

Social Media and Crisis Prevention and Intervention



**Jennifer Magnesi,
Emily Flitsch, &
Stephen E. Brock, Ph.D., NCSP, LEP**
California State University, Sacramento

CASP Convention
October 25, 2012

1

Mini-skills Objective

- From this mini-skills presentation it is hoped that participants will increase their ...
 1. Knowledge of Social Media Sites Available
 2. Understanding of Effective Strategies When Utilizing Social Media Sites
 3. Understanding of Best Practices-Recommendations

2

Outline



SACRAMENTO STATE
Leadership begins here.

1. Description of Most Widely Used Social Media Tools
2. Effective Strategies
3. Best Practices- Considerations Prior to Implementing the Use of Social Media Tools

3

Mobile Text Messaging



- Instant transmission of text messages from one mobile device (or cell phone) to another.
- Can be addressed to one or more people.
- Text messages are only displayed on recipients' devices, making the communication potentially private (although the recipient may forward the message to others if they so choose).
- The most frequently used communication tool for teens
- As a mental health treatment tool, text messaging has been found to have promise
- Anecdotal observations have found that this social media tool has had an effect on school crisis intervention.
 - In today's schools there is significantly less control over how parents are informed about a crisis.

4

Blogs



- Derived from the phrase "web log," a website publication intended to be regularly updated with new content.
- The most common blog is a personal blog/
 - An online chronological journal of events
- Blog topics contain commentary on a particular topic, such as a school associated crisis event.
- As an instructional tool, blogging has been found to have some promise.
- To the extent they can be used to increase access to pro-social support systems and appropriate psychoeducational guidance, we believe that blogging may have some potential as a crisis intervention technique.



5

Sample Blogs



6

Podcasts



- Pre-recorded audio and video stations, found on the Internet that can be downloaded and viewed on electronic devices such as personal computers, cell phones, and tablets.
- Can be listened to in a variety of different settings and at any time, which greatly increases their accessibility.
- Have been suggested to positively influence learners' cognition and motivation.
- Can be used as a psychoeducation crisis intervention tool and can facilitate student discussion of crisis related issues.
- The Greenbush Podcast Directory and Moving at the Speed of Creativity podcast sites, include content on school safety issues (including the latest issues related to school violence).
- Podcasts can also be used to make more accessible crisis intervention staff development.



Hew (2004); Reed (2007) 7

Image and Video Sharing

- Allows people to upload videos or images online and distribute them throughout the Internet.
- YouTube
- Flickr
- Has the potential to generate and/or exacerbate crisis situations.
- Unfiltered and unedited crisis images may generate psychological trauma by increasing crisis event exposure.




Pfefferbaum et al. (2000) 8

Social Networking



- Websites in which users can connect, interact, and share information.
- Facebook is a social networking site designed to facilitate communication between people who share similar interests."
 - Has the potential to be a useful tool in a time of crisis since it provides an online community of individuals potentially coping with similar situations and can increase the provision of both social support and psychoeducation.
- It is essential to educate students on the importance of thinking about what they are posting since postings can potentially be viewed by just about anyone.

Facebook (2011a, 2011b, 2011c); Lowensohn (2007) 9

Microblogs



- A type of blogging (limited to 140 characters) that enables users to update and publish messages to others throughout their network.
- These messages are available to anyone on a network, although certain networks can be set as private.
- Twitter allows users to receive and send messages known as tweets.
- Twitter users have used hashtags as a way to connect during a crisis.

Heverin & Zach (2010); Twitter (2011a, 2011b) 10

Wikis

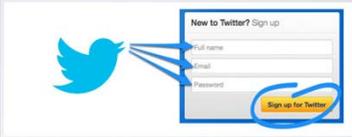


- Collaborative websites in which users can contribute to the website or modify the content already provided.
 - The most popular Wiki site is Wikipedia.
- Educators have used the creation and modification of wikis as a way for students to think critically. Students are encouraged to analyze the information they read on a wiki page and modify it or add to it if they see fit.
- Since wiki pages are easy to create, access and modify, schools could place at least some of their crisis procedures on a wiki page.
 - This would allow school staff to quickly access and update policies as needed.
 - However, given that an identified challenge of wiki pages is that anyone can modify or add content, we recommend great caution (e.g., careful supervision) be exercised if a school wants to use a wiki page in this fashion.
 - Obviously, there will be some sensitive aspects of a crisis plan that would not be appropriately placed on a wiki page, and as is the case for all of these tools careful research is indicated to determine the appropriate (and inappropriate) uses of a wiki.

Cravitz & Smoot (2009) 11

WikiHow to Twitter

Registering



How to tweet



WikiHow (2012) 12

WikiHow to Twitter

#Hashtags



How to Retweet



13 WikiHow (2012)

Virtual Worlds

- Simulated environments that make use of avatars, or virtual representations of the user, are created in the computer-based created “worlds” to allow interaction between users.
- Whyville
- Second Life



Currie (2009); Second Life (2011a, 2011b); Whyville (2011)
14

Internet Forums

- Online discussions boards.
- Avatars or pictures selected by the users are displayed next to the threads or messages posted. Threads posted by individual users can be viewed by forum moderators to evaluate whether the rules of the forum are being followed.
- Internet forums can lead to discussions on crisis occurring in the news or within a community
- Registration is usually required to discourage users from posting disrespectful comments or profanity; nevertheless there are internet forums that allow users to remain anonymous, posing a high risk of misinformation.
 - For this reason forums for educational and resource purposes need to be carefully monitored and frequently evaluated.

Currie (2009) 15

Outline



SACRAMENTO STATE
Leadership begins here

1. Description of Most Widely Used Social Media Tools
2. Effective Strategies
3. Best Practices- Considerations Prior to Implementing the Use Of Social Media Tools

16

Effective Strategies

- Social networking both a potential liability and a potential asset
 - Effective strategies on how to use social media as a crisis prevention and intervention tool are important to consider
- Several keys to successful use of social media include:
 - Deciding whether the information is authentic and useful
 - Examining and selecting different social media options
 - Acknowledging social media communities,
 - Encouraging leadership
 - Measuring the effects of social media within the organization or schools

Currie (2009) 17

Effective Strategies

- A variety of social media tools have been employed to...
 - Prevent
 - Prepare for
 - Respond to emergency situations

18

Social Media Tools and Crisis Prevention




- Facebook's Safety Advisory board
 - Consists of members from the leading Internet safety organizations:
 - National Network to End Domestic Violence, ConnectSafety, WiredSafety, Childnet International, and The Family Online Safety Institute
 - Facebook holds regular meetings with the board to review current safety measures and discuss new advances .
 - Facebook has teamed with the National Suicide Prevention Lifeline
 - Facebook users are now able to quickly and easily report any suicidal comment posted by a friend or family member.
 - Facebook sends the user who posted the suicidal comment a message encouraging them to call the National Suicide Prevention Lifeline
 - Confidential chat session with a crisis worker

Facebook (2011d), Facebook (2011e) 19

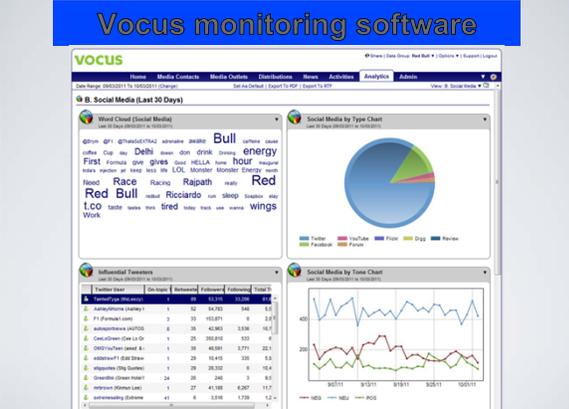
Social Media Tools and Crisis Prevention



- Social media sites can be carefully monitored through monitoring software
 - Des Monies College campus uses software (e.g., TwentyFeet or Trackur) to monitor all comments posted about the college
- Student's message over Twitter threatening to "shoot up" the campus was quickly noticed and flagged
- Careful monitoring of social media by school personnel is essential
- However, schools may lack the ability to perform such monitorin
- [California is the first state to enact comprehensive social media privacy legislation \(California's SB 1349\)](#)

Alex (2011), Shear (2012) 20

Vocus monitoring software



Vocus (2012) 21

Social Media Tools and Crisis Preparedness



- Virtual worlds
 - Can be used to make a real-life, three-dimensional representation of a crisis while maintaining the safety of the user
 - Stanford Medical School conducted trainings through the use of a virtual world
 - Virtual world was a replica of the Stanford hospital facilities.
 - Avatars used to represent the patients
 - correct and incorrect treatment of their injuries

Chen, Rebolledo-Mendez, Liarokapis, de Freitas, & Parker (2008) 22

Counseling through Social media

- Crisis counselors have developed chat rooms, virtual worlds, and instant messaging to provide care, with outcomes that have been suggested by some to be comparable to face-to-face therapy
- Potential drawbacks of using social media in crisis intervention
 - less empathy for clients
 - greater ease of spreading harmful messages
 - and the possibility of students receiving counseling from nonlicensed individuals

Shapiro et al. (2010), James (2008) 23

HealingWell.com

Community. Support. Resources.

Home | Log In | Register | Calendar | Chat | Search | Help

HealingWell.com Forum

[Forum Rules](#) | [Moderators](#) | [Password Help](#)

Welcome Guest
If this is your first visit to the HealingWell.com Forum you will need to [register](#) before you will be allowed to post on the forum or login to chat, but you are free to browse the forums by selecting from the listing below. **NEW USERS:** Before posting, please read the forum rules and guidelines below. To help you find your way around the forum and it's features, please view the [help manual](#).

Healing Well (2012)

Diseases & Conditions	Forum Name	Topics	Posts	Last Post Info
	AIDS - HIV	128	538	Has a negative Elisa test after 6 weeks ever turn positive after 3 months ? Today 1:31 PM (Giancarlo91)
	Allergies & Asthma	2351	13831	Has anyone developed a dairy allergy or intolerance as an adult? Today 8:11 AM (haid_34)
	Alzheimer's Disease	733	7545	children 5/28/2012 4:38 PM (lsted1234)
	Anxiety - Panic Disorders	10982	95382	Issues and Vices Journal Today 10:46 PM (SincerelyCar)
	Bipolar Disorder	5893	39851	Snap, Crackle and Pop...mainly crackle Today 8:43 PM (Carenpolu)
	Breast Cancer	3317	22966	Thinking Positive is all I can do right now 9/29/2012 5:18 PM (thinkpos)
	Celiac Disease	264	1115	Anyone else have Celiac and Iga deficiency? Today 12:44 AM (Dion16)
	Chronic Fatigue Syndrome	1076	5823	fatigue and lack of magnesium Today 8:43 PM (Carenpolu)
	Chronic Pain	9359	95281	c5 c6 bulging disc neck shoulder pain Today 10:38 PM (Shell74)
	Crohn's Disease	24524	213892	another colonoscopy? Today 10:45 PM (ArlMoss)
	Cystic Fibrosis	685	3129	Prospective parents both CF carriers: 5/26/2012 6:15 PM (Gemma)
	Depression	10339	93021	29 yr old Alexis Today 9:56 PM (Boupop)
	Diabetes	2524	17037	Bydureon Today 4:46 PM (LanieG)
	Epilepsy	1387	7528	Advice 9/23/2012 2:45 AM (ameyers)
	Advice just got a little good news for a change.

Social Media Tools and Crisis Response



- Social media's Role in Emergency Situations
 - 2011 earthquake and tsunami in Japan
 - U.S. ambassador to Japan, John Roos received intel through tweeter and was able to mobilize troops
 - When used properly, with authentication by the appropriate authorities, social media tools can lead to positive crisis response results.
 - To avoid negative consequences, in the case of school crises...
 - careful monitoring of social media by school personnel is essential

Stenberg (2011) 25

Social Media Tools and Crisis Response

- Blogs
- Can be coping tools used by people within the community as a safe way to express fears, stressors, and other emotions brought about in times of crisis
 - The Washington Post blog, "Conversations Live Q&A," shared information from a 2011 shooting
- Open communication with members in a community can provide...
 - Support and information on where to find resources
 - An outlet for those who are uncomfortable with face-to-face interaction
 - May provide care to people who might have otherwise been isolated in times of crisis.
- Content of a blog can distribute harmful messages



Ghuman (2011) 26

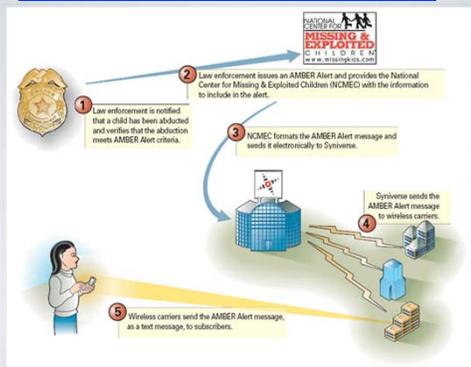
Social Media Tools and Crisis Response



- Amber Alerts
 - Law enforcement agencies have partnered with media outlets to broadcast America's Missing: Broadcast Emergency Response Alerts (AMBER Alerts).
 - Working together, the public can be informed about child abduction.
 - This technology has expanded and can now include the public through mobile text messages via the <https://www.wirelessAMBERalerts.org> website.
 - Properly activated AMBER Alerts have proved to be highly successful
 - With the help of the community, law enforcement has apprehended suspects, making social media a way for the public to intervene in emergency situations

Sacramento Police Department (2011) 27

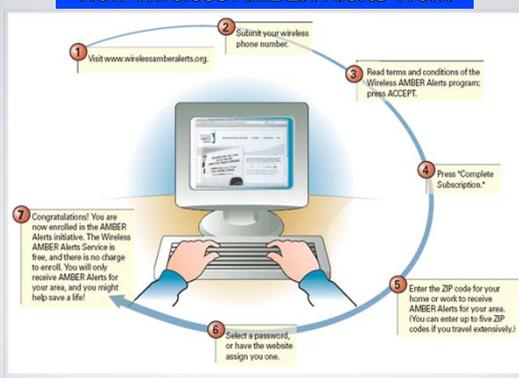
How Wireless AMBER Alerts Work



- 1 Law enforcement is notified that a child has been abducted and verifies that the abduction meets AMBER Alert criteria.
- 2 Law enforcement issues an AMBER Alert and provides the National Center for Missing & Exploited Children (NCMEC) with the information to include in the alert.
- 3 NCMEC formats the AMBER Alert message and sends it electronically to Syniverse.
- 4 Syniverse sends the AMBER Alert message to wireless carriers.
- 5 Wireless carriers send the AMBER Alert message, as a text message, to subscribers.

wirelessamberalerts.wirelessfoundation.org/howwirelessamberalertswork.htm 28

How Wireless AMBER Alerts Work



- 1 Visit www.wirelessamberalerts.org.
- 2 Submit your wireless phone number.
- 3 Read terms and conditions of the Wireless AMBER Alerts program; press ACCEPT.
- 4 Press "Complete Subscription."
- 5 Enter the ZIP code for your home or work to receive AMBER Alerts for your area. (You can enter up to five ZIP codes if you travel extensively.)
- 6 Select a password, or have the website assign you one.
- 7 Congratulations! You are now enrolled in the AMBER Alerts initiative. The Wireless AMBER Alerts Service is free, and there is no charge to enroll. You will only receive AMBER Alerts for your area, and you might help save a life!

wirelessamberalerts.wirelessfoundation.org/howwirelessamberalertswork.htm 29

Social Media Tools and Crisis Response

- Image and video sharing
- Allow the viewers to share footage of the event, as well as provide training videos on different methods of crisis intervention
- Made it possible for educators, amateurs, trainers, and businesses to reach the public and influence or spread knowledge of crisis events
 - Videos of the Virginia Tech shooter, posted on YouTube, had the potential to give insight into his distorted thinking and hatred for his fellow classmates
- Potential of such images to prompt copycat behavior
- Unnecessary exposure to potentially traumatic images
 - The user should carefully consider the content of such images and videos before they are uploaded to any social media site
 - Must judge whether the potential benefits of sharing the information outweigh the potential harm
 - having clearly articulated reasons for posting images or videos would be important

NBC, msnbc.com, & News Service (2007) 30

Outline



1. Description of Most Widely Used Social Media Tools
2. Effective Strategies
3. Best Practices- Considerations Prior to Implementing the Use of Social Media Tools

31

Considerations Prior to Implementing

- Caution is recommended due to the lack of research however, schools should explore the use of social networks before a crisis occurs
- Assess school population: See if the use of social media suitable and what tools should be used
 - Cultural, language, socioeconomic, or geographical barriers
 - Inquiring about parent access to cell phones and computers; What social networks they frequently use
- Use a combination of tools to reach more parents

32

Considerations Prior to Implementing

- May improve schools ability to inform students and parents on daily events
 - Help to ensure information is authentic and useful
- Increase the number of followers by relaying useful, non-crisis information
 - Schedule changes, snow days, or football game info
- High number of followers is valuable
 - School can provide situational awareness information
- Have contingency strategy in place
 - In the event social media tools are unavailable

33

Policies on Social Media Maintenance and Practices




- Verify if district has policies on Social Networking
 - Policies may need to modified
- Clearly state policy regarding content
- Assign one person to monitor the site
 - Make sure content is appropriate
 - Answer questions posted in a timely manner

34

Student Education on Social Media



- Students use social media daily
 - Should understand the importance of how they are presenting themselves online
- Cyberbullying
 - Users tend to post information in messages not ordinarily offer during face- to-face interactions
- Educate students on dangers of social networking
 - Need to know about online predators, hackers, and how to protect their identity



35

Student Education on Social Media

- Students' social media safety is important
 - Create policies and clearly display in schools
- Internet Safety websites can assist schools
 - NASP has partnered with CyberSmart!
 - A free curriculum for online safety, k-12. Topics include cyberbullying, identity protection and online privacy
 - Provides online safety awareness activities for schools, families, and the community



36

CyberSmart!

Lesson Plans

Lesson Plans and Student Activity Sheets

Curriculum

- CyberSmart! Curriculum overview
- About Common Sense Media
- Contact us
- Lessons by Grade Level
- Lessons by Topic:
 - Safety and Security Online
 - Components and Features
 - Common Sense and Student Activity Sheets
 - Social Networking
 - Home Connection
 - Awareness Activities for School, Families, and Community
 - Manners & Cybercitizenship
 - Cyberbullying
 - Digital Citizenship
 - Authentic Learning and Creativity
 - Research and Information Fluency
 - Twenty-First Century Challenges
 - K-12 Scope & Sequence Chart
 - Standards Alignment
 - Support Materials
 - Testimonials
 - FAQ
 - CITIZENSHIP LINKS

Activity Worksheets

What's Private?

Fun in Cyberspace

You can have fun in cyberspace. There are stories to read, there are games to play, there are jokes and puzzles. All these things are fun to share with friends. You should also show them to your parent or teacher.

That's Private!

Some places in cyberspace ask you to join the fun. You can tell a joke or share a drawing. You can write a story with other kids. You may be called

NASP (2012) 37

Student Education on Social Media

- Be aware and prepared for students' independent use of social media during a crisis
 - May cause confusion if the information is inaccurate or conflicts with what the school is reporting
- Once school has released verified information
 - Inform the students of the crisis situation
 - Discourage sending out any messages about the crisis
 - Provide specific text language appropriate to share
- Educate students prior to a crisis on the affect of their independent social media use

38

Social Media Tools for Crisis Intervention

- **K-12 Alerts**  **campusalerts**™
 - Alert system that can quickly send out emergency messages to faculty, parents, and members of the community during a crisis
 - Messages are authentic; less room for misinterpretation
 - Use multiple social media outlets; e-mail, text messages, Facebook, and Twitter. All with one click
 - Parents can revise contact information online and update students' emergency cards online
 - provide school staff with organized and useful information during a crisis

(Cancro, 2009) 39

Social Media Tools for Crisis Intervention

- Prepare school personal / students for emergency situations by simulating real-life scenarios
- Simulate real-life events; promote critical thinking about emergency situations. Aid in identifying effective strategies
- Further research is still needed
- Implementation may seem like an expensive venture. Eventually is could be a cost-efficient solution for preparing staff for a crisis situation



40

Evaluation of Social Media Tools

- Schools should monitor and evaluate strategies
- Beneficial knowing most effective social media tool
 - Knowledge will help better serve community
- Benefits of evaluating these strategies
 - Schools can gauge how knowledgeable students and the community are about both non-crisis and crisis events
 - Learn how organized public is in responding to a crisis
- Better inform leaders, faculty, and staff on most effective action to take in the case of a crisis event

41

References

- Alex, T. (2011). Threat to shoot up Des Moines College campus draws quick response [Web log post]. *Des Moines Register*. Retrieved from <http://blogs.desmoinesregister.com/dmr/index.php/2011/08/30/threat-to-shoot-up-des-moines-college-campus-draws-quick-response/>
- Cancro, L. (2009). Schools with special needs students connect with parents in a crisis. *Exceptional Parent*, 39(8), 49–50. Retrieved from <http://www.eparent.com/>
- Chen, Y-F., Rebolledo-Mendez, G., Liakopakis, F., de Freitas, S., & Parker, E. (2008, November). The use of virtual world platforms for supporting an emergency response training exercise. *Proceedings of the 13th International Conference on Computer Games: AI, Animation, Mobile, Interactive Multimedia, Educational & Serious Games* (pp. 47–55). Wolverhampton, United Kingdom. Retrieved from <http://curve.coventry.ac.uk/open/items/905ba15b-8588-7cc7-714b-94dd14b72ceb/1/Wolverhampton+conf.pdf>
- Crovitz, D., & Smoot, W. (2009). Wikipedia: Friend, not foe. *English Journal*, 98, 91-97. Retrieved from <http://www.ncte.org/journals/ej>

42

References

- Currie, D. (2009). Social media and risk communication. Expert roundtable on social media and risk communication during times of crisis: Strategic challenges and opportunities. Washington, DC: Booz Allen Hamilton and American Public Health Association. Retrieved from http://www.boozallen.com/media/file/Risk_Communications_Times_of_Crisis.pdf
- Facebook. (2011a). Family safety center. Retrieved from <http://www.facebook.com/safety/>
- Facebook. (2011b). Let's start now. Retrieved from <http://www.facebook.com/safety/tools/>
- Facebook. (2011c). Safety in numbers. Retrieved from <http://www.facebook.com/safety/community/>
- Facebook. (2011d). Safety in numbers. Retrieved from <http://www.facebook.com/safety/community/>
- Facebook. (2011e). New partnership between Facebook and the National Suicide Prevention Lifeline. Retrieved from <https://www.facebook.com/notes/facebook-safety/new-partnership-between-facebook-and-the-national-suicide-prevention-lifeline/310287485658707>

43

References

- Ghuman, S. (2011, December 9). Virginia Tech student discusses recent shooting on campus. *The Washington Post Conversations* [Online forum Q&A]. Retrieved from <http://live.washingtonpost.com/virginia-tech-student-120911.html?tid=halchat>
- Healing Well (2012). *About us*. Retrieved from <http://www.healingwell.com/aboutus.aspx>
- Heverin, T., & Zach, L. (2010, May). Microblogging for crisis communication: Examination of Twitter use in response to a 2009 violent crisis in the Seattle-Tacoma, Washington area. Paper presented at the 7th International ISCRAM Conference, Seattle, WA. Retrieved from <http://www.thomshoverin.com>
- Hew, K. (2009). Use of audio podcast in K-12 and higher education: A review of research topics and methodologies. *Educational Technology Research & Development*, 57, 333-357. doi:10.1007/s11423-008-9108-3
- Hew, K. (2009). Use of audio podcast in K-12 and higher education: A review of research topics and methodologies. *Educational Technology Research & Development*, 57, 333-357. doi:10.1007/s11423-008-9108-3
- James, R. K. (2008). *Crisis intervention strategies* (6th ed.). South Melbourne, Australia: Cengage Learning.

44

References

- Lenhart, A., Ling, R., Campbell, S., & Purcell, K. (2010, April 20). Teens and mobile phones: Text messaging explodes as teens embrace it as the centerpiece of their communication strategies with friends. Washington, DC: Pew Internet & American Life Project. Retrieved from <http://pewinternet.org/Reports/2010/Teens-and-Mobile-Phones.aspx>
- NBC, msnbc.com, & News Service. (2007). High school classmates say gunman was bullied; Police say package sent to NBC News between shootings is of little use. *msnbc.com*. Retrieved from http://www.msnbc.msn.com/id/18169776/ns/us_news-crime_and_courts/h-high-school-classmates-say-gunman-was-bullied/#
- Pfefferbaum, B., Seale, T. W., McDonald, N. B., Brandt, E. N., Rainwater, S. M., Maynard, B. T., ..., Miller, P.D. (2000). Posttraumatic stress two years after the Oklahoma City bombing in youths geographically distant from the explosion. *Psychiatry: Interpersonal & Biological Processes*, 63, 358–370. Retrieved from http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/jnps.htm&dir=periodicals/per_psych&cart_id=31813_31861
- Reed, R. R. (2007). E-sites for safe schools. *Journal of School Violence*, 6, 131-134. doi:10.1300/J202v06n03_08

45

References

- Sacramento Police Department. (2011). *America's Missing: Broadcasting Emergency Response (AMBER) Alert*. Sacramento, CA: Author. Retrieved from <http://www.sacpd.org/stayinformed/amberalert>
- Second Life. (2011a). Filing an abuse report. Retrieved from <http://community.secondlife.com/15/English-Knowledge-Base/Filing-an-abuse-report/tab/700065>
- Second Life. (2011b). What is Second Life? Retrieved from <http://secondlife.com/whatis/?lang=en>
- Selingo, J. (2004, August 19). In the classroom, web logs are the new bulletin boards. *New York Times*. Retrieved from <http://www.nytimes.com/2004/08/19/technology/in-the-classroom-web-logs-are-the-new-bulletin-boards.html?scp=3&sq=weblogs&st=cse>
- Shapiro, J. R., Bauer, S., Andrews, E., Pisetsky, E., Bulik-Sullivan, B., Hamer, R. M., & Bulik, C. M. (2010). Mobile therapy: Use of text-messaging in the treatment of bulimia nervosa. *International Journal of Eating Disorders*, 43, 513–519. doi:10.1002/eat.20744
- Shear, B. (2012). California is the first state to enact comprehensive social media privacy legislation. *Shear on Social Media Law*. Retrieved from <http://www.shearsocialmedia.com/2012/09/california-is-first-state-to-enact.html>

46

References

- Sternberg, S. (2011) Japan crisis showcases social media's muscle. *USA Today News*. Retrieved from http://www.usatoday.com/tech/news/2011-04-12-1Ajapansocialmedia12_CV_N.htm
- Twitter. (2011a). About. Retrieved from <http://twitter.com/about>
- Twitter. (2011b). What are hashtags ("#" symbols)? Retrieved from <http://support.twitter.com/articles/49309-what-are-hashtags-symbols>
- Vocus. (2012). Product and services. Retrieved from <http://www.vocus.com/content/social-media.asp>
- WikiHow. (2012). How to use twitter. Retrieved from <http://www.wikihow.com/Use-Twitter>
- Whyville. (2011). Whyville for teachers. Retrieved from http://b.whyville.net/smmk/top/gatesInfo?topic=whyville_for_teachers

47