

## TECH1002-17 Social Media & Technology

### Lab Twelve: Information Management

001	<p><b>Review of the Learning Outcomes of the Module:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness and knowledge of the underlying concepts associated with social media.</li> <li>• Demonstrate an ability to interpret and evaluate terms and concepts associated with social media.</li> <li>• Demonstrate an ability to present data and evidence about social media principles and practices and to interpret that evidence using academic concepts.</li> <li>• Demonstrate an ability to produce media content (images, sound, text) using media production technologies which can then be distributed using broadcast, social or interactive social media.</li> <li>• Demonstrate an ability to evaluate different problem solving approaches related to social media production techniques and the media used by participants in social media networks.</li> <li>• Demonstrate an ability to relay information and communicate observations and findings from investigation into social media production practices.</li> <li>• Demonstrate an ability to try new learning practices and ideas, and to develop new skills for reflexive and self-evaluative learning.</li> <li>• Demonstrate an ability to manage and organise individual and group projects and to exercise personal responsibility in the completion of individual and group tasks and objectives.</li> </ul>
002	<p><b>Recap of Lab Activities:</b>            Lab: Two Hours            Labs will take the form of a workshop in which you will actively explore and produce content for your blog, experimenting with different types of social media and applying problem solving and creative thinking techniques in order to get the best from them.</p> <p>The lab will cover:</p> <ul style="list-style-type: none"> <li>• Discussing issues covered in lectures.</li> <li>• Experimenting with different forms of social media.</li> <li>• Setting up blogs and wiki pages.</li> <li>• Writing blogs and wiki entries.</li> <li>• Sharing content and ideas.</li> <li>• Reflecting on feedback.</li> <li>• Planning for future work.</li> <li>• Sharing media content.</li> </ul>
003	<p><b>Personal Study: Seven Hours</b>            As well as attending your classes you are expected to spend time each week working on coursework, background reading, independent investigation, group work and getting to know different social media platforms. Typically this might be divided into:</p> <ul style="list-style-type: none"> <li>• One Hour - Weekly blog planning &amp; writing</li> <li>• One Hour - Weekly wiki planning &amp; writing</li> <li>• One Hour - Media investigation</li> <li>• One Hour - Personal journal</li> <li>• Three Hours – Reading</li> </ul>
004	<p><b>Component Three – Social Media Group Project (30%)</b></p> <p>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?</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• Your job is to use social media to manage and develop this process, and to include people as participants and learners.</li> <li>• 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: <a href="https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Social_Media_Group_Project">https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Social_Media_Group_Project</a></li> <li>• Time will be allocated in the lab sessions for the investigation and the planning of the topics, so group membership is fixed by your lab session.</li> </ul> <p><b>Your final Social Media Group Project Wiki page will include:</b></p> <ul style="list-style-type: none"> <li>• A definition of what your project is.</li> <li>• Examples of this type of activity being undertaken elsewhere.</li> <li>• Instructions and essential information about getting started.</li> <li>• Examples of how your group has tried out the activities.</li> <li>• Video footage, photographs, audio capture, blog write-ups, links to Tweets, Facebook Groups, Google Groups, pages, and so on, that show how the activity was undertaken.</li> <li>• Comments from participants from beyond the group that have been drawn-in to join the group and participate in the activity.</li> </ul> <p><b>Blog Journal:</b> 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><b>Minimum Work:</b> <u>Ten</u> blog posts published each week 15 to Week 24. <b>Deadline:</b> Week 22, <b>10am Monday 20<sup>th</sup> March.</b> <b>Marking &amp; Feedback:</b> Thursday 13<sup>th</sup> April 2017.</p>
005	<p><b>Component Three – Social Media Group Project (30%)</b></p> <p>You are being assessed on your ability to:</p> <ul style="list-style-type: none"> <li>• Research information about the activity your project is based on.</li> <li>• Share and collaborate as a group to develop your project.</li> <li>• Present and manage information to users of your social activity project.</li> <li>• Reflect on the process of developing your social activity project.</li> <li>• Keep an individual reflective account of your social activity project.</li> </ul> <p>Your final Social Media Group Project Wiki page will include:</p> <ul style="list-style-type: none"> <li>• A definition of what your project was.</li> <li>• Examples of this type of activity that have been undertaken elsewhere.</li> <li>• Instructions and essential information about getting started.</li> <li>• Examples of how your group tried-out the activities.</li> <li>• Video footage, photographs, audio capture, blog write-ups, links to Tweets, Facebook Groups, Google Groups, pages, and so on, that show how the activity was undertaken.</li> <li>• Comments from participants from beyond the group that have been drawn-in to join the group and participate in the activity.</li> <li>• 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.</li> <li>• Ten entries will be posted to your blog each week and listed on your personal wiki profile page.</li> </ul> <p>Your final blog post will consist of a video presentation lasting no longer than three minutes, on what you have personally improved and developed in this module, and how this relates to the content that you will</p>

	have posted to your own blog site and the module wiki. To submit your video please embed the video in a post on your blog, and then add a link with a short description to your DMU Wiki Profile.
006	<p><b>Zotero Reference Manager:</b>  <a href="https://www.zotero.org/">https://www.zotero.org/</a></p> <p>Zotero is a free and easy-to-use research tool that helps you collect, organize, and analyze research and lets you share it in a variety of ways. Zotero includes the best parts of older reference manager software — the ability to store author, title, and publication fields and to export that information as formatted references — and the best aspects of modern software and web applications, such as the ability to organize, tag, and search in advanced ways. Zotero interacts seamlessly with online resources: when it senses you are viewing a book, article, or other object on the web, it can automatically extract and save complete bibliographic references. Zotero effortlessly transmits information to and from other web services and applications, and it runs both as a web service and offline on your personal devices. <a href="https://www.zotero.org/about/">https://www.zotero.org/about/</a></p>
007	<p><b>Reference Management Software:</b></p> <ul style="list-style-type: none"> <li>• How would a reference manger help you to keep a track of the sources of information you use?</li> <li>• Is a reference manager any good for sharing your sources when you collaborate with other learners?</li> <li>• How could we build-in a social reference system to our learning?</li> <li>• DMU Standard Ref Manager: <a href="http://en.wikipedia.org/wiki/RefWorks">http://en.wikipedia.org/wiki/RefWorks</a>  <a href="http://en.wikipedia.org/wiki/Comparison_of_reference_management_software">http://en.wikipedia.org/wiki/Comparison_of_reference_management_software</a></li> </ul>
008	<p><b>DMU Library Reference Management Guides:</b></p> <ul style="list-style-type: none"> <li>• Have you worked through the DMU study guides?</li> <li>• Do you need any training sessions to learn to use the guides in practice?</li> <li>• Have you spoken with any of the library staff about additional training?</li> </ul> <p><a href="http://libguides.library.dmu.ac.uk/referencing">http://libguides.library.dmu.ac.uk/referencing</a></p>
009	<p><b>Harvard System of Referencing:</b></p> <ul style="list-style-type: none"> <li>• Why is the Harvard system of referencing used so extensively?</li> <li>• How does Harvard compare to other referencing systems?</li> <li>• Where can you get interactive information about referencing with Harvard?</li> </ul> <p><a href="http://www.library.dmu.ac.uk/Images/Selfstudy/Harvard.pdf">http://www.library.dmu.ac.uk/Images/Selfstudy/Harvard.pdf</a></p>
010	<p><b>DMU Study guide: Referencing</b></p> <ul style="list-style-type: none"> <li>• Do you feel confident that you can reference your work to an appropriate academic standard?</li> <li>• Why do you think academic standard use common reference systems?</li> <li>• What would you do if you get stuck and need advice, but there is no one around to ask?</li> </ul> <p><a href="http://www.library.dmu.ac.uk/Support/Guides/index.php?page=495">http://www.library.dmu.ac.uk/Support/Guides/index.php?page=495</a></p>
011	<p><b>Mediawiki InLine Referencing:</b></p> <p>On Wikipedia, an inline citation refers to a citation in a page's text placed by any method that allows the reader to associate a given bit of material with specific reliable source(s) that support it. The most common methods are numbered footnotes and parenthetical citations within the text, but other forms are also used on occasion. Inline citations are often placed at the end of a sentence or paragraph. Inline citations may refer to electronic and print references such as books, magazines, encyclopedias, dictionaries and Internet pages. Regardless of what types of sources are used, they should be reliable; that is, credible published materials with a reliable publication process whose authors are generally regarded as trustworthy or authoritative in relation to the subject at hand. Verifiable source citations render the information in an article credible to researchers. <a href="http://en.wikipedia.org/wiki/Wikipedia:Inline_citation">http://en.wikipedia.org/wiki/Wikipedia:Inline_citation</a></p>
012	Revisit your wiki entries and start to add some InLine references following the instructions above. Add quotes from books specified on the module reading list.
013	<b>Google Scholar:</b>

	<p>Google Scholar Citations provide a simple way for authors to keep track of citations to their articles. You can check who is citing your publications, graph citations over time, and compute several citation metrics.  <a href="https://scholar.google.co.uk/intl/en/scholar/citations.html">https://scholar.google.co.uk/intl/en/scholar/citations.html</a></p>
014	<p><b>Microsoft Footnotes &amp; Endnotes:</b>  MS Word has some powerful features for inserting and managing references, how can you use them to enhance the academic credibility of your personal learning journals?  <a href="http://office.microsoft.com/en-au/word-help/insert-delete-or-edit-footnotes-and-endnotes-HP001226522.aspx">http://office.microsoft.com/en-au/word-help/insert-delete-or-edit-footnotes-and-endnotes-HP001226522.aspx</a></p>
015	<p><b>Bibliographies</b>  A bibliography is a list of sources, usually placed at the end of a document, that you consulted or cited in creating the document. In Microsoft Office Word 2007, you can automatically generate a bibliography based on the source information that you provide for the document. Each time that you create a new source, the source information is saved on your computer, so that you can find and use any source you have created.  <a href="https://support.office.com/en-us/article/Create-a-bibliography-3403c027-96c8-40d3-a386-bfd5c413d4bb">https://support.office.com/en-us/article/Create-a-bibliography-3403c027-96c8-40d3-a386-bfd5c413d4bb</a></p> <p>How to use Microsoft Word's works cited tools: Sources, footnotes, and more  <a href="http://www.pcworld.com/article/2687533/how-to-use-microsoft-words-works-cited-tools-sources-footnotes-and-more.html">http://www.pcworld.com/article/2687533/how-to-use-microsoft-words-works-cited-tools-sources-footnotes-and-more.html</a></p>
016	<p><b>DMU E-Books Resource:</b>  A large selection of individual e-book titles can also be located via the Library Catalogue. Entries for e-books will contain live links to their internet locations. You can also use Library Search to find relevant e-books.  <a href="http://zr7av6yc4v.search.serialssolutions.com/?L=ZR7AV6YC4V&amp;tab=BOOKS">http://zr7av6yc4v.search.serialssolutions.com/?L=ZR7AV6YC4V&amp;tab=BOOKS</a></p> <p>Search for Books on Virtual Communities</p>
017	<p><b>Google Books:</b>  At the end of the Middle Ages, in a small town in the Rhine Valley, an unassuming metalworker tinkered with a rickety wine press, metal alloys and oil-based ink. The result of his labours was an invention that took the world's information and made it exponentially more accessible and useful. Six centuries later, we're seeing the same kind of innovation in the way we access information. Every day, with a few keystrokes on a computer, people are doing more than simply visiting their favourite web pages. Like Gutenberg, they are expanding the frontiers of human knowledge. This same philosophy lies behind Google Books. We believe a tool that can open up the millions of pages in the world's books can help remove the barriers between people and information and benefit the publishing community at the same time. Many of the world's largest publishers have joined our Partner Program so that readers everywhere can discover their books. These partnerships are very successful, and the program continues to grow.  <a href="http://www.google.com/googlebooks/perspectives/">http://www.google.com/googlebooks/perspectives/</a>  <a href="http://www.google.com/googlebooks/about/index.html">http://www.google.com/googlebooks/about/index.html</a>  <a href="https://support.google.com/books/answer/191154?hl=en-GB">https://support.google.com/books/answer/191154?hl=en-GB</a>  <a href="https://books.google.co.uk/">https://books.google.co.uk/</a></p> <p><b>Create Your Own Library</b>  <a href="http://www.google.com/googlebooks/mylibrary/">http://www.google.com/googlebooks/mylibrary/</a></p>
018	<p>Enter the Google Books case. In 2004, Google began scanning books—copyrighted and non-copyrighted alike—in academic libraries with the plan of making portions of that material available online for free. Users of Google Books now know how this works: You can search Google’s scanned-book database for a fact or a quote and see part of the page that includes that fact or quote. Google Books will then show you a “snippet”</p>

	<p>of the book without revealing the rest of the book. (It can also search its whole language database for certain words and chart their use over time, resulting in the infamous Google Ngrams.)</p> <p><a href="http://www.theatlantic.com/technology/archive/2015/10/fair-use-transformative-level-google-books/411058/">http://www.theatlantic.com/technology/archive/2015/10/fair-use-transformative-level-google-books/411058/</a></p>
019	<p>Ten years ago there were no Kindles, iPads, or postcard-sized smartphones to read on. Now the growth of e-reading is unmistakable. In 2011, 11 percent of Americans read an ebook; in 2014, 27 percent did. (In the same period, the number of Americans reading a print book fell, from 71 percent to 63 percent.) In the past 12 months, Americans read 120 million ebooks on just one app used by public libraries—an increase of 20 percent from the year before. And while big publishers may be seeing their ebook sales plateau, self-published authors and indie presses—many of them selling directly to readers through Amazon—continue to gain market share, while charging a fraction of what print books cost. With so much of the landscape for digital books forever altered, what does Friday’s decision mean for readers, writers, libraries, and the public?</p> <p><a href="http://www.theatlantic.com/technology/archive/2015/10/what-the-google-books-victory-means-for-readers-and-libraries/411910/">http://www.theatlantic.com/technology/archive/2015/10/what-the-google-books-victory-means-for-readers-and-libraries/411910/</a></p>
020	<p>In a unanimous ruling handed down on Friday morning, the Second Circuit Court of Appeals in New York deployed a familiar four-factor “fair use” test to conclude that the Google Books project was lawful. “We see no reason in this case why Google’s overall profit motivation should prevail as a reason for denying fair use over its highly convincing transformative purpose, together with the absence of significant substitutive competition, as reasons for granting fair use,” wrote Justice Pierre Leval.</p> <p><a href="http://fortune.com/2015/10/16/google-books-appeals-court/">http://fortune.com/2015/10/16/google-books-appeals-court/</a></p> <p>Digital books have a variety of benefits, particularly if you haven’t thoroughly read the entire book (or if you skipped the entire middle section. We’ve all been there). Google Books, in particular, has been my saviour in college and is an underrated source of digital books. <a href="http://www.theprospect.net/the-benefits-of-using-google-books-24197">http://www.theprospect.net/the-benefits-of-using-google-books-24197</a></p>
	<b>References:</b>