

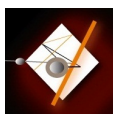
REVISIONING EXPLORATORY DISCOURSE AS A RHETORICAL FRAME FOR SOCIAL MEDIA PRACTICE IN BUSINESS AND PROFESSIONAL COMMUNICATION

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Several studies have examined the role of emerging technologies and their pedagogical implications in business and professional communication. This paper elaborates on those studies by examining the task of teaching social media as an emerging form of business and professional communication. Supported by James Kinneavy's exploratory discourse, a form of reasoning that attempts to resolve issues that cannot be resolved by formal logic, the paper reports on a teaching case that employs students as interlocutors to explore social media in workplace communication through dialectic, competing interpretations of texts, and probable knowledge. This paper seeks to develop exploratory discourse as a signature pedagogy for enculturating students in the profession.

Keywords. Dialectic, Enculturate, Interfaces, Professionalism.

Social media has become an important focus of business and professional communication (BPC) and is now projected to surpass email as the primary form of business communication (Cardon & Marshall, 2015). This increased focus on social media offer BPC new avenues of research and teaching in both local and globalized contexts (Meredith, 2012). In an age where social media can propel global incidents and where multinational companies communicate directly with local and global clients, social media has become, in the words of Pratt (1991, p. 34) "a global contact zone." Thus, focused interrogation of this medium seems



warranted. However, as a relatively new medium, social media poses new challenges in BPC settings. That may be because most users, according to the Pew Research Center, associate social media with socializing a private self rather than as a public medium for BPC. Those two distinctions—private self and public medium – are key in this study.

Kelly (2010) and Gillette (2010) have documented how businesses are playing catch-up in their attempts to integrate social media in their communication practices. Yet Russ's (2009) audit of BPC courses in U.S. colleges and universities has found that aside from email, other technological advances in BPC such as instant/text messaging and video conferencing, were not given class time. But there is no question that this technology has restructured the mechanics of communication. We see this in social media's constant nudging of individuals to share what's on their mind (Facebook) and the generous response that nudging elicits. Consequently, employees and organizations alike sometimes make costly mistakes that harm job security and companies' bottom line. And in the era of communicating internationally where language, culture, and customs require sensitivity, the stakes are high. To prepare the next generation of communicators for what is shaping up to be an interconnected and globalized workplace of "integrated writing" (Spinuzzi & Jakobs, 2013, p. 120), academics should seek out "sustained, guided practice" (Daer & Potts, 2014, p. 20) to develop guidelines that constitute best practices for social media.

This paper works towards that objective by employing exploratory discourse as a teaching approach to understanding two forms of social media: Twitter and Facebook.

Why Exploratory Discourse? A Theoretical Framework

Exploratory discourse advanced by Kinneavy (1971, 1980) and its attendant elements—ambiguity, dialectic, opinion, discovery, and inquiry—afford us the practical applications to engage social media as a field, rich with pedagogical possibilities. Given its expansive approach to engaging global issues, exploratory discourse can rigorously offer a basis upon which knowledge can be constructed in

global BPC through its four functions of discourse and within the immediate or “situational context” (Herrington (1992, p. 254). The four functions allow for interrogative questioning of opinion, strongly held beliefs, and established ways of being—all of which are useful in the search for probable as opposed to established knowledge.

Kinneavy’s discourse, while conceived in the scholastic tradition, is practical for social media. This is because *discourse* is not just about language but about related social practices such as those surrounding social media which involve uncertainty and inconclusive proofs. Social media are spaces where language can inflame or sooth depending on related social concerns. Social dimensions in the praxis of teaching professionals of writing are key to understanding “communication acts that define, organize, and maintain social groups” (Faigley, 1985, p. 50).

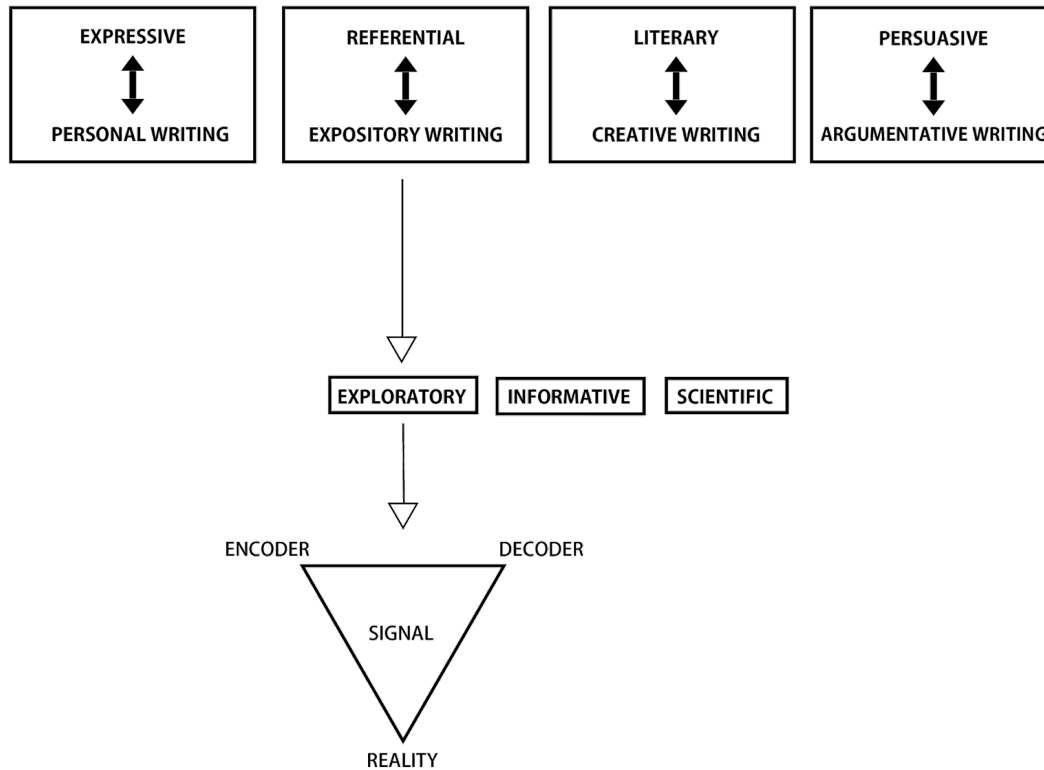
The conventional understanding of discourse denotes encoders (expressive) and decoders (receptive). However, rather than focus on encoder and decoder, exploratory discourse, as *the structure within which we can derive the content* for teaching social media, focuses on the signal—the networking interface itself—because discourse emanates from the signal. It is Kinneavy’s expansion of the signal that renders exploratory discourse valuable in interrogating global events in a situated manner.

In his *Discourse* Kinneavy (1971, 1980) defines the aims as “the effect that the discourse is oriented to achieve in the average listener or reader for whom it is intended” (p. 297). Discourse is the “full text, oral or written, delivered at a specific time and place or delivered at several instances” (p. 297) as a communicative act.

There are four classes of discourse that together form the aims of discourse as visualized in Figure 1 (p. 4). The four forms break down into forms and goals of writing with exploratory discourse culminating into an inverted communication triangle. The triangle highlights the interrelationships of encoder, decoder, reality, and the signal; however, it is its focus on the signal that deviates from the conventional triangle.

Fig 1

Classes and aims of discourse and communication triangle



And in social media scholarship that focuses on the signal, the interface is important. If they are to deliberate global communication situations with open-mindedness, students must employ learned knowledge to compose and publish texts within respective social media platforms that meet global audience expectations. Exploratory discourse encourages that kind of deliberative thinking that helps surpass appealing forms and strategies of communication to attain a mastery of concepts surrounding dynamic rhetorical situations.

In new media scholarship, Crosswhite (2013) suggests dialectic-as-inquiry as the broader purpose of exploratory discourse. Read this way, exploratory discourse is not primarily concerned with persuasion, but rather is deployed when the encoder within the communication triangle questions conventional wisdom.

That questioning allows interlocutors to engage the process of composing the text—a suitable setup for students who can begin by expressing commonly held opinions on social media use, and then, through inquiry, apply them to different rhetorical situations to see how they translate into sound communication practices. Both the discussion and the conclusions drawn would be invaluable for the insights garnered.

Despite criticism of this theory (see O'Banion, 1992; Dillon, 1992), Kinneavy's framework provides a strong background to recognizing a text's aims; it prompts one to examine objectives in an emerging genre such as social media in communication; and helps one guard against both intentional (writer's intent) and affective fallacy (what the text is/does). Exploratory discourse is useful for "discriminating among aims, uses, functions" (Freeman, 1973, p. 230) and revises rhetoric's power of intellectual engagement.

Exploratory discourse takes many forms to investigate ideas (Bawarshi, 2003), practice theory building (Cardon & Marshall, 2015), signify status within a discourse community (Bazerman & Russell, 1988), and to construct identities (Wardle, 2004). And for that reason, it becomes a means of inquiry among a group of interlocutors so that "the arts of language and reasoning might together conduct people toward wellbeing" (Crosswhite, 2013, p. 231) through dialogue and virtue ethics to result in communication that aims to do no harm. It emphasizes deep-level reasoning paired with questions as a feature of dialogue and highlights the importance of developing critical thinking. It focuses on increasing learning and comprehension skills through asking good questions both explicitly and implicitly. It uses students as interlocutors and as the drivers of content without being concerned about expertise, so that in the ensuing dialectic, students as active listeners, begin to question previously held beliefs, develop theories, and form ideas. Exploratory discourse aims to grow toward professionalism.

Social Media in Business and International Professional Communication Research

Social media and its related component, networking, is a form of computer-mediated communication facilitated by such media platforms like Facebook, YouTube, Twitter, and Instagram, among others (boyd & Ellison, 2007; Roberts & Roach, 2009; McEachern, 2012; Firth, 2014). A growing body of researchers and instructors in business and professional recognize the expanding role of social media in the workplace (Knight & Carpenter, 2012; Dyrud, 2011). Within this research, some have examined how to integrate it into learning activities (Cardon & Okoro, 2010; Melton & Hicks, 2011; Li, 2012;), others have proposed forms of integration focused on collaboration (Clark & Stewart, 2010; Netzley & Rath, 2012), and still others have examined use of social media tools (Clipson, Wilson & DuFrene, 2011); and emerging forms of social networking for employment communication within organizations (Genova, 2009; Agarwal & Mital, 2009). However, the pedagogical implications of social media and the interfaces upon which it operates as a form of professional communication are as yet understudied.

New media scholars (e.g., Kaplan & Haenlein, 2010; Van Dijck, 2013), document that the platforms upon which social media operate started out as “indeterminate services for the exchange of communicative or creative content among friends” (Van Dijck, p. 6). These services sprang from communities which already had shared interests; for instance, Facebook was a social network for Harvard students and alumni. In effect, social network sites were in themselves alternative, even informal media for hosting social life, or as Van Dijck (2013) puts it, “casual, evanescent acts commonly shared with selected individuals” (p. 7). In essence, social media sites appropriated the technology of networking to carve out separate spaces for interest groups away from the eye of already established institutions like broadcast or print media.

The primary goal of these sites therefore was to foster interpersonal contact between individuals or among groups with shared interests. boyd & Ellison (2007) show in their analysis of social networks that at their inception,

they were avenues for individuals to construct personas and connect with like-minded others within their network rather than with strangers. To date, social media retains the element of the constructed persona and of connecting with like minds albeit on a global scale (Pew Research Center, 2015).

Another element that characterizes these platforms is user-generated content—both professional and amateur. Indeed, social media is at its core about real relationships with people. And yet the illusion of privacy has misled users into developing a false confidence about the private nature of their communication.

Understanding the objective behind social networking interfaces is key to exploratory discourse as it derives its content from the signal. For while those objectives have blurred with the ubiquity of social media, they are a key point of reference for educators to have as we explore what this means for professional communication. We see, for example, that social media use permeates all elements of society—personal business, health, and politics—with global perceptions seeing it as a net benefit (Kaplan, & Haenlein, 2010; Sashi, 2012).

These expansions have global implications (Kedrowicz & Taylor, 2013). Where historically businesses were able to control their own press, today, private individuals (who have come into contact with business X) are able to make public those experiences. The result of those private/public interactions is that a Google search of company X now yields, not just the company's website, but its social media page along with good and bad press generated in various social networks. The private is now (business) public. This portends enormous implications for “global engagement” (Kedrowicz & Taylor, 2013, p. 100) given that businesses use social media for damage control, marketing, distributing, attracting and retaining customers, and building meaningful engagement with a wider public.

Even when a business has no social media presence, individuals' social media commentary on that business forces its hand, implying that professional communicators need to develop a “broad knowledge of textual and human systems” (Mason, 2013, p. 176). Moreover, evoking a global perspective heightens the layers of audience awareness so that business discourse is not simply instrumental, it is societal. But social media's promise of improving interpersonal

and business communication remains fraught with missteps chronicled by various media outlets.

Take the example of how Delta Airlines tweet of the Statue of Liberty to congratulate the U.S. men's soccer team for its win over Ghana with a visual of a giraffe came across as unschooled in global relations, and even offensive. In Ireland, the budget airline, *Ryanair*, mishandled a customer complaint; in the US, *American Apparel* posted a photo depicting the explosion of the space shuttle Challenger (#smoke; #clouds) to celebrate July 4. In all these instances, the public faulted and mocked these companies denting their capacity to adequately interact on a global scale.

Reports from *Business Insider* suggest that incidents like these are not isolated, as the percentage of everyday social media interactions that go poorly surpass those that go well. Such mistakes are revealed in breaches of propriety, use of profanity, bullying, harassment, and sometimes even well-intentioned communiqués that nevertheless go awry. One of the causes cited by *Business Insider* is “blurring the lines between personal and professional” (Shontell, 2014, para 10).

These incidents demonstrate the degree to which handling professional communication problems in a social media environment can have ripple effects beyond borders. It further shows how little control businesses have over the information available about them on Internet. And it speaks to the necessity for professional communication to enable human interaction with their environments in making decisions (Durão, 2013, p. 4). For purposes of this study, the incidents are typical rhetorical situations that communicators might encounter in the workplace and so offer opportunities for educators to explore ways in which they can become occasions for communication competence in local and global arenas. We cannot simply give students a list of do's and don'ts for these kinds of scenarios. Moreover, the need to represent a company, product, or culture and to demonstrate a business's capacity to adequately interact on an international scale is not intuitive.

Thus, two questions arise from this section of the discussion: Are we preparing students for the important task of social media use in business and

professional communication? Do students understand the disappearing private/public divide of social media use?

I proceed with the assumption that students are largely unprepared for the situations described above, in part because they have always used social media as a personal tool. Moreover, students have not been challenged to think critically about the networking interfaces upon which their communication is predicated. I propose that social media can benefit from the kind of disciplinary formation reflective of emerging genres like email before it and that exploratory discourse is a pedagogical path to that disciplinarity.

Situating Exploratory Discourse within the Pedagogy of BPC

A content analysis carried out by Bell & Muir (2013) showed that business communication aims to “achieve a desired image or outcome” through “techniques taught” (p.88). This line of inquiry falls within the broader question of how students learn BPC. Research along these lines has yielded varied approaches to learning such as case studies (Sharp, 1995; Stevens, 1996); service learning (Stevens, 2001; Crews & Stitt-Gohdes, 2012); collaborative learning (Frederick, 2008); a self-assessment and knowledge transfer (Ortiz 2013); and a personal reflective writing model (Lawrence, 2013). More recently, a special issue of *Business and Professional Communication Quarterly* (2015) focused on the flipped classroom. These approaches, as Pope-Ruark (2012, p. 239) has characterized them, are “signature pedagogies,” a term attributed to Shulman (2005a). Shulman defined signature pedagogies as modes of teaching that have become “inextricably identified with preparing people for a particular profession” (p. 9). Signature pedagogies build students’ professional understanding, enhance their skills and integrity, and help them develop as business and professional communicators.

While the concept of ‘signature pedagogies’ may seem foreign to BPC, they are more common than we think. Shulman (2005) has noted that signature pedagogies are a necessary form of instruction in “critical aspects of the three

fundamental dimensions of professional work—to think, to perform, and to act with integrity” (p. 52). They are how lawyers are trained to think (through the case dialogue method), how physicians are trained to perform (through rounds in medical school), and beneficial in helping students see how disciplinary experts approach a task. The long-term value of signature pedagogies, observes Bernstein (2012), is that they compel the discipline to “define the content, skills, and values most important to it” (p. 88) and to determine how best to teach them.

Signature pedagogies provide students with “extensive practice in applying and adapting that knowledge to complex situations” (Shulman, 2005a, p. 20) because they serve the dual purpose of “instruction and of socialization” into the profession (p. 9) and ultimately prepare students to function as experts in the field. Thus, I suggest that exploratory discourse as envisioned through Kinneavy’s framework can function as a signature pedagogy for defining the content and skills valuable to social media communication in local and international contexts.

For purposes of this study, exploratory discourse as a signature pedagogy for social media in international business and professional communication falls in the category of scholarly teaching that is “grounded in critical reflection ... related and explained by well-reasoned theory and philosophical understanding, with the goal of maximizing learning” (Potter & Kustra, 2011, p. 3). Because exploratory discourse creates the conditions for knowledge discovery, it naturally leads to apprenticing learners as future communication professionals by helping them develop disciplinary habits of mind.

The key to unlocking communicative competence lies in real situations in which the learners’ cognition is activated.

Method

To enculturate students in social media use, I designed a study (IRB exempt) in which I incorporated exploratory discourse in the class’ regularly scheduled coursework. I was guided by the following questions:

- What do students already know about the social media interfaces they regularly use?
- What implications does that knowledge have for students' private / public divide in their social media use?
- Does exploratory discourse help students (i) interrogate the private/public divide (ii) critically examine their choices (iii) inform their use of social media?

Students engaged exploratory discourse in:

Discussion Forum Posts

Discussion forum posts were for perceptions of regularly used social media sites. This phase was critical in focusing students on their habitual use of social media, and their relationship to it as a convenient if dominant form of personal communication. They viewed social media as public yet separate from institutional control—the kind of space that could accommodate counterculture where their “right to free expression” was absolute.

An Infographic

Infographics were collaboratively designed to objectively curate facts and figures related to social media use in a global statistical snapshot. The infographic showed students the extent of a single post and the off-media consequences resulting (see “How one stupid tweet,” in the New York Times). They interrogated the social versus the media and began to understand that social media is first and foremost “media,” and media is mainly a means of mass communication (Hansen, 2015).

Because media are tools whose possibilities and even risks can be leveraged for social and communicative purposes, students came to see social media as “social” in so far as it differentiates itself from other one-way media like TV, radio, and print. Crucially, though social media is also easy, free, immediate, has a broad influence, and, just as easily, attracts feedback. This is why as media, social media can have real world consequences such as loss of ad revenue, loss of

employment, loss of message control, feelings of vulnerability from being threatened, and many more. Even within the digital media space itself, fallout can range from hate mail, to doxing, and increased traffic into one's hitherto private social space.

To handle the resulting knowledge, students considered the viability of companies creating deterrents in the form of dos and don'ts. However, they noted that certain indeterminate situations in kairotic moments could not be addressed in advance through such a checklist. Moreover, they noted, some posts are not offensive in and of themselves; rather, they may be offensive because they are not contextually situated or involve the commonly used social media act of liking tweets or Facebook posts to endorse or show sentiment (Rosman 2013).

In speculating about the shifting and situated rhetorical situations, students determined that anticipating how to deal with such contradictions might be handled dialectically. This is when the podcast phase started.

A Podcast Phase

The podcast engaged students as interlocutors in a sustained dialog, in which they focused on one another's ideas. They debated the merits of how to interpret emerging lessons from social media incidents; offered alternative schemas; and agreed on a coherent course of action applicable to wider social media use.

Podcasting concretized exploratory discourse. It depicted the trajectory of the dialog as it evolved from students' collective reasoning to acute awareness of the dynamics of social media. Students progressed from concrete subject matter scenarios, in which they shared incidents of well publicized failures or successes of social media by brining to the fore the complicated rhetorical constraints inherent in those fails and successes. These included possibilities for miscommunication surrounding the situated nature of the professional communication process. In engaging in diverse kinds of invention, they were able to articulate the emerging lessons and probable knowledge.

The Reflection Phase

The reflection phase was to construct a proposition for social media derived from the findings from the forum, the graphic, and the podcast.

Results

Does exploratory discourse help students (i) interrogate the private/public divide (ii) critically examine their choices (iii) inform their use of social media?

The results of this study tilt toward a definitive yes. Here is how.

The dialogue yielded a series of revelations, affirmations, and discoveries ranging from motives for using social media (e.g., to maintain social ties; to construct and self-represent through images, music, and text; and to build and maintain social capital (boyd & Ellison, 2008). The student reflections indicated a progression of understanding as shown in the following sampling of views:

The exploratory discourse approach is more likely to influence my behavior in regards to social networking ... I got the feel for more of the big picture.

I got to see what actions led to which outcomes and was able to come to my own level of understanding of how I could use social media to build myself up as well as potentially tear myself down.

Social media is not as private as I thought.

Facts as well as dos and don'ts can't really be grasped or understood without experiences to verify or illuminate them.

Facts about people messing up on social media alone are not enough to sway me. However, engaging in dialogue with others about these fails and successes gave me the feel for more of the big picture.

I got to see what actions led to which outcomes, and was able to come to my own level of understanding about how I could use social media to build myself up, as well as, potentially tear myself down.

The exploratory discourse was like listening to a debate of my peers who laid out issues that makes it very hard to ignore them.

An open dialectic discussion is more beneficial than a rule based approach because social media is an open forum where people should use their own discretion rather than feel that their constitutional right of freedom of speech is being taken away.

We all think that we know how to navigate social media when in reality this project has shown me that we barely even scratch the surface on the depths that our posts and tweets make.

These reflections demonstrate how the exploratory approach helped students clarify their thinking about the contentious issue of social media use. Students were able to think more deeply and carefully about the assumptions, values, and motivations informing their desire to share via social media and in questioning their own motives, students began to develop new frames of reference to guide their future social media use. They entered into what Fulkerson (1984) termed “an intuitive paradigm” of the probable knowledge (p. 54).

There’s validity in these interpretations and it seems to emerge from the informal logic governing the iterative process that involved questioning assumptions, recognizing dissonance, externalizing ideas, and yielding tentative truths to be tested and examined for their worthiness before either being fully accepted or set aside altogether.

Discussion

In examining research related to social media platforms as essential tools for business and professional communication, students discovered its use in

marketing (Lovejoy & Saxton, 2012); branding and publicity (Parmelee, 2013); customer and client communication (Greer & Ferguson, 2011); networking (Cogburn, & Espinoza-Vasquez, 2011); demonstrating expertise (Efimova & Gudin, 2008); circulating company crises and earnings (Auger, 2013; Carim & Warwick, 2013); and handling criticism (Knight & Carpenter, 2012). What at first seemed familiar territory emerged as deceptive complexity as students identified social media practices from which one could gain or lose these goals. To gain in social media entailed

- leveraging current trends
- sharing interesting and relatable user generated news
- demonstrating network (audience) awareness
- putting out engaging content.

Conversely, inability to attain these goals, either inadvertently or out of ignorance, was a fail.

In analyzing their imagined social media audience, students began to see that in as much as that audience is “mentally imagined” (Litt, 2012, p. 331), their content is far reaching (Marwick & boyd, 2011; Litt & Hargittai, 2016). As they depicted in a Venn diagram-like series of circles, social media friends consisted of family, friends, friends of friends, and acquaintances all of whom would view their posts. Moreover, algorithms and technologies that engineer streams of association in social networking showed that a status update can reach total strangers whose spheres of influence are unknown or who may be in the business of monitoring interactions (see Callimachi, 2016 on how investigators monitor social media sites for links to terrorist organizations).

Students noted how the mismatch between their imagined audience and the real audience in social media forms opinions of them, judges their posts as inappropriate or defamatory, offers empathy, and otherwise engages in a two-way communication with them (Knight & Carpenter, 2012; Auger, 2013). Their real audience—secondary and tertiary—reads their posts often without the contextual understanding accorded them by the imagined audience. Complicating their right

to free speech is the increasing importance of an online presence and its effects on one's reputation.

Emerging knowledge on Social Media

From their curated posts, students amassed multiple examples that fell into “wins” and “fails” and concluded that their use of social media as a rhetorical tool would be guided by the following heuristic:

Does this use of social media

- represent the truth i.e., the specialized knowledge defined by the student's major or profession?
- invite discourse—i.e., engagement—in the interest of truth-seeking?
- adapt rhetorical techniques to the “nature” of the target audience?
- methodically define all key terms and relevant distinctions in order to create common ground for truth-seeking discourse?

Is what I am attempting to communicate with my audience rhetorically sound?

What will real and imagined audiences learn or take away from this discourse?

This last question is particularly relevant to social media, where unseen readers “lurk” in the audience.

Implications

The particular aim in this study was to engage in an exploratory discourse breaking down accepted views of communicating on social media followed by a critical assessment of those accepted views. This exploratory approach is a method of evaluating professional business communication on the basis of rhetorical soundness. The process was able to uncover deep—not superficial—knowledge as shown in the results.

Actively participating in inquiry helped students interpret current trends in social media through a business and professional communication disciplinary lens. They were able to draw attention to the theoretical consideration of a given communication situation. All these elements increase opportunities for meaningful disciplinary reading.

The impulse to impose rule-based guidelines ala Kant's categorical imperative or to simply dissuade from social media use through language has to be set aside in favor of interrogating and questioning social media as technologies of professional communication.

Recognizing what social media does: allowing individuals and businesses to promote their content, attracting advertising revenue, posting testimonials about products, and otherwise publicizing themselves—all practices done by old media—helps students understand social media as a “networked public sphere” (Benkler, 2006, p. 10) whose differences lie in the technology's “peer-to-peer, word of mouth” affordances supported by liking, retweeting, or sharing (Safko, 2010, p. 8). Students recognized that social media sites are simply a new set of technologies that have been integrated into existing communication tools. By inviting a multiplicity of ideas through turn-taking, articulating, and defining ideas, exploratory discourse aided students to discover their own insights.

Through exploratory discourse, I was able to explore this study's topic rather than to test a particular hypothesis. As a result, students were able to externalize their thoughts without determining their ideas beforehand. Recognizing the constantly shifting nature of social settings in which social media posts are published, the give and take of naturally occurring social interaction was particularly fitting in the way students constructed, interpreted, and negotiated this new communication reality.

Conclusion

The pitfalls of social media in the workplace have been well documented in academic and mass media. They often come at a cost and can become a public relations nightmare. Given the central positioning of social media in business and

professional communication, we in the academy have to take a lead in codifying best practices in social networking for the next generation of communicators. Aside from lecturing learners on the etiquette of social networking, or even cautioning them to “be careful what they put on the web,” we can engage them in exploratory discourse to help them arrive at these conclusions more intuitively.

The conversational ambience cultivated in exploratory discourse through these dialogs is crucial in propelling the learning experience and helping learners discover the kind of knowledge that leads to cultivated habits of mind. With teachers' authority diminished, intense interaction among students and their peers with the teacher facilitating the proceedings draws attention to social networking as a behavioral form of communication that benefits more from modeling than from lecturing.

Exploratory discourse thrives in ambiguity and is therefore a vital tool of understanding social media for communication. As a means to discovering what we don't know, it offers the opportunity for collective reasoning because it proceeds from commonly held opinions, and thus uses the kind of simplified reasoning that sets rhetorical dialectic in motion. It can engage, dislodge, complicate, and probe the status quo and, through applying learned and lived knowledge, promote insight and understanding.

Social media, within the dynamics of the global workplace, is as situated as it gets. Students learn through exploratory discourse as a signature pedagogy that professional communication as an art and a language that requires restraint. This is how they become socialized into the profession.

Future research can test this model with a wider sample of students, and, perhaps, a control group exposed to a different approach to better make generalizable implications for pedagogy and application. ■

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