings, or post links or comments/status updates related to class content at least some of the time).
• Commenting: 25%. Thoughtful comments on fellow classmates’ pages and blogs. Comments don't have to be long, but a thoughtful comment is more than simply an "I agree" or “good point”.

Weekly Chats - 10 points
There will be six scheduled chats in the class chat room on Ning. Student must participate in at least 5 chats (with the first and last chats mandatory) to be eligible for full credit. Students who participate in 4 chats are eligible for 6 points, students who participate in 3 chats are eligible for 4 points, and students who participate in less than 3 chats will receive no chat points. In the majority of chats there will be a guest chatter – an expert in the field from across the country. To receive full chat points, students must engage in intelligent, respectful conversation with the guest chatter and/or each other. Students should come prepared to the chat with questions. As the class is bigger than usual, we will have to practice not bombarding each other or the speaker with comments.

Participation in Discussion Boards - 25 points
Discussion Board Questions will be posted by the instructor each of the five weeks. The questions may relate to readings, previous chat room discussions, guest speakers, and/or current events. Students will be required to post answers to these questions on the bulletin board on a weekly basis. Students are also to post ONE of their own questions, and categorize it under students' own questions. Further, students will be expected to read other students’ responses to their questions and comment on these responses. The purpose is for "discussion" - so students are encouraged to become engaged in the ideas expressed in this forum. You can earn a total of 25 points for posting information to the discussions, and responding to postings by other students. For each online discussion, you must post a response to each assigned question by the instructor by MONDAY evening at 11:59 pm, post your own question by MONDAY evening at 11:59 pm, and post at least three substantive responses to online postings of other students in the class by THURSDAY evening at 7:00pm.

New Technology Intervention - 35 points
Individually, or in groups of 2-3, students will develop and design a plan for a social work intervention using new technology. This intervention must be a specific intervention targeting a specific population, though can involve a wide variety of intervention methods - including, but not limited to community building, community organizing, social advocacy, social marketing, social support, psychoeducation, case management, treatment adherence, or therapy as your intervention methods. Your plan should discuss the goals and objective of intervention, the strategies for meeting these objectives (including choice of technology tools, plans for maintenance, plans for evaluation, and ethical issues). Your intervention could include the development of a website (though must be more than just a basic website, but must also make use of interactive tools, including at least one Web 2.0 technology), a social network, a video, an interactive tool, a mobile technology intervention, etc. You do not have to develop the entire technology completely, but you are required to fully describe the techniques that you would use for your intervention, and provide, at the very least, a mock-up product. You are encouraged to actually launch your intervention if appropriate. Your final product should include the following:

1) Action Plan
2) New Intervention (or mock-up) with website
3) Information Sheet About the Intervention
   Include goals and objectives of intervention.
4) Press Release About the Intervention
   Prepare a press release announcing your new intervention.
5) Letter of Inquiry
   Prepare a letter of inquiry describing your new program to a foundation.
6) Brief Grant Proposal
   Include an executive summary, statement of need, detailed intervention/project description.

As soon as you have an idea for this assignment, start a "group" for this project (See demo group). You can use this space to suggest your idea, to brainstorm with others, and to help create your product. The title and group members for your project must be posted to the Discussion Board by 7:00 pm on xxx.

An outline or brief description of your project must be posted to Discussion Board by 7:00 pm on xxx.

The project must be finished, including a functional website/blog/etc, by xxx. The Final Product, including the Action Plan, must be posted to the website by xxx.

Your Intervention will be evaluated as follows:
- 25% Product. Design, functionality, links, complexity, framing, etc.
- 75% Action Plan. Your action plan will be graded on evidence of strategic thinking, degree of integration of online tools, appropriate marketing/promotion, evaluation plan, application of course materials/concepts (citations are required - can be simply urls), clarity of writing and presentation.

To complete the course successfully all students must complete and receive a passing grade for each assignment. Students who are taking this class S/N must earn at least 70 points in order to receive a grade of S.

Grading Structure

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Ning Presence &amp; Blogging</td>
<td>30</td>
<td>aa/bb/ccce cc</td>
</tr>
</tbody>
</table>

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Students aiming for a grade in the *A range* in this course should be prepared to be highly engaged in this course. This would include completing all the readings and thoughtfully and coherently integrating them into your blog, discussion board posts, etc.; participating beyond required minimums in the blog & discussion board; demonstrating a mastery of course objectives; and developing a superb online intervention project which demonstrates a deep understanding of course topics & concepts.

**Grading Scale**

- **A** = 93 - 100
- **A-** = 90 - 92
- **B+** = 87 - 89
- **B** = 83 - 86
- **B-** = 80 - 82
- **C+** = 77 - 79
- **C** = 73 - 76
- **C-** = 70 - 72
- **D+** = 67 - 69
- **D** = 60 - 66
- **F** = 59 and below

**Course Policies**

There are many University and School of Social Work policies that govern this course. Please go to [http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.

**Part IV: Course content**

NOTE: This is a fast-paced and flexible course. We will not be sticking strictly to the reading schedule (though all readings are required), and we will likely introduce some new technologies for communication as well. You are encouraged to start reading and exploring the websites and tools now, and to read ahead and explore as much as possible. You are required in this class to go BEYOND the assigned readings.

**First Meeting (Face to Face) xxx - 5:15pm-8:00pm**

Introductions
Overview of Course Content and Format
Why do social workers need to know about technology?

**Week One:**

**Topics:**

- New Trends in Technology in Society
- Demographics/Digital Divide
- Effective Public Relations/Communications
**Readings:**


See the following 2010 articles on technology in the New York Times.


Online Writing Center. (2011). *Professional and Technical Writing*. Purdue University’s online writing center.

**Activities:**
Chat #1 - xxx - 7:00 - 8:00 pm. Guest Speaker (Michael Lee, Doctoral Student)
Michael will talk about his use of technology in his position at the Minnesota AIDS Project.

Discussion Questions #1: The instructor's questions posted by xxx. First responses and your own question are due by xxx at 11:59 pm, final responses by xxx before chat.

Blog. Set-up personal blog and post your BIO by xxx. Post one additional Blog post by xxx Make at least 3 comments on others' blogs by xxx.

Profile. Set-up personal My Page by xxx

**Week Two:**
Topics:
Web 2.0 Tools
Online Community Organizing & Advocacy

Readings:
Stoecker, R. (2000). *Cyberspace vs. Face to face: Community Organizing in the new millennium.*
View this interview with Joe Trippi.
View this story on social networking on change.
Choose and read 4 articles of interest from *Tech Soup's Learning Center.*
You can also see this video on Kanter
See these videos:
View this video about online volunteering and training online volunteers.
View this video on "What if nonprofits really used social media" on crowd sourcing.

Activities:
Chat #2 - xxx 7:00 pm – 8:00 pm – Guest Speaker: (John Bricout, PhD)
John Bricout is Professor and the Associate Dean at the University of Texas at Arlington. John has done quite a bit of research in the area of technology, specifically in the area of the use of technology of people with disabilities.
Please listen to his Podcast at the University of Buffalo Podcast series on “Technology as a Social Force in Assisting Persons with Disabilities' Employment and Community Participation”.
Discussion Questions #2: Posted by The instructor by xxx, First responses and your own question due by xxx at 11:59 pm, final responses by xxx at 7 pm.
Blog: Two posts and 3 comments on others' blogs by xxx 7 pm.

Week Three:

Topics:
Direct Practice Assessment & Interventions

Readings:


Check out these websites:

Web-Based Education
[http://www.mindsehealth.org/about.html](http://www.mindsehealth.org/about.html)

Self-guided Interventions
[http://www.beatingtheblues.co.uk/](http://www.beatingtheblues.co.uk/) (see video)
[http://www.beatingtheblues.co.uk/practitioners/](http://www.beatingtheblues.co.uk/practitioners/)

Human Assisted Web Interventions
[http://www.online-therapy.com/](http://www.online-therapy.com/)

View these short videos
[http://www.youtube.com/watch?v=vx194mmsQjI](http://www.youtube.com/watch?v=vx194mmsQjI) (avatar therapy)
[http://www.youtube.com/watch?v=8b-u6W5sXO5E&feature=related](http://www.youtube.com/watch?v=8b-u6W5sXO5E&feature=related)
[http://www.youtube.com/watch?v=aFzqThf0KE&feature=related](http://www.youtube.com/watch?v=aFzqThf0KE&feature=related)
[http://www.youtube.com/watch?v=3gb3iv4UNdQ&feature=related](http://www.youtube.com/watch?v=3gb3iv4UNdQ&feature=related)
[http://www.youtube.com/watch?v=XCxb5XzFMJ0](http://www.youtube.com/watch?v=XCxb5XzFMJ0)

Check out these apps for social workers and other professionals for use on their smart phone, iPad, or computer.
Activities:
Chat #3, xxx 7:00 pm. Guest Speaker (Jae Ran Kim & Ericka Kimball)
Jae Ran Kim and Ericka Kimball are working on the concept of virtual boundaries in social work. They are both doctoral students at the University of Minnesota School of Social Work and have active web presences. Jae Ran has been rated one of the most influential bloggers in social work (see some of her sites http://jaerankim.wordpress.com/ http://harlowmonkey.typepad.com/ http://www.facebook.com/pages/Harlows-Monkey/365788382624?ref=ts http://twitter.com/harlowmonkey http://twitter.com/CASCW_MN), and Ericka's sites can all be found at www.about.me/ericka.

Chat #4, xxx 7:00 - 8:00 pm. Guest Speaker (Karen Zgoda, PhD Candidate)
Karen writes the SW 2.0 column exploring these issues for social work students for The New Social Worker Magazine, and conducts research on the role of technology in social work.

Discussion Board Questions #3: Posted by the instructor by xxx First responses and your own question due by xxx at 11:59 pm, final responses by xxx before chat.

Blog: Two Blog posts and 3 comments on others' blogs by xxx before chat.

Week Four:

Topics:
Online Fundraising
Ethical Issues
Digital Divide

Readings:
NASW. Social Work Technology Standards.


Activities
Chat #5, xxx 7:00 - 8:00 pm. Guest Speaker (Alia McKee, MSW, MPP)
Alia works for Sea Change Strategies, where she helps nonprofit clients innovate engaging, inspiring, and successful online fundraising, advocacy and marketing campaigns. Alia holds a masters degree in public policy and communications and a masters in social work from the University of Texas at Austin.

You are invited (but not required) to skim her e-book, Homer Simpson for nonprofits: The truth about how people really think and what it means for promoting your cause.

FINAL CLASS Chat #6, xxx 2011 (7:00 - 8:00)

Discussion Board Questions #4: The instructor's question posted by xxx, first responses and your own question due by xxx final responses by xxx before chat.

Blog: Two posts and 3 comments on others' blogs by xxxx before chat.

Title of final project e-mailed to The instructor by xxxx by 7:00 pm.

Week Five:

Topics:
International Organizing
Future of the Internet for Social Advocacy & Organizing

Readings


http://globalvoicesonline.org/2010/05/14/niger-saving-lives-with-text-messages/
http://mobileactive.org/please-call-me-messages-hiv-info-mobile-social-marketing-south-africa
http://jcmc.indiana.edu/vol13/issue1/donner.html


View this video
Mobile Advocacy in Africa

Activities
FINAL Discussion Questions #5:
The instructor's questions posed by xxx, First responses and your own question due by xxx , final responses by xxx at 11:59 pm.

Final Blogs: Two posts and 3 comments on others' blogs by xxx.

Final Project: Outline or brief description Due Noon on xxx.

Final Project: FINAL Project due xxx.
**Additional Bibliography**


Hanson, E., Magnusson, L., & Sennemark, E. (2011). Blended learning networks supported by information and communication technology: An intervention for knowledge transformation within family care of older people. Find at Google Scholar


Smith, A. (2010). *Neighbors Online* Pew Internet and American Life


