

TECH1002-17 Social Media & Technology

Lab One: Introduction

001	Ice Breaker: (25 mins) <ul style="list-style-type: none">• Divide into groups – no more than four people in each group.• Explain the rules of the card game Rummey, and play a couple of hands.• Learners can introduce themselves and discuss what music they have bought or brought with them that they are listening to this week.
002	Reflection: <ul style="list-style-type: none">• How do card games facilitate our sense of sociability.• What can we learn from the Card Games social group from 2015-16.• https://wiki.our.dmu.ac.uk/w/index.php/Card_Games• https://www.instagram.com/cardgames16/• http://tjsnudes.our.dmu.ac.uk/2016/02/04/wednesday-night-card-games/• Discussion: In what way do we benefit from face-to-face contact.
003	Reflexive Videos 2015-16: https://www.youtube.com/playlist?list=PLxgGIVigpIHeuJh1--i2IKtAcN0p5aSWU <ul style="list-style-type: none">• Watch examples of student reflexive videos from previous years.• Note the different approaches that learners take to explaining their reflection.• Note the different approaches that learners take to presenting their reflection.• Discussion: How effective is video blogging as a way of learning?
004	Module Aims & Themes: Aims: <ul style="list-style-type: none">• The module provides an introduction to the critical study of social media technology, contextualising how social media is influenced and informed by related and legacy forms of media, i.e. television, radio, film, publishing, gaming, and music.• The module examines how industry and audience practices have shaped general expectations about social media, and uses social theory and critical thinking to interrogate those practices and expectations.• Learners are introduced to the use of social media production practices and techniques, and are able to experiment with emerging forms of social media production and media practice.• Learners are introduced to the academic standards and learning skills, which are required for conducting and presenting academic writing and research systematically and clearly and according to recognised standards.• The module introduces students to critical concepts and issues relating to the consideration of social media literacies and debates in their social, historical and theoretical contexts. Themes: Convergence, participation, collaboration, attention, critical consumption, social media, Web 2.0, technology, media, culture, mediation, media technology, new media, digital literacies. Part One: Mediation Part Two: Being Social Part Three: Media Technologies Part Four: Digital Literacies

005	<p>Style of Learning: If you are sharing comments or ideas about the topics covered in the module using social media, please use #tech1002.</p> <p>In this module emphasis will be placed on collaboration, sharing, discussion and participation. The idea is that learning is enhanced if it is shared and collectively developed. Each person has a responsibility to play their part in the activities and the tasks being undertaken, and to encourage and support other learners as the module unfolds.</p> <p>As a community of learners and practitioners this approach recognises that there is more to be gained from a non-hierarchical approach that spreads-out the tasks using social media tools that encourage everyone to participate and to share their ideas, thoughts and observations in a constructive, non-judgemental, and practical way.</p> <p>Attendance: A register will be kept of attendance at labs and attendance will be monitored. Non-attendance without good reason can lead to failure of the module.</p> <p>If you are ill or are away from the university due to an unavoidable or urgent matter please email FOTAC fotadvicecentre@dmu.ac.uk who will inform your tutors, who will mark you as absent. The university may require you to provide evidence to corroborate your absence at some point in the future.</p>
006	<p>Learning Outcomes:</p> <p>At the end of this module learners will be able to demonstrate an:</p> <ul style="list-style-type: none"> • Awareness and knowledge of the underlying concepts associated with social media. • Ability to interpret and evaluate terms and concepts associated with social media. • Ability to present data and evidence about social media principles and practices and to interpret that evidence using academic concepts. • Ability to produce media content (images, sound, text) using media production technologies which can then be distributed using broadcast, social or interactive social media. • Ability to evaluate different problem solving approaches related to social media production techniques and the media used by participants in social media networks. • Ability to relay information and communicate observations and findings from investigation into social media production practices. • Ability to try new learning practices and ideas, and to develop new skills for reflexive and self-evaluative learning. • Ability to manage and organise individual and group projects and to exercise personal responsibility in the completion of individual and group tasks and objectives.
007	<p>Module Assessment: Assessment on this module comes in two types, formative and summative.</p> <p>Formative is where feedback is given and there is an opportunity to make improvements to the work that you produce. This is generally called coursework, and tests your ability to apply the principles you are learning about in practice.</p> <p>Summative is where you will only receive a mark and no feedback on your performance. This tests your knowledge and your ability to explain complex ideas, communicate those ideas and to test your cognitive ability.</p> <p>Coursework: 50% (formative, four components) Examination: 50% (summative, must pass, two hours)</p> <p>Component One - Social Media Platform Set-Up (5%) An assessment of your ability to:</p>

- Set-up your blog site on the DMU Commons, to personalize your site and to post a set of entries related to the lectures and your interest in media.
- Set-up your personal profile page on the DMU Wiki, and to write objectively about yourself in the style of a Wikipedia entry.
- Link your blog to the <http://diy.our.dmu.ac.uk/> site.
- Link your blog to your Twitter Account, Google, YouTube, Facebook accounts.

Minimum Work: Three blogs and one wiki entry, site personalisation, adding social media accounts, working feed for DIY-DMU site.

Deadline: Week Six, 10am Monday 7th November.

Marking & Feedback: End of Week Seven.

Component Two - Social Media Project Investigation (15%)

This assignment consists of investigation and research into your chosen social group project for component three of your coursework. This means discussing ideas with members of your group, finding out if other people have undertaken similar social projects, and explaining how these project work.

The final blog post of this section of your coursework portfolio should be a three-minute reflective video, posted either to the blog directly, or embedded as a YouTube video.

This assignment is an assessment of your digital capabilities, skills and literacies for social media production, consisting of a portfolio of different types of media submitted to your personal blog on the DMU Commons <http://our.dmu.ac.uk>, with a feed to the <http://diy.our.dmu.ac.uk/> blog site and a link and description of each blog posted to your DMU Wiki profile page https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Learners.

You should aim to incorporate a wide variety of content such as podcasts, videos, blogs and wikis, or whatever forms of media you are asked to experiment with and try out.

You will submit five blog posts, the last blog being a three-minute video blog that reflects on what you have learnt so far.

It is essential that you establish the habit of blogging regularly, so you will be expected to post a blog each week, with an updated link on your wiki profile page, and an explanation of what is distinctive and innovative about the blog post.

Minimum Work: Five weekly blog posts published from week 6 to Week 10.

Deadline: Week 11 (before Christmas break), 10am Monday 12th December.

Marking & Feedback by: End of Week 12 (after Christmas break).

Component Three - Social Media Group Project (30%)

How do people use social media to do things with other people in the real world? How do people use social media to learn new practical skills? How do people interact and work collaboratively through social media to do things in the real world?

Using the DMU Commons Wiki as the main platform, you will work in a group of no more than four people to put together, develop, trail and reflect-on a 'real-world' social activity.

Your job will be to create and develop a 'learning package' using a dedicated page on the DMU Wiki that will help people to get together and to take part in your allocated activity.

Your job is to use social media to manage and develop this process, and to include people as participants and learners.

Groups and topics will be allocated in your lab sessions. The list of topics, with links to projects undertaken in previous years can be found here:

https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Social_Media_Group_Project

Time will be allocated in the lab sessions for the investigation and the planning of the topics, so group

	<p>membership is fixed by your lab session.</p> <p>Blog Journal: You are expected to keep a journal that records your involvement and level of participation through the process of developing your Social Media Group Project.</p> <p>Entries will be posted to your blog each week and listed on your personal wiki profile page.</p> <p>The final blog post will consist of a video presentation lasting no longer than three minutes, that reflects on what you have personally learnt about social media, how you have improved and developed in this module, and how this relates to the content that you will have posted to your own blog site and the module wiki.</p> <p>Minimum Work: Ten blog posts published each week 12 to Week 21. Deadline: Week 22, 10am Monday 20th March. Marking & Feedback: Thursday 13th April 2017.</p> <p>Component Four - Two Hour Unseen Exam (50%)</p> <ul style="list-style-type: none"> • An assessment of your knowledge of and ability to think critically about social media and technology, and it will contribute 50% of overall assessment. • The examination period begins after the end of the formal teaching weeks, the week commencing Monday 1st May - Friday 16th June 2016. • The exam will consist of three questions, one of which will be compulsory, and from which you choose one from the remaining two. Each question is divided into sub-questions. Past papers can be read on the DMU Library ExamNet site.
008	<p>Lab Tutor Contact Details, Availability & Contact:</p> <p>Rob Watson Gateway House, GH6.13 0116 257 7057 rwatson@dmu.ac.uk http://www.robwatsonmedia.net/ @robwmedia #1002</p> <p>Working Hours: Monday – Friday 9am to 5pm</p> <p>Office Hours: 11.00-11.40 Monday 11.00-11.40 Friday</p> <p>Lab Sessions: Tuesday 11am – 1pm – Q1.31 Tuesday 4pm – 6pm – Q1.02 Thursday 11am - 1pm – Q1.02 Thursday 2pm-4pm – Q2.01 Friday 9am – 11am – Q3.01 Friday 2pm-4pm – Q3.01</p> <p>Lecture: Thursday 9am – 10am – Q1.10</p> <p>Tutor Contact:</p> <ul style="list-style-type: none"> • Your tutor will not answer queries and questions about coursework, exams, the lectures or the workshops by email or any other forms of electronic communication. • Instead, you are expected to make a note of your questions in your notebook and bring them to your

	<p>weekly lab session, where time will always be given to answer any ESSENTIAL questions that you have.</p> <ul style="list-style-type: none"> Your tutor has allocated time each week to see students for personal tutorials if required. These are listed at the front of the module handbook, on your tutor's wiki profile, and on the door of your tutor's office.
009	<p>Face-to-Face Interaction</p> <p>While the subject of this module is social media, the primary approach to learning will be based on face-to-face and aural interaction. This interaction takes places in lectures, labs and arranged tutorials.</p> <p>A typical workshop session will consist of a short introduction presentation, the distribution of instructions via the module DMU Commons wiki page, and then short discussions with individuals and small groups throughout the remainder of the session.</p> <p>This takes an informal approach to interaction between the learner and the tutor, thereby placing an emphasis on the ability of learners to take notes and to engage in conversation.</p> <p>Verbal Instructions</p> <p>While many of the tasks and coursework assignments are specified in detail in this handbook, learners are encouraged to listen to the verbal instructions of the tutor, and to ask questions based on the notes that they take. Any questions that relate to the practical work, the reading work, or the assignments associated with this module should be noted by learners in their notebooks, and asked during the practical sessions.</p> <p>Attendance is therefore essential, and is why the focus will be on developing good listening skills in a distraction-free environment. The assignments described and explained in this handbook are starting point and are not prescriptive. Learners are therefore encouraged to go-beyond the tasks and activities that are set here, and to investigate for themselves the many different ways that social media might be used.</p> <p>Note Taking:</p> <p>Lecture notes and lab worksheets will be provided as PDF documents, including any essential information, links, diagrams, references and source material. However, learners are encouraged to keep notes for themselves, and to record information that is not given in the handouts.</p> <p>https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Social_Media_%26_Technology</p> <p>Note taking is an essential skill so it is important to develop the habit and routine practice of writing notes, sketching diagrams, doodling and so on. You never know when these notes might be useful.</p>
010	<p>Activity:</p> <p>Draw Your Sleep Animal</p> <p>http://www.dailymail.co.uk/femail/article-3784358/Do-sleep-like-bear-dolphin-answer-holds-key-perfect-night-s-rest-says-fascinating-new-book.html</p> <p>"Everyone has heard of the sex drive, but few of us know we have a sleep drive, too — our biological need for some shuteye. And just as some have a stronger sex drive than others, people's sleep drive varies according to their personality and genetic inheritance or internal biological clock. Our bodies and brains all run on our individual bio-time. Or at least that's what they're designed to do."</p> <ul style="list-style-type: none"> Read the article and discuss with the person next to you what kind of sleep animal you are. Using the paper and pens provided, draw a picture of yourself as a sleep animal, and the environment that you like to sleep in. When you have completed this part share it and describe it to your group. Next, add images of social media that you use when you are ensconced in your sleeping area, and discuss it with the other members of your group.

011	<p>Discussion Questions:</p> <ul style="list-style-type: none"> • Is broadcast media dead? • What types of media spread, and in what way? • What are the things we need to take account of when we look at new forms of media? • What do Cotterell & Morris say about using technology for learning?
012	<p>Activity:</p> <p>During this session take individual photographs of learners looking 'disinterested' for the DIY-DMU blog site. http://diy.our.dmu.ac.uk/</p> <p>As these images are being taken, learners can take selfies and share them using their social media accounts and the #tech1002.</p>
	<p>References:</p>