



# THE IMPACT OF SOCIAL MEDIA

## Student pack

Designed to support the knowledge and skills required for the  
OCR A Level Sociology course.

**OCR**

Oxford Cambridge and RSA

An OCR endorsed  
supplementary resource



### In this pack

- S-1. Introduction
- S-2. What is social media?
- S-3. How do sociologists research social media?
- S-4. Why We Post
- S-5. Results of the empirical research
- S-6. Comparative findings: interpreting the results
- S-7. Explaining the findings conceptually
- S-8. Ethnographic evidence: Rural China
- S-9. Developing your exam skills

### How will this be useful for me?



*You'll get to see how real research is carried out, and understand research methods better*

*You can use the research in your exams for component 3a)*



*You'll have the opportunity to see how universities organise research and research findings*

*You'll be able to use the research to consolidate key concepts relating to social media*



*You'll be able to apply your theoretical knowledge to the study*

*You'll meet a member of the research team and be able to ask them questions*





How would you define social media in your own words?

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Why do you think that it might be difficult to define social media?

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Use the different types of social media shown here and make notes on the ways each provides new or different ways of communicating with others

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| Instagram |
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| Snapchat |
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| Twitter |
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| WhatsApp |
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## How do sociologists research social media?

S-3 [www.ucl.ac.uk/anthropology/anthroschools/teaching-resources](http://www.ucl.ac.uk/anthropology/anthroschools/teaching-resources)




Imagine that you have been given a large sum of money to carry out research into the impact of social media. Using your knowledge of sociological research methods, answer the following questions.


Which research methods would be most suitable and why?

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How is researching social media different to studying other areas of social life?

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Who would you wish to research as part of your sample and why?

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What sorts of skills might your research team need?

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Where would you base your research and why? (online/offline)?

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What are the practical, ethical and theoretical issues with your research?

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How would you record your results?

  
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How would you present your findings and why?


  
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Who might the results be useful for and why?


  
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Could your results be used to create social policy? If so, how?


For example, could your results be used to recommend changes in policy (for example, in relation to safety online)?

  
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How would you operationalise (to make measurable) the concept of ‘impact’ of social media on people’s relationships?

  
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What have you learnt from this activity about the challenges and possibilities of researching the impact of social media?

  
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# Comparative findings: Interpreting the survey results


Using the website [ucl.ac.uk/why-we-post](http://ucl.ac.uk/why-we-post) answer the following questions to find out about the research, be ready to feedback.




Which university is the research based in?




Describe the research team

  
.....  
.....


What are the aims of the project?

  
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.....


Explain how the team organised their research

  
.....  
.....


In which sites did the research take place?

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What do you think it would be like moving to a very different culture to research?  
What are the challenges and benefits of being an 'outsider' at the beginning?

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Which research methods that were used and why?

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Describe the ways that the results are presented

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What are the strengths and weaknesses of this research?

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Using the Why We Post website ([ucl.ac.uk/why-we-post](http://ucl.ac.uk/why-we-post)) explore 3 of the ‘discoveries’ and using the evidence (text, short video clips, stories) discuss each and think about how each can be applied to the different areas of your course.

Here are some concepts to help you apply the discoveries to your knowledge. You can check that you understand these concepts using the list in **worksheet S-9**. The more complex concepts are in bold. Do feel free to apply other sociological concepts that you think are relevant.

The first example has been done for you.

|                              |                          |                                |                                  |                                  |
|------------------------------|--------------------------|--------------------------------|----------------------------------|----------------------------------|
| globalisation                | identity                 | <b>digital divide</b>          | social network sites             | social media                     |
| networked global society     | <b>media convergence</b> | <b>homogenisation</b>          | <b>glocalisation</b>             | global village                   |
| <b>digital revolution</b>    | digital                  | <b>cyborg</b>                  | identity                         | virtual communities              |
| <b>fragmented identities</b> | negative impact          | positive impact                | <b>equalities / inequalities</b> | <b>social / cultural capital</b> |
| <b>migration</b>             | cultural defence         | social / geographical mobility | <b>cultural imperialism</b>      | <b>Americanisation</b>           |

Key:  = easier concepts  = more difficult concepts



## Example

### Discovery



Social media is not making us more individualistic

How does this finding relate to your course?



Rather than making us more isolated and individualistic, this project finds that social media in fact reinforces existing identity and traditional groups such as family, Caste and tribe. Social media allows people to repair and continue relationships even if people move apart (mobility) or there are lots of changes in society such as migration.

How do the cross-cultural examples/evidence support this?

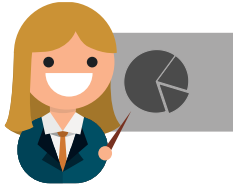


1. In Northern Chile, men often work away from home in the mines. Social media plays a major role in keeping families connected.
2. In Italy taking selfies doesn't mean young women are self absorbed or narcissistic, rather they are keen to show they are conforming to local expectations (civic responsibilities).
3. In Southeast Turkey, social media is used to repair social relationships when people live apart (sharing recipes, pictures, small talk) as well as helping young people to make social connections through private messaging.









Using the images below, discuss in a small group or think individually about reasons why the survey results vary from place to place. Make notes on each with your suggestions for this difference, or any observations that you have about the findings.

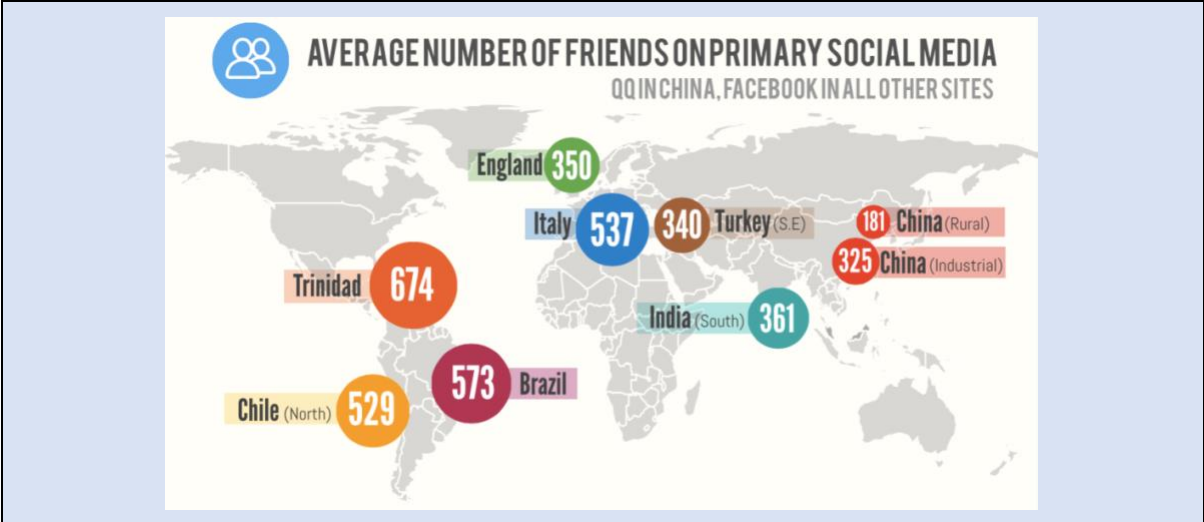
### Link to methods

- What kind of data is represented below?
- What are the strengths and weaknesses of this data?
- What are the challenges of combining qualitative and quantitative based results?

Then apply your interpretation of the evidence to the concepts, theories and ideas of your course.

|                          |                   |                                |                           |                           |
|--------------------------|-------------------|--------------------------------|---------------------------|---------------------------|
| globalisation            | identity          | digital divide                 | social network sites      | social media              |
| networked global society | media convergence | homogenisation                 | glocalisation             | global village            |
| digital revolution       | digital           | cyborg                         | Hybrid identity           | virtual communities       |
| fragmented identities    | negative impact   | positive impact                | equalities / inequalities | social / cultural capital |
| migration                | cultural defence  | social / geographical mobility | cultural imperialism      | Americanisation           |

Key:  = easier concepts  = more difficult concepts





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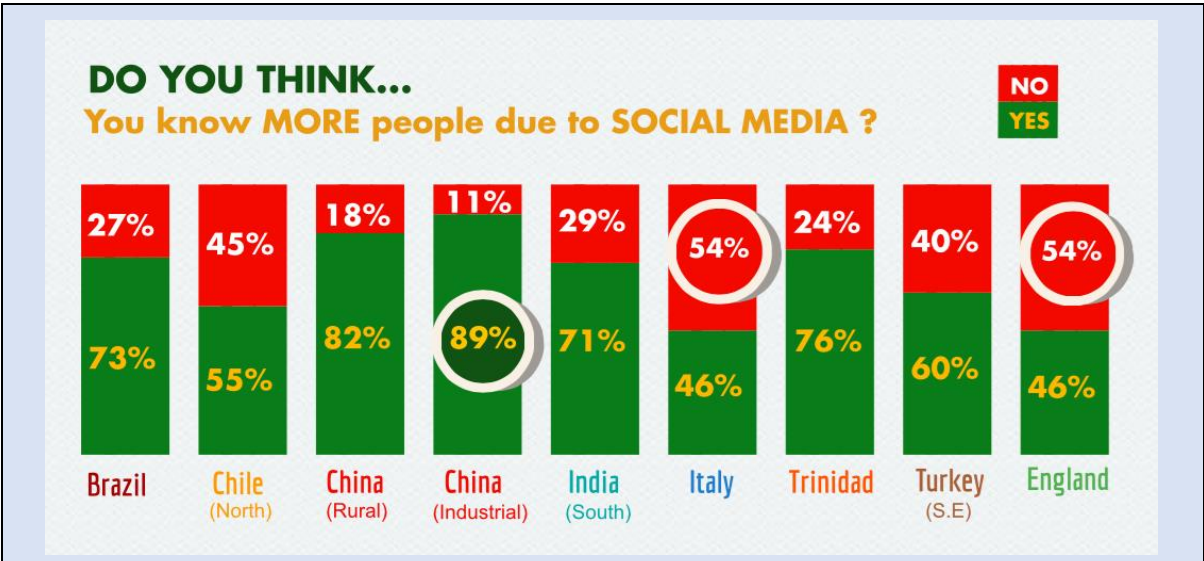
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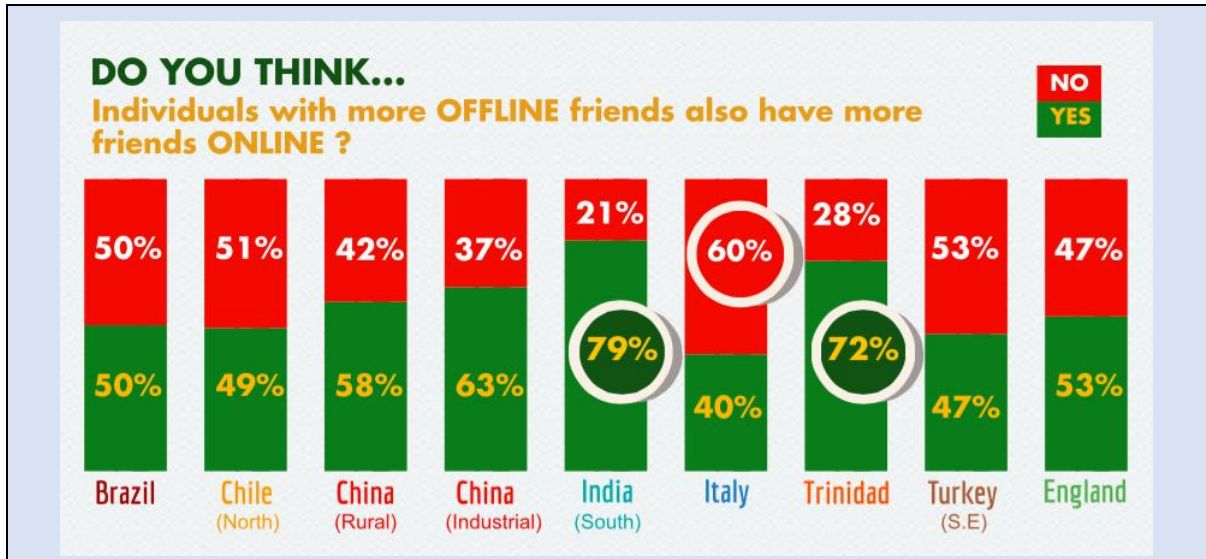
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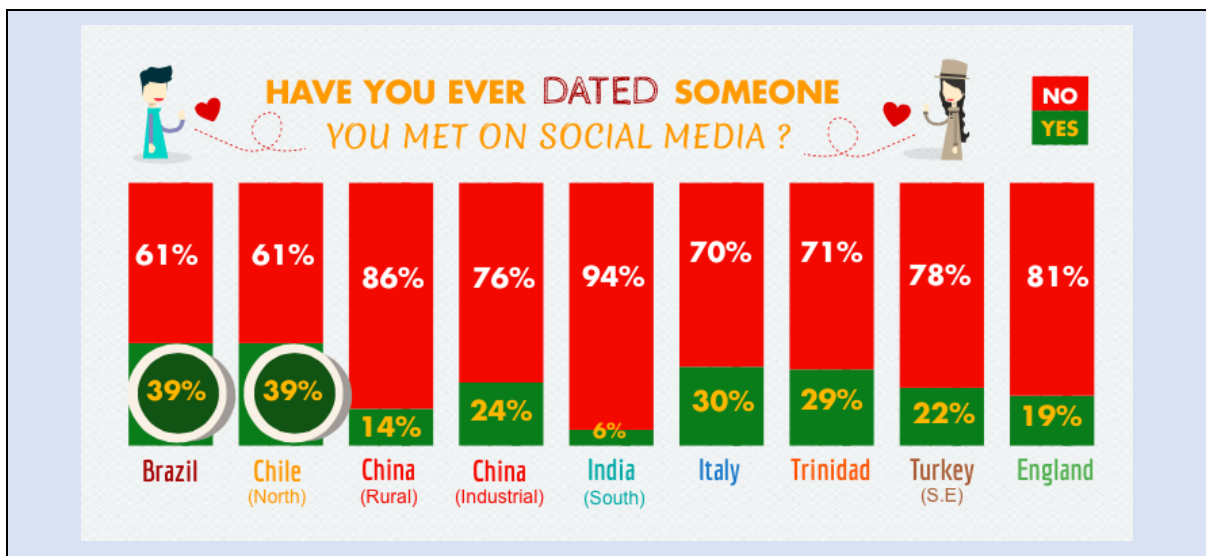
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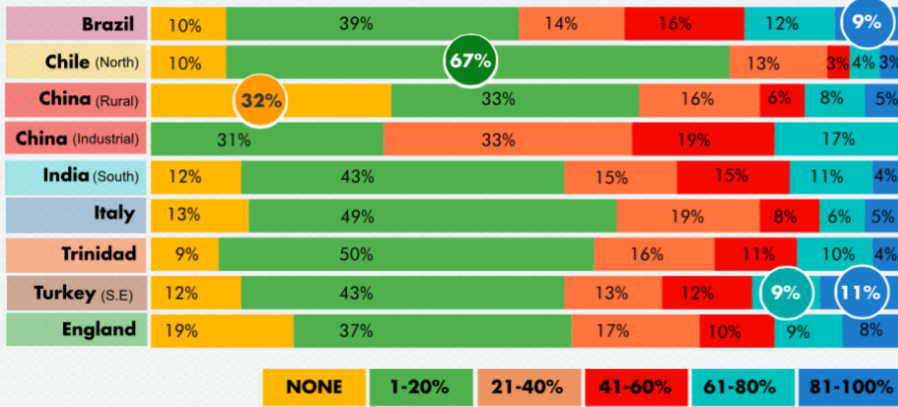
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**WHAT PERCENTAGE of PHOTOS**  
that you take end up getting posted on your  
social media profiles?




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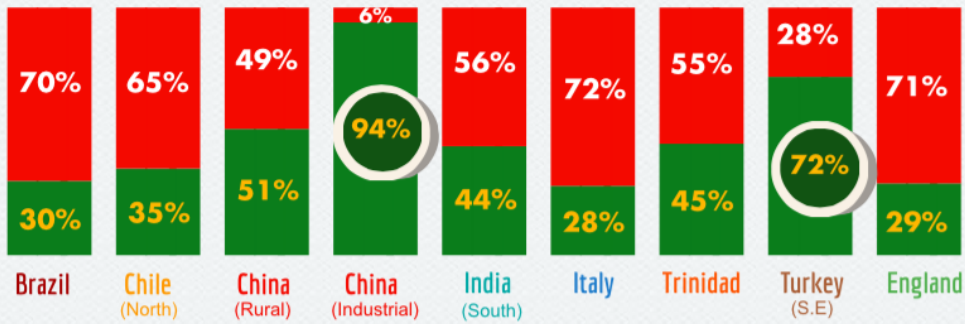
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**DO YOU PLAY GAMES ON SOCIAL MEDIA ?**

**NO**  
**YES**




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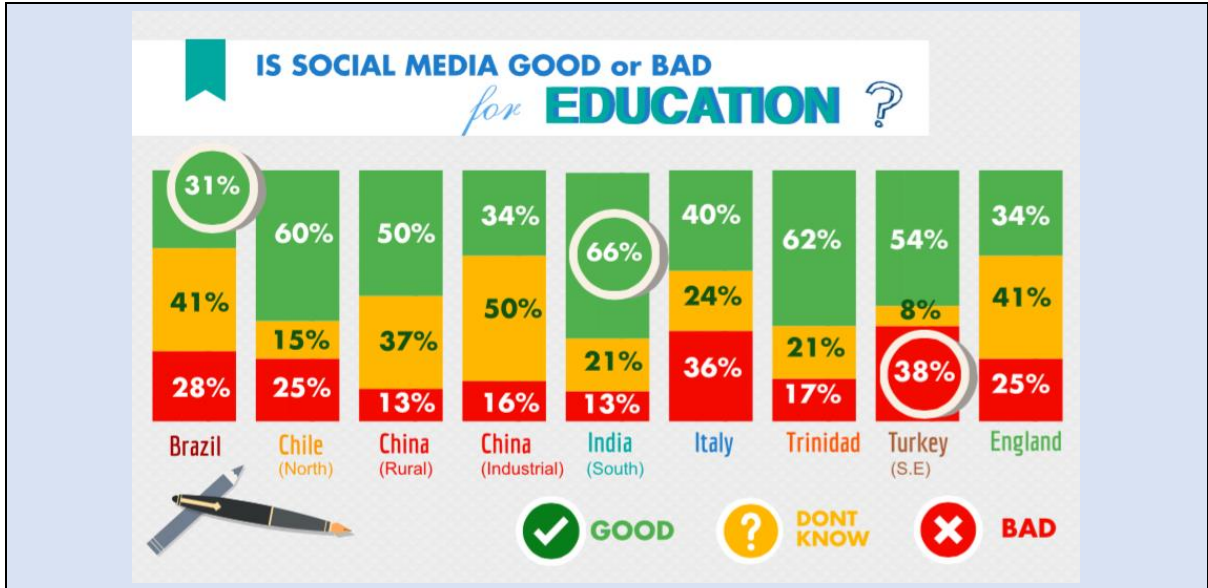
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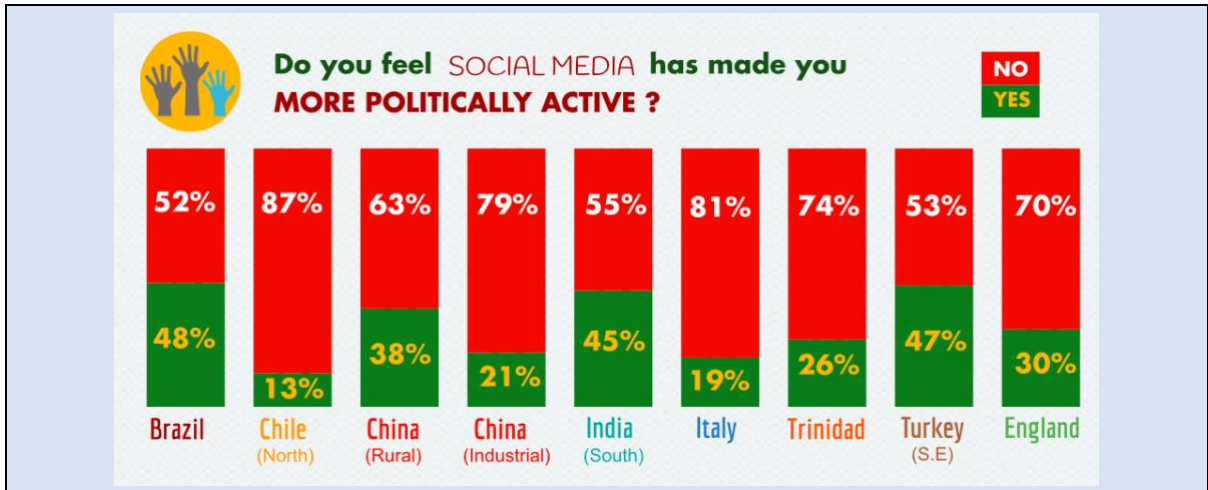
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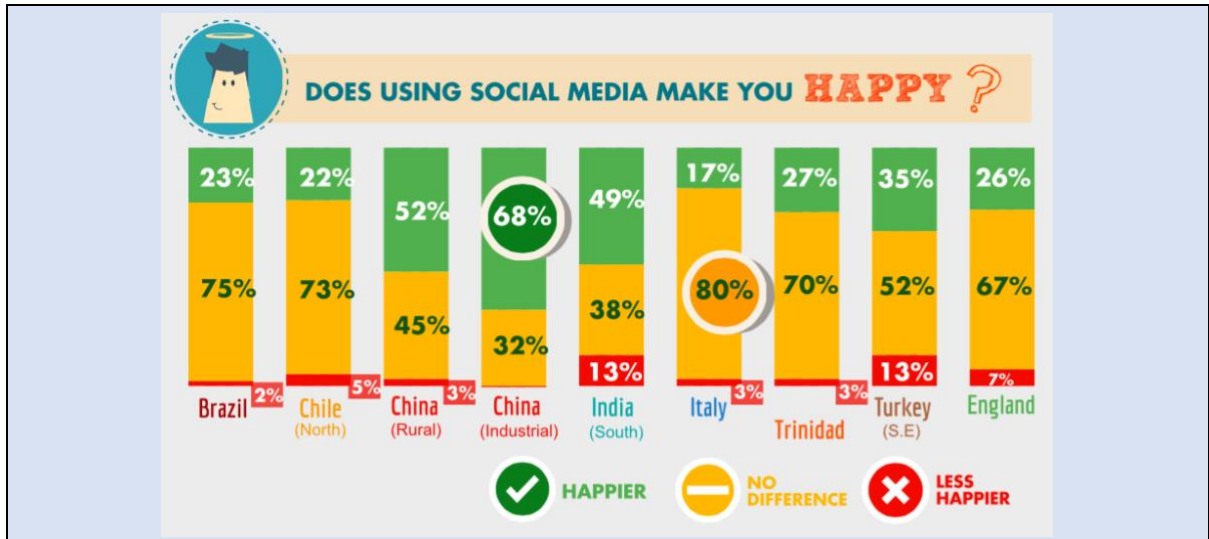
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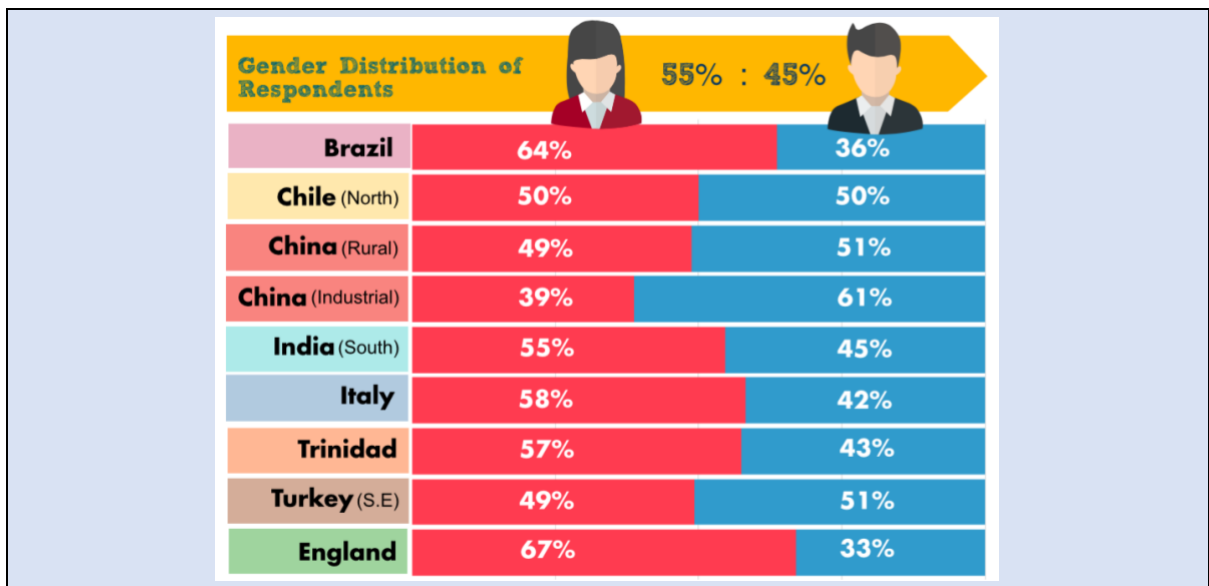
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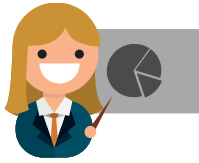


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# Explaining the results conceptually

S-7 [www.ucl.ac.uk/anthropology/anthroschools/teaching-resources](http://www.ucl.ac.uk/anthropology/anthroschools/teaching-resources)



In carrying out their research the Why We Post team developed concepts which are useful for understanding the impact of social media. Look carefully at the images below and explain each in your own words.

**[ SCALABLE SOCIALITY ]**

HOW SOCIAL MEDIA HAS CREATED A NEW POTENTIAL FOR SOCIALITY

**MOST PRIVATE** (lock icon) **MOST PUBLIC** (megaphone icon)

**SMALLEST GROUP** (two people icon) **LARGEST GROUP** (many people icon)

TWO KEY SCALES OF SOCIALITY :  
From the most private to the most public  
From the smallest group to the largest group




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**Content migration**

The key to social media is not the platforms but genres of content that migrate across platforms

**Arguments**  
School playground → BlackBerry Messenger → Facebook → Twitter  
Locations: England, Trinidad

In both England and Trinidad we found that negative banter and arguments between school children migrated from the playground to BBM, then to Twitter in England and Facebook in Trinidad.

**Memes**  
Orkut → Facebook → WhatsApp  
Locations: Brazil, India

In our Brazilian and Indian fieldsites genres of content such as memes moved quickly from Orkut to Facebook, then to WhatsApp.




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**Traditional media was divided**

**PUBLIC BROADCASTING** (LARGE GROUPS)

**PRIVATE COMMUNICATIONS** (SMALL GROUPS)

A bridge is created between public and private media with the rise of

**[SOCIAL MEDIA]**

**[SCALABLE SOCIALITY]**

Social media has created a new type of media sociality

**MOST PRIVATE** (lock icon)

**MOST PUBLIC** (megaphone icon)

**SMALLEST GROUP** (two people icon)

**LARGEST GROUP** (many people icon)

We can now easily scale from: the most private to the most public, the smallest group to the largest group

*[Handwriting lines on the right side of the page]*

# Polymedia

Choice of communication technology **increases**

Social and moral judgement **increases**

TIME

Cost and barriers to access **decreases**

Communication tools are no longer dictated by access and cost, so people are judged on their choice of one particular media over another.

He broke up with me on WhatsApp...not even with a phone call!

*[Handwriting lines on the right side of the page]*



This is a summary of extracts from Dr Tom McDonald's research. *Social Media in Rural China* (2016) is one of the eleven books to be written about the Why We Post research. Read and highlight the text, discuss and answer the questions which follow



This book comprises of a monograph reflecting on the fifteen months Tom spent living in the rural town of Anshan, which has a population of around 31,000. Tom prepared for his research by being fluent in the local language (Mandarin) and making sure he understood customs and norms associated with daily life. He had also spent some years living in cities in China before this. Since rural China is often quite closed to foreigners, he had to get help from a university teacher in Beijing, the capital of China who was able to introduce him to people in the local Government in Anshan Town.

The aim of the research was not to see if social media has a positive or negative effect on people's lives but to see what social media has become in each place, looking at both local consequences and local people's thoughts about what role social media has in their lives.



The book, like the other monographs has the same chapter titles but each book reflects on the local context, making the books easy to compare. All books are open access, which means that anyone can download them for free.

### A little background information: Internet use in China

China boasts the most rapid increase in internet use, but there are variations in use. For example, in cities such as Beijing 75.4% of the population use the internet while in rural settings the use drops to 34%. There are also significantly more male users than female (56% Male 44% female). There is also a great difference in terms of the age of users, with 78% of users being aged between 10 and 39 years.

Non-Chinese social media platforms (such as Facebook and Twitter) have been made invisible by the Chinese government. If people attempt to use these platforms, they find that they get a message saying 'page not found'. The government also blocks users from accessing search engines like Google, and some news websites. This affects the kind of information users can get access to. Also, if a user of Chinese social media platforms posts a message that criticises the Chinese government on their own profile page, they might find this post suddenly disappears, or their account might be frozen.



#### Definition:

*Ethnography – the detailed study of a group of people, usually involving the researcher living among with the group over a significant period of time*

### Social media use Anshan town

In much the same way as social media in other parts of the world, China's social media is made up of an ever-growing number of different websites, applications and apps. The vast majority of these are owned by Chinese companies.

There are several factors affecting the choice of platform use including:

1. **Affordability:** cost of access means that people cannot have free choice over which platform they use. For most people (apart from the most wealthy) internet access represents a significant cost.
2. A key feature of the social media selected by the people of Anshan is the level of **visibility** possible from each platform. Social media platforms which provide users with control over their own level of visibility to other users are thought to be more attractive, since not everyone wants to be seen online all the time, especially in a small place like Anshan town, where everyone already knows each other
3. A dominant factor in the type of usage of social media is **age**. Young people were the most enthusiastic and frequent users of social media especially among

middle school, high school and university students. Young adults were also frequent users, dependent on their occupations, while middle age and older users were less frequent and more dependent upon occupation. While people working in offices and businesses were more likely to be users of social media, agricultural workers were less likely to be frequent users of social media.

In general, the main pattern of social media use is among relatively closed groups of familiar friends. Most people also use more than one platform, revealing that they use each platform in different ways. Using a self-report study combined with his own observations early on in his research, Tom found that the most popular social media platform in Anshan Town was QQ, which is where much of his research focussed.

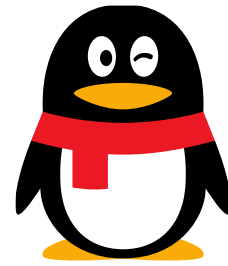
It is worth remembering that the research occurred between 2013-14 and that many of the social media platforms and patterns of use may have changed significantly since then.

| Social media platform | Respondents with at least one account (persons) | Average length of use (years) | Average time spent online per day (hours) |
|-----------------------|---|-------------------------------|---|
| QQ (incl. QZone)      | 93  | 5.32                          | 5.93                                      |
| WeChat                | 49  | 1.31                          | 5.11                                      |
| Ren Ren               | 22  | 3.56                          | 1.32                                      |
| Sina Weibo            | 15  | 1.98                          | 2.25                                      |
| Tencent Weibo         | 18  | 2.00                          | 1.93                                      |
| Momo                  | 3   | 0.83                          | 2.05                                      |

**Table:** Comparison of popularity of social media platforms in Anshan Town

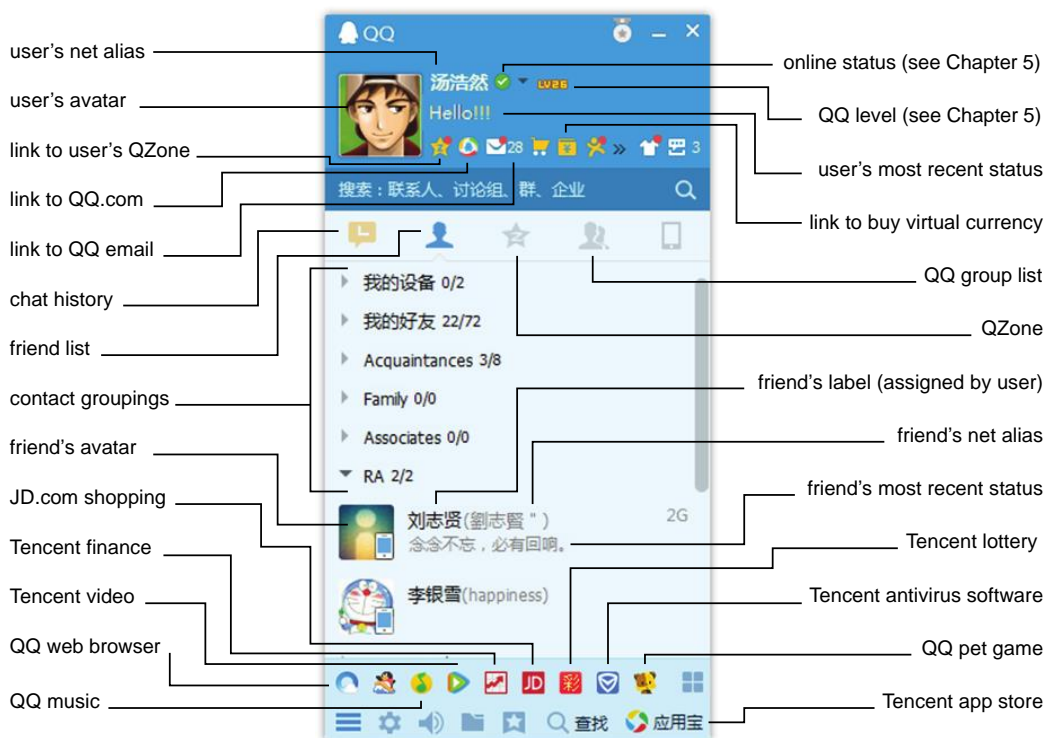
## What is QQ?

Tencent QQ was released in 1999, and currently has 899 million accounts registered. When it was launched it was named OICQ, it only offered an instant messaging service. It is a platform which offers its users almost every service imaginable: instant messaging, social networking, e-mail, video sharing, online search, anti-virus software, television and film streaming, cloud storage, weather, news, online shopping, gaming and various lifestyle portals.



Many users of QQ in Anshan have the platform configured to automatically log in as soon as they turn their computer on, and so the platform becomes part of the computer's ecosystem and many of its features are used apart from the instant messaging. Individuals communicate individually or through QQ groups. People often use avatars or aliases to conceal their identity. The messages they send are largely text based, although often supplemented with emojis which are both created by QQ and individually designed.

Qzone (*QQkongjian*, literally 'QQspace') is a networking site where users are able to make themselves visible to others by adding information on their pages which become visible to other users. Much like Facebook, there is a timeline of events (literally called 'his/her happenings', *ta de dongtai*) and a wall where the users thoughts can be posted.





The site is easily customisable and also allow users to download games, such as World of Warcraft, which can be played by multiple players at the same time, allowing users to play with their friends.

## What is WeChat?

The second most popular platform, WeChat, emerged much more recently in 2011 and is owned by the same company that owns QQ. The main difference between the two is that WeChat requires a smartphone to log in. This means that those who do not own smartphones—mainly young school children and middle aged people—are effectively unable to use the platform. Because sharing phone numbers is seen as requiring more trust, WeChat was seen as more intimate than QQ. There are several key features of this platform:



- The main mode of use is through one to one instant messaging, or within chosen groups.
- The platform is designed with a feature to share ‘moments’ (*pengyou quan*, literally meaning ‘friend circle’) which can take the form of images. However these images are shared only to chosen contacts so it is possible to control or limit visibility on this platform.
- Subscriptions (*dingyue*) allow users to follow various lifestyle channels, celebrities, brands and so on.
- People nearby (*fujin de ren*) allows users to see who other users are close to their own device. This can also be filtered by gender, interestingly.
- Drift bottle (*piaoliuping*) allows users to write or record a random message and send it to other users who may reply to the original sender or cast the message out once again.
- The ‘shake’ feature (*yaoyiyao*) allows the user to see which other users in the network are shaking their phone at the same time.

This platform is distinctive in that it gives users more control over their own visibility online as well as the ability to connect with strangers, if they choose to. These strangers might be local or from much further afield. This means that users can choose QQ or WeChat for specific social relationships.

## What is Renren?

Renren was the third most popular platform, used rarely and mainly by recently graduated university students. The key difference between Renren and the other platforms is that it allows users to see each others' friends. One user, Zhang Jie was keen to point this feature out



*'On Renren it is possible to find your friends' friends, and then you can add them!... but I only use it to get into touch with my classmates friends. We've never met face to face'. (p47)*

This feature was unavailable on QQ and WeChat and was actually seen to be a factor that was less desirable; as users did not always want other people to know who they were friends with online

Tom found that the use of particular platforms was significant. Young people, the most enthusiastic users of social media were likely to prefer QQ as a platform, with girls preferring it for maintaining their own Qzone pages, while boys use it mainly for playing games online.

The main reason however for picking a particular platform appeared to be the strong associations that came with it, for example, QQ had strong associations with school and university groups and the shared experiences that came with it. WeChat on the other hand, may be more associated with urbanity, modernisation and migration. WeChat's 'people nearby' feature was well known as a way for people to start romantic relationships, a feature which some liked, while others strongly rejected the idea.

This strong sense of associations for each platform shows how different platforms are selected for different social purposes and reveals how each is given a moral meaning. Tom argues that the theory of polymedia is useful for explaining this pattern. **Polymedia** refers to the idea that to properly understand one social media platform you have to understand its relationship to other platforms. Therefore, it is not possible to understand any platform in isolation. In Anshan town alone it is clear that each social media platform has come to represent different levels of maturity, openness, sophistication and different types of relationship.

## Findings

### 1. The main content of posts on social media generally reinforces existing moral values

- Photos of users' children which demonstrate good parenting
- Memes related to love and marriage
- Posts expressing thanks to one's parents

These postings tend to be shared within a close circle of family and friends. Tom argues that these postings reinforce particular accepted moral ideas which already exist in Anshan life such as the importance of devotion to one's parents, the topic of love and childbirth. These ideas fit within wider social and historical ideas which come from political and religion meanings. For example, it is customary for young people to respect their elders, which results in young people being thankful for their parents. Interestingly, postings expressing thanks to one's parents were rarely seen by parents themselves, which provides an example of how people want to be seen to conform to particular ideas among the wider social group, rather than to send a specific message to somebody (one's parents!).

### 2. Use of social media is shaped by gender


Although in many areas of life conditions for women have improved, Chinese culture is still predominantly patriarchal, or male dominated. People in the countryside believe monogamy to be important, and social media is often viewed as a way for people to arrange extra-marital affairs. Tom found that because of this, women often felt that they should be careful about how they used social media, for fear of being seen to be encouraging relationships. Even after they are married, men and women are expected to continue to express their belief in monogamy. Being too visible on social media, therefore, may run the risk of bringing a person's morals into question. For men on the other hand, social media has allowed some a semi private space from which extramarital affairs can be conducted and these people are ready to blame social media for the rising divorce rate in China.

### 3. Social media has reinforced a generational divide but brought younger people closer together

Parents and their children do not communicate to each other very much through social media which creates a distance between the generations. However, social media has brought younger people together in a much more profound way, allowing them to maintain class or university group relationships beyond education.

## Activities

Summarise the research methods Tom used.



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Explain the similarities and differences between social media in rural China to social media in the UK. Discuss why this may be.



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Draw up a table with the three main social media platforms used in Anshan town. In each, describe the different ways the platforms were used and by whom.



In your own words, summarise the main factors affecting which type of social media people prefer to use in Anshan town.




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What is polymedia and how can it help understand the role of social media?




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Consider the main findings and compare them to your own use of social media. Do the findings apply to your own setting? Discuss and explain, giving examples.




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Did the results surprise you? How might you apply this example to your understanding of the impact of social media on relationships?



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Remember all of the books can be downloaded free of charge at: [ucl.ac.uk/ucl-press/why-we-post](http://ucl.ac.uk/ucl-press/why-we-post)

So if you want to read more, please visit the site!





















## Key concepts

Match the concepts to the correct definitions

|                           |                          |                                     |                                  |                                  |
|---------------------------|--------------------------|-------------------------------------|----------------------------------|----------------------------------|
| globalisation             | identity                 | <b>digital divide</b>               | social network sites             | social media                     |
| networked global society  | <b>media convergence</b> | <b>homogenisation</b>               | <b>glocalisation</b>             | global village                   |
| <b>digital revolution</b> | digital                  | Americanisation                     | Cultural imperialism             | virtual communities              |
| fragmented identities     | negative impact          | positive impact                     | <b>equalities / inequalities</b> | <b>social / cultural capital</b> |
| <b>Migration</b>          | Cultural defence         | Social/<br>Geographical<br>Mobility | <b>Digital divide</b>            | <b>Hybrid identity</b>           |

### Definitions

|   |   |
|---|---|
|  | The compression of time and distance which results in increasing interdependence of societies across the globe resulting in increasingly global culture, economics and politics       |
|  | Refers to the idea that physical distance is much less of an issue in communication between people, which gives them the ability to create and maintain stronger social relationships |
|  | The way that a range of different kinds of information can be combined and delivered in one format.   |
|  | This is the huge shift in communication over the past two decades in terms of the ways in which information is stored and shared  |
|  | The movement of people  |

|   |   |
|---|---|
|    | <p>Social mobility refers to the movement of people in a social strata both upwards and downwards. Geographical mobility refers to the movement of people from one place to another</p> |
|    | <p>The way we see ourselves, the way we are seen by others</p>  |
|    | <p>A new way of life which is formed from a mixture of two or more existing ways of life</p>  |
|    | <p>In post-modern society, a key characteristic is that communication relies on new internet based methods</p>  |
|    | <p>Online groups of people who share interests and build relationships without necessarily being physically near to one another</p>   |
|    | <p>The middle class have particular contacts and relationships which lead to material rewards</p>   |
|  | <p>New forms of shared information which involve different types of communication based on new forms of technology</p>  |
|  | <p>Effects that are damaging or detrimental to individuals or a group</p>   |
|  | <p>Effects that contribute in a good way to a person or group</p>   |
|  | <p>Some people have access to digital communication, others do not</p>  |
|  | <p>People no longer possess a single concept of who they are, rather they are broken into many different parts.</p>   |
|  | <p>The latest development in digital media which enable people to create relationships of all types online, offering instantaneous contact</p>  |
|  | <p>The process by which western ideas are spreading to other parts of the non western world</p>   |



The process whereby culture becomes increasingly similar all over the world and differences between societies become less noticeable



The process by which global and the local become intertwined. Linked to the ways that global process affect local practices or how local ideas respond to global processes



The process by which American values, norms and practices spread to other parts of the world














## Applying knowledge: globalisation

Based on what we have learnt through this project, here are some ideas of how you apply your knowledge to the exam.

**Which aspect of globalisation does each of these statements relate to?** (it can be more than one)

| economic | cultural | political |
|----------|----------|-----------|
|----------|----------|-----------|

|   |  |
|---|--|
|    | Changing/spreading ideas across or between connecting societies                                    |
|    | The spread of capitalism around the world  |
|    | The growth of transnational/multinational companies  |
|  | The spread of different forms of music, film, food, clothing and other lifestyle factors           |
|  | The growth of international organisations which create laws and policies (e.g. The United Nations) |
|  | International banks and flows of money   |
|  | The changing role of national boundaries   |
|  | The globalisation of consumption   |
|  | Mass migration   |
|  | Resistance to globalisation through cultural reification/cultural defence                          |
|  | Movements such as global justice emerging  |

## Problems with defining globalisation

Complete the missing words:

|                 |                 |              |          |               |
|-----------------|-----------------|--------------|----------|---------------|
| conflict        | individualistic | strengthen   | academic | local context |
| positive        | practices       | same rate    | existing | recently      |
| threat          | Western         | American     | customs  | community     |
| not necessarily | definitions     | implications |          |               |

One problem with defining globalisation is that many definitions assume that it happens at the \_\_\_\_\_ everywhere which it does not. For example, globalisation may be felt to happen much more \_\_\_\_\_ in more remote parts of the world, or happen at a different rate depending upon the \_\_\_\_\_.

Definitions may also assume the process is very \_\_\_\_\_ while others see it as a \_\_\_\_\_ to their way of life. For example local \_\_\_\_\_ and \_\_\_\_\_ may be replaced or stop because of the spread of \_\_\_\_\_ or \_\_\_\_\_ ideas which some may find challenge or come into \_\_\_\_\_ with \_\_\_\_\_ ideas and values.

Definitions about globalisation may assume that people are becoming more \_\_\_\_\_ rather than more \_\_\_\_\_ based. The WWP project finds that instead, social media for example simply creates opportunities to \_\_\_\_\_ existing practices and strengthen existing communities and relationships. Thus people are \_\_\_\_\_ becoming more individualistic.



Finally, definitions may focus too much on one aspect of globalisation rather than another. For example, globalisation is a term used by a number of different \_\_\_\_\_ or public topics, which leads to a lot of different \_\_\_\_\_. For example, sociologists tend to be interested in the social and cultural aspects of globalisation while politics students and academics are more interested in the political \_\_\_\_\_ of globalisation.



## Applying theoretical perspectives to the Why We Post research

|               |         |          |
|---------------|---------|----------|
| postmodernism | Marxism | feminsim |
|---------------|---------|----------|

1. Read the following statements, which are based on a sample of the findings of the Why We Post project. Which theory could you apply them to?
2. Next, write a sentence to apply the finding to the theory. Try to think of a concept which you could use from that theory. Remember the statement could be used to challenge a theoretical point of view.
3. Some of these statements can be interpreted by more than one theory. Remember, there are more than one way of interpreting these.

The first one has been done for you.

|   |  |
|---|--|
|   | <p><i>“Memes are a form of moral police, warning people if they are not conforming to what is seen as right.”</i></p>  |
|  | <p>Some feminists argue that patriarchal ideology is reinforced through new forms of social media. Other feminists challenge this view and argue that in fact social media enables some women to communicate in a way which was not possible before, enabling networks of support and empowerment.</p> |

|   |  |
|---|--|
|  | <p><i>“In some contexts, social media allows women to challenge local rules about meeting new people and forming relationships.”</i></p> |
|  | <p> </p> <p> </p> <p> </p>   |



***“Social media is not making the world more homogenous.”***



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***“People often have a range of different identities online meaning identities are becoming more fragmented.”***



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***“In some parts of the world social media is used by disadvantaged groups as a way of accessing new knowledge and allowing people social mobility.”***



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***“In many parts of the world western platforms are used.”***



Three horizontal lines for writing, starting from the pen icon.



***“However, although western platforms might be used, they are adapted and personalised according to local practices.”***



Three horizontal lines for writing, starting from the pen icon.



***“Social media is a conservative force which keeps things the way they are.”***







Three horizontal lines for writing, starting from the pen icon.

## How does globalisation and social media link to the core themes of the course?

Look at the statements below and then think about which core themes they apply to


| Statement   | Socialisation, Culture, Identity | Power, stratification    |
|---|----------------------------------|--------------------------|
| Globalisation means the spread of cultures and this influences peoples tastes and lifestyles.   | <input type="checkbox"/>         | <input type="checkbox"/> |
| Globalisation is a process which reinforces social inequalities.  | <input type="checkbox"/>         | <input type="checkbox"/> |
| Social media has become a significant influence in shaping childhood.   | <input type="checkbox"/>         | <input type="checkbox"/> |
| People are able to explore different aspects of themselves through social media, which they might not be able to do in their offline lives. | <input type="checkbox"/>         | <input type="checkbox"/> |
| Globalisation has highlighted the universal nature of patriarchy.   | <input type="checkbox"/>         | <input type="checkbox"/> |
| Social class inequalities are now global.   | <input type="checkbox"/>         | <input type="checkbox"/> |
| The way we see ourselves has become more complex and fragmented.  | <input type="checkbox"/>         | <input type="checkbox"/> |


Add at least four more examples of statements which link globalisation and social media to the core themes

|   |
|---|
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# What are the positive and negative effects of social media?

Using the images below, label each and using your findings from Why We Post explore the benefits and problems associated with each social media platform/feature.






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## Making synoptic links using WWP


See if you can make links between the WWP project and the other areas of your course. The first two boxes have been started for you. Complete the boxes.

| Education   | Families and relationships   |
|---|--|
|  Education is now shaped by technology. New Social media is affecting the way students learn e.g. online. Detrimental effects of social media on learning or a useful tool? Education in a global context. |  Relationships maintained by new social media. People live apart together (LAT), social media allows new forms of relationships to form. Ideas are spread about new forms of cultural practice which influences people's behaviour. |

## Why We Post

| Research methods  |   |
|---|---|
|  |  |

Think about how you might use these synoptic links in an essay.




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