



Media Design and Production  
Leicester Media School

TECH1002

Social Media Innovation

Module Handbook 2017/18



# TECH1002 Social Media Innovation 2017-18

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## TECH1002 Social Media Innovation 2017-18

### 1 Tutors

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### 2 Module Description

This module provides a foundation for the critical study of social media technology, social media production and social media innovation. In this module learners will demonstrate social media production skills, social media research skills and social media writing skills, in line with good academic practice.

Learners will be able to examine changes and shifts in communication practice and theory, which will be illustrated with examples of media practice during different historical periods, and as they relate to the DIY concept of distributed media production.

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 legacy forms of mass media and inherited audience practices have shaped expectations about social media, and illustrates how they are being challenged by an emerging social approach to media that is founded on innovative models of social interaction theory and new forms of media circulation.

Learners are introduced to the use of critical thinking skills that will help them to interrogate the emerging practices and expectations of social media, and to think about how they are linked and work dynamically. Learners are introduced to the use of social media production practices and techniques, in which they will experiment with emerging and innovative forms of social media production, collaborative forms of production, as well as the creative production of socially mediated experiences.

Learners are introduced to alternative theories of communication theory, such as the principles of mediation; the transmission and broadcast model of mass media; systems models of communication; globalisation; the technology of media; semiotics; audience fandoms; as well as participative and generative models of media. Emphasis is given to theories of Symbolic Interaction as a research method that accounts for social practises and the shared and mediated experiences of people acting in different social groups.

### **3 Key Words**

Convergence, participation, collaboration, attention, critical consumption, social media, Web 2.0, technology, media, culture, mediation, media technology, new media, digital literacies, bibliography, Harvard reference system.

### **4 Social Learning**

If you are sharing comments or ideas about the topics covered in the module using social media, please use **#diydmu**.

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.

This year we are introducing a new online discussion forum as part of the DMU Commons, which we will be exploring and learning how to use. As this system is new it will give us the opportunity to find out how it can be best used to support learning and discussion across the university

<https://talk.our.dmu.ac.uk>

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.

#### **4.1 Face-to-Face Interaction**

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. 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. 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.

#### **4.2 Verbal Instructions**

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.

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 points 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.

### 4.3 Notetaking

Lecture notes and lab worksheets will be provided as a modifiable 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.

Notetaking 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.

## 5 Attendance

A register will be kept of attendance at labs and attendance will be monitored by the faculty office. Non-attendance without good reason can lead to failure of the module.

If you are ill or are away from the university due to an unavoidable or urgent matter please email FOTAC [fotadvicecentre@dmu.ac.uk](mailto: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.

## 6 Reading List

It is expected that learners will read all the material from the essential reading list, to broaden and deepen understanding of the subject beyond the basic ideas about social media, and thus enhance performance in assessments. You do not need to read all items on the recommended list, since many items listed may be alternative sources covering the same subject matter, but they will give a broad introduction to many of the topics covered in the lectures. In addition to the learning materials that are made available on the module wiki page, learning resources will also be listed on the DMU Library resource list <http://libguides.library.dmu.ac.uk/ResourceLists>

### 6.1 Essential Reading

**Cohen, J. & Kenny, T.** (2016) *Producing New and Digital Media*. Abingdon, Focal Press.

**Jenkins, H. (et al)** (2013) *Spreadable Media – Creating Value and Meaning in a Networked Culture*, New York University Press, New York

**Jones, R. and Hafner, C.** (2012) *Understanding Digital Literacies: A Practical Introduction*. Abingdon and New York: Routledge.

**Lindgren, S.** (2017) *Digital Media & Society*, London, Sage.

### 6.2 Study Skills

**Cottrell, S. and Morris, N.** (2012) *Study Skills Connected: Using Technology in Your Studies*. Basingstoke: Palgrave Macmillan.

**McMillan, K. & Weyers, J.** (2012) *How to Improve Your Critical Thinking & Reflective Skills (Smarter Study Skills)*, Harlow, Pearson.

### 6.3 Recommended Reading

**Baym, N. K.** (2010) *Personal Connections in the Digital Age*. Cambridge: Polity.

**Benkler, Y.** (2006) *The Wealth of Networks*. New Haven and London: Yale University Press.

- Christakis, C.** and Fowler, J. (2011) *Connected: The Amazing Power of Social Networks and How They Shape Our Lives*. London: Harper Press.
- Creeber, G.** and Martin, R. (Eds.) *Digital Cultures: Understanding New Media*, Maidenhead: Open University Press.
- Delwiche, A. & Henderson J.J. (eds.)** (2013) *The Participatory Cultures Handbook*, Routledge, London.
- Flew, T.** (2008) *New Media: an introduction* (3rd Edition). South Melbourne: Oxford University Press.
- Gauntlett, D.** (2011) *Making is Connecting: The Social Meaning of Creativity from DIY and Knitting to YouTube and Web 2.0*. Cambridge: Polity.
- Hinton, S.** and Hjorth, L. (2013) *Understanding Social Media*. Los Angeles, London, New Delhi, Singapore and Washington DC: Sage.
- Ito, M.** (et al.) (2010) *Hanging Out, Messing Around, and Geeking Out*. Cambridge, Mass.: MIT Press.
- Jenkins, H.** (2006) *Convergence Culture: Where Old and New Media Collide*. New York: New York University Press.
- Keen, A.** (2007) *The Cult of the Amateur: How Today's Internet Is Killing Our Culture*. London: Nicholas Brealey.
- Keen, A.** (2012) *Digital Vertigo*. London: Constable.
- Lanier, J.** (2010) *You are Not a Gadget: A Manifesto*. London: Allen lane
- Lax, S.** (2009) *Media and Communication Technologies: A Critical Introduction*. Basingstoke: Palgrave Macmillan.
- Leadbeater, C.** (2008) *We-think: The Power of Mass Creativity*. London: Profile Books.
- Lessig, L.** (2004) *Free Culture: The Nature and Future of Creativity*. London: Penguin.
- Lessig, L.** (2008) *Remix: Making Art and Commerce Thrive in the Hybrid Economy*. London: Bloomsbury.
- Lister, M.** (et al.) (2009) *New Media: A Critical Introduction* (2nd Edition). London and New York: Routledge.
- Mandiberg, M.** (Ed.) (2012) *The Social Media Reader*. New York and London: New York University Press.
- Marshall, P. D.** (2004) *New Media Cultures*. London: Arnold.
- McLuhan, M** (1962) *The Gutenberg Galaxy: The Making of Typographic Man*, University of Toronto Press, Toronto
- McLuhan, M** (1964) *Understanding Media - The Extensions of Man*, Routledge, London
- Murphie, J.** and Potts, A. (2002) *Culture and Technology*. London: Palgrave and Macmillan.
- Naughton, J.** (2012) *From Gutenberg to Zuckerberg: What You Really Need to Know About the Internet*. London: Quercus.
- Rheingold, H.** (2012) *Net Smart: How to Thrive Online*. Cambridge Mass. and London: MIT Press.
- Seel, P. B.** (2012) *Digital Universe: The Global Telecommunication Revolution*. Chichester: Wiley-Blackwell.
- Shirky, C.** (2008) *Here Comes Everybody*. London: Allen Lane.
- Shirky, C** (2010) *Cognitive Surplus: Creativity and Generosity in a Connected Age*. London: Penguin.
- Turkle, S** (2011) *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York: Basic Books.
- Weinberger, D.** (2003) *Small Pieces Loosely Joined: A Unified Theory of the Web*. New York: Basic Books.
- Winston, Brian** (1998) *Media Technology and Society - A History from the Telegraph to the Internet*, Routledge, London.

## **7 Study Hours:**

### **7.1 Lecture: One Hour**

The lecture will consist of an examination of ideas and concepts associated with the use and development of social media platforms and practices. The lectures run for no more than fifty minutes, and will start promptly on the hour and finish at ten minutes to the hour.

Media examples will be given, along with suggested reading and links to other media. It is expected that learners take notes during the lecture to supplement any notes that are made available by the lecturer. Learners are expected to adhere to the norms of academic practice during lectures, and not disturb or distract other students.

## 7.2 Workshop: Two Hours

Workshops will allow you to actively explore and produce content for your blog, experimenting with different types of social media, and apply problem solving and creative thinking techniques in order to get the best from your social media output

The workshop will cover:

- Discussions of issues covered in lectures.
- Experimenting with different forms of social media.
- Setting up blogs and wiki pages.
- Writing blogs and wiki entries.
- Sharing content and ideas.
- Reflecting on feedback.
- Planning for future work.
- Sharing media content.

## 7.3 Personal Study: Seven Hours

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:

01	Weekly blog planning & writing	Two Hours
02	Weekly wiki planning & writing	One Hour
03	Media investigation	One Hour
04	Group Work	One Hour
05	Academic Reading	Three Hours
	<b>Total Minimum Study Time</b>	<b>Eight Hours</b>

## 7.4 Tutor Contact

Your tutor will **not** answer queries and questions about coursework, 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 weekly lab session, where time will always be given to answer any **ESSENTIAL** questions that you have.

Your tutor has allocated time each week to see students for personal tutorials if required. These are listed at the front of this handbook, on your tutor's wiki profile, and on the door of your tutor's office.

## 8 Module Wiki: Information, Lecture & Workshop Notes

Information about the module assessment criteria, the submission instructions and dates, plus and notes, links, and recommendations from each of the lectures and the workshops will be posted to:

[https://wiki.our.dmu.ac.uk/w/index.php/TECH1002\\_Social\\_Media\\_Innovation](https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Social_Media_Innovation)

Additional media files and messages will be sent from Blackboard <https://vle.dmu.ac.uk>

## 9 Learning Outcomes

At the end of this module you will be able to:

1. Account for the production and development of shared creative media content using social and collaborative research and production techniques.
2. Research, explain and account for the underlying concepts, forms and practices associated with social media.
3. Present data and evidence about social media principles and practices to communicate investigations into social media production practices.

This will include your ability to:

<b>1</b>	Demonstrate an <b>awareness and knowledge</b> of the underlying concepts associated with social media.
<b>2</b>	Demonstrate an ability to <b>interpret and evaluate</b> terms and concepts associated with social media.
<b>3</b>	Demonstrate an ability to <b>present data and evidence</b> about social media principles and practices and to interpret that evidence using academic concepts.
<b>4</b>	Demonstrate an ability to <b>produce media content</b> (images, sound, text) using media production technologies which can then be distributed using broadcast, social or interactive social media.
<b>5</b>	Demonstrate an ability to <b>evaluate different problem-solving approaches</b> related to social media production techniques and the media used by participants in social media networks.
<b>6</b>	Demonstrate an ability to <b>relay information and communicate observations</b> and findings from investigation into social media production practices.
<b>7</b>	Demonstrate an ability to <b>try new learning practices and ideas</b> , and to develop new skills for reflexive and self-evaluative learning.
<b>8</b>	Demonstrate an ability to <b>manage and organise individual and group projects</b> and to exercise personal responsibility in the completion of individual and group tasks and objectives.

## 10 Lecture & Workshop Programme

Theme & Session	LECTURE	LAB	
Mediation	01	Mediation/Remediation: Signs, Images & Media	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Social Media: Selfies #diydmu</li> <li>• MBTI Personalities</li> <li>• Module Overview</li> </ul>
	02	McLuhan & The Global Village: The Velvet Underground	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Social Media: DMU Commons Set Up</li> <li>• Study Skills: Notetaking</li> <li>• Coursework A Blogging</li> </ul>
	03	Remixing & Intertextuality: Roxy Music	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Social Media: Blogging</li> <li>• Study Skills: Verbal Instructions</li> <li>• Coursework A Blogging</li> </ul>
	04	Visual Mediation: Talking Heads	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Social Media: Discussion Forum</li> <li>• Study Skills: Planning Writing</li> <li>• Coursework A Blogging</li> </ul>
	05	The Art of Sampling: ZTT	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Social Media: Wiki Collaboration</li> <li>• Study Skills: Searching for Stuff</li> <li>• Coursework A Blogging</li> </ul>
	06	Symbolic Interaction	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Social Media: Twitter</li> <li>• Study Skills: Bookmarking</li> <li>• Coursework A Check</li> </ul>
Being Social	07	Music Has Always Been Social	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Social Media: Vlogging</li> <li>• Study Skills: Lists</li> <li>• Coursework B Research</li> </ul>
	08	Electronic Music Sharing	<b>Library Study Skills</b>
	09	Music Sharing Metrics & Data	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Social Media: Storify/Paperli</li> <li>• Study Skills: Doodles</li> <li>• Coursework B Research</li> </ul>
	10	Music Fan Culture	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Social Media: Flipboard/Google Docs</li> <li>• Study Skills: Mind Mapping</li> <li>• Coursework B Research</li> </ul>
	11	Music Identities	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Social Media: YouTube</li> <li>• Study Skills: Talkaoke - Hosting Discussions</li> <li>• Coursework B Research</li> </ul>
<b>Christmas Break: Monday 18<sup>th</sup> December 2017 - Friday 5<sup>th</sup> January 2018</b>			

Media Technologies	12	Media as Technology	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework C: Social Project Planning</li> <li>• Social Media: Zines</li> <li>• Blogging:</li> </ul>
	13	Media Affordances & Constraints	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework C: Social Project Planning</li> <li>• Social Media: Creative Techniques</li> <li>• Blogging:</li> </ul>
	14	Media Technology Convergence	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework C: Social Project Development</li> <li>• Social Media: Creative Photography</li> <li>• Blogging:</li> </ul>
	15	Spreadable Media	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework C: Social Project Development</li> <li>• Social Media: Virtual Communities</li> <li>• Blogging:</li> </ul>
	16	Future Media and the Noosphere	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework C: Social Project Development</li> <li>• Social Media: Spreading Media</li> <li>• Blogging:</li> </ul>
Digital Literacies	17	Digital Literacies	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework C: Social Project Development</li> <li>• Social Media: Attention Management</li> <li>• Blogging:</li> </ul>
	18	Play & Gamification	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework C: Social Project Operation</li> <li>• Social Media: Digital Literacies</li> <li>• Blogging:</li> </ul>
	19	Augmented Reality	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework C: Social Project Operation</li> <li>• Social Media: Gamification</li> <li>• Blogging:</li> </ul>
	20	Network Culture	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework C: Social Project Operation</li> <li>• Social Media: Evaluation &amp; Reflection</li> <li>• Blogging:</li> </ul>
	21	Collaboration & Sociality	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework C: Social Project Reflexive Video</li> <li>• Social Media: Making Connections</li> <li>• Blogging:</li> </ul>
	<b>Easter Break: Monday 19 March - Friday 6 April 2018</b>		
	22	Report Writing: Critical Thinking	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework D Report Planning: Structure</li> <li>• Blogging:</li> </ul>
23	Report Writing: Layout & Formatting	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework D Report Planning: Citations</li> <li>• Blogging:</li> </ul>	
24	Report Writing: Evidence & Citations	<ul style="list-style-type: none"> <li>• Group Activity:</li> <li>• Coursework D Report Planning: Formatting</li> <li>• Blogging:</li> </ul>	

## 11 Assessment

Assessment on this module comes in two types, formative and summative. 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.

The other type is summative, where you will only receive a mark and limited feedback on your performance, i.e. your report. This tests your knowledge and your ability to explain complex ideas, communicate those ideas and to test your reasoning ability.

**Coursework Portfolio: 50%** (formative feedback, three components)

**Academic Report: 50%** (2000 words)

## 12 Plagiarism

Plagiarism is one of the academic offences that the University takes very seriously and the penalty for copying and passing off other people's work could be expulsion from the University.

### 12.1 Definitions of Plagiarism

The regulations define plagiarism as 'the significant use of other people's work and the submission of it as though it were one's own' in assessed coursework. This includes:

- Copying from another student's work
- Copying from a text without acknowledgement
- Downloading information and/or text from the Internet and using it without acknowledgement
- Paraphrasing source material without acknowledgement
- Submitting work that you claim to be your own when a group has produced it
- Submitting group work without acknowledging all contributors

### 12.2 Penalties

A number of penalties may be imposed depending on the seriousness of the offence and evidence in mitigation: Expulsion from the University with failed assessments during the academic session  
Failure of all assessments in the semester. Failure of the module to which the offence relates.

The DMU Library offers advice about academic skills which can be accessed online:

<http://www.library.dmu.ac.uk/Support/Guides/index.php?page=499>

Further information about the academic practice policies of the university can be accessed online:

<http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/academic-offences.aspx>

## 13 Anonymous Marking

The University has introduced the requirement to anonymously mark all assessment work. However, it recognises that, for some forms of assessment, anonymous marking is neither possible nor appropriate. Following prior consultation between students and staff, it has been agreed that coursework assessment for this module will not be marked anonymously as:

1. It comprises individually distinct practical work characterised by lab teaching, where your tutors will work closely with you to develop your work for submission. This submission cannot be marked anonymously as the work will be individually identifiable by your assessing tutor.

2. It comprises individual or group work which is presented to, or observed by, the assessing tutor. This work cannot be marked anonymously as the work will be individually identifiable by your assessing tutor.
3. It comprises individual or group work which is presented to, or observed by, your peers. This work cannot be marked anonymously as the work will be individually identifiable by your assessing tutor.
4. It comprises work individually negotiated and prescribed by your tutor and where there may be individual interaction with the tutor to acquire formative feedback. This work cannot be marked anonymously as the work will be individually identifiable by your assessing tutor.
5. It comprises practical work where the creator of the work features in the assessment. This work cannot be marked anonymously as you will be individually identifiable by your assessing tutor.

## 14 Key Module Competencies

### 14.1 Subject Knowledge:

Know, understand and apply knowledge, be able to analyse and synthesise knowledge, and critically evaluate about media technology, especially social media technology

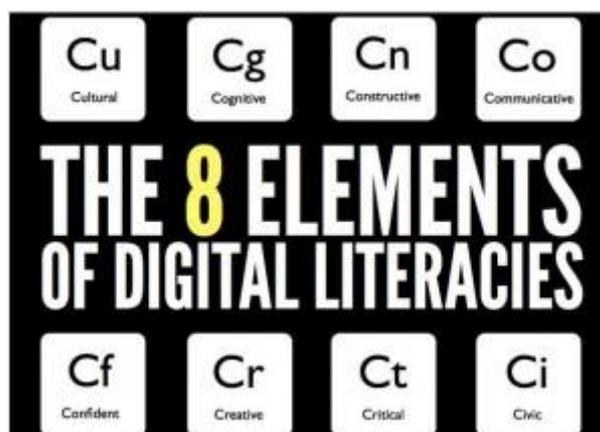
Academic skills: basic knowledge and comprehension of information search, management, using secondary sources, referencing, written presentation standards.

### 14.2 Digital Literacy and Self-Reflection:

Knowing, understanding and applying technology for study and online literacy for production, participation and collaboration, demonstrate ability to evaluate and reflect on own use of technology for study skills and production and the wider context of being online.

### 14.3 Essential Digital Literacy Skills

Doug Belshaw has identified eight important skills that you will be asked to think about and demonstrate that you have some capability in using and working in social media:



**Cu -CULTURAL:** Developing my cultural component of digital literacy means that I am able to move easily between different digital environments and use learning technologies in a variety of different contexts. For example I know how to distinguish between using Facebook for my personal and social con-

nections, and using it for my academic course. I am also aware of the norms, values and codes that are specific to my subject and how these might impact on my use of learning technologies.

**Cg - COGNITIVE:** I need to master the 'how-to's of specific tools and technologies that are important for my development as a graduate, including those which are subject-specific as well as more general tools that will make me a more digitally literate person. I will develop my cognitive element by engaging with a wide range of operating systems, platforms, devices and software and looking for developmental and training opportunities that expose me to these tools.

**Cn - CONSTRUCTIVE:** To develop the Constructive element I need to understand and demonstrate how to take existing resources and content and re-use/remix it to create something new that benefits my learning. I also need to show awareness of the different ways I can license resources so that others can benefit from the content that I create.

**Co - COMMUNICATIVE:** I need to understand the importance of networks and communication and the important role they play in developing my digital literacy. This includes understanding the many different ways I can communicate with different devices, including mobile and other digital devices. I also need to develop an understanding of the particular norms, values, protocols and ethics that are appropriate to social networking and other web 2.0 technologies.

**Cf - CONFIDENT:** To be a confident user of digital technologies I need to understand and capitalise upon the differences between the analogue and digital worlds. I need to assess and review my own competence with digital technologies, manage my own digital personal learning environment, and develop a community of practice to help me progress my skills and attributes.

**Cr - CREATIVE:** To develop my Creative element I will use digital technologies to create new things which have value to myself and others. I need to be prepared to take risks and to value randomness and discovery when engaging with digital technologies. I will develop an understanding of the processes, procedures and systems that lie behind digital technologies rather than the specific elements of software/hardware involved.

**Ct - CRITICAL:** I need to be a critical user of digital technologies by becoming aware of the power structures and assumptions behind different digital tools and practices. For example I need to think about my audience and how they might interpret my digital texts in different ways. I also need to develop an understanding of online security, identity and data management in my own literacy practices.

**Ci - CIVIC:** I need to make use of digital technologies in order to prepare myself to participate as fully as possible in society. I will develop an awareness of how my digital environment can help me self-organise and foster links with local, national and global organisations. I will look for opportunities for public engagement, global citizenship and the enhancement of democracy through my use of digital technologies. <http://digilitpride.wordpress.com/2012/10/01/making-sense-of-the-8-elements-of-digital-literacy/>

## 15 Assessment Briefs & Criteria

### 15.1 Component A - Social Media Platform Set-Up (5%)

#### 15.1.1 Coursework Brief

This assignment is a test of your ability to follow instructions both in written form and verbally, as given by your tutor in the workshop sessions. You are being assessed on your skill and ability to:

- Set-up your blog site on the DMU Commons, to personalize your site and to post a set of entries related to the module topics 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.
- Ensure your blog gets linked to the <http://diy.our.dmu.ac.uk/> site.
- If you have them, link your blog to your Twitter Account, Google, YouTube, Facebook accounts.
- Follow the written instructions that are given in the workshop sessions.
- Follow the verbal guidance that is given in the workshop sessions.
- Discuss the process of setting up the blog and wiki on the DMU Commons chat forum <https://talk.our.dmu.ac.uk>

#### 15.1.2 Wordpress Site Setup

A set of instructions that will be given during the workshop session in week two that will show you how to set up your blog. You will be assessed on your ability to follow these instructions and to ensure that your blog is presented as specified. Some of the instructions might be vague and unclear, especially if the Wordpress system is new to you. This means that you also have to follow verbal instructions, ask questions, and learn from one another to get your blog set up as quickly as possible.

As well as setting up your blog on the DMU Commons system, and personalising your blog site, you will also demonstrate that you can write and produce the following:

- **Blog One Topic:** Introduction and welcome – who are you?
- **Blog Two Topic:** Describe a creative use of social media that caught your attention.
- **Blog Three Topic:** Describe the reaction you had to one of your own social media posts.
- **Blog Four Topic:** Describe three creative people you follow on social media.

<https://our.dmu.ac.uk/>

#### 15.1.3 Wiki Profile Page

After setting up your blog you will be asked to set up a personal profile page on the DMU Commons Wiki. A set of instructions will be given by your tutor in the workshop session, though some of these instructions might be unclear, especially if using a wiki is new to you. You should be ready to make notes, ask questions, follow verbal instructions, and help each other to set up your wiki page.

When you have set up your wiki profile page you will demonstrate that you can write and produce the following:

- Give a brief description of yourself in the form of a Wikipedia entry (*but do not include personal information such as your date of birth or place of birth that hackers can use to rip off your bank account*).
- Include a suitable image on your page.
- Include links and a description of your individual blog posts.

[https://wiki.our.dmu.ac.uk/w/index.php/TECH1002\\_Learners](https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Learners)

You can follow the formatting and style of posts that other students have used in the past, though guidance notes and links to useful online guides will be flagged in the workshop sessions.

#### 15.1.4 DIY-DMU Feed

When you set up your blog you will follow a list of settings and will create a 'category' that can be used as an RSS Feed, which will be added by your tutor to the DIY-DMU blog site. An RSS feed is a URL for a webpage that can be aggregated and incorporated into another website, that will update when new content is added to your feed.

The DIY-DMU site allows learners to promote their blog posts in one place, but then when visitors follow the link to your post they are sent to your blog site. The site aims to support learners across the Leicester Media School, and is being developed as a collaborative community that reflects the media interests of students and staff in the school. Anyone who wants to volunteer to help improve the site, its visuals and the way it functions, will be welcome

You are demonstrating that:

- Your blog can be connected to the DIY-DMU site using the RSS Feed and the category DIY-DMU, and that they appear in the blog-stream.
- Your posts should be set with the DIY-DMU Category.
- Your name, tag-line, language, and so on, should be set as specified in the setup instructions.

<https://diy.our.dmu.ac.uk/>

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

**Deadline:** Week Six, 10am Monday 6th November 2017.

**Submission:** Individual Links clearly marked on your DMU Commons Wiki Profile.

[https://wiki.our.dmu.ac.uk/w/index.php/TECH1002\\_Learners](https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Learners)

**Marking & Feedback:** 10am Monday 4th December 2017.

### 15.1.5 Assessment Criteria & Feedback

Feedback and marking for this assignment is based on this traffic-light grid, which you can use to check-off that you have completed each of the components. A brief comment will be included by your module tutor, and verbal feedback will be given in the workshops.

<b>Name:</b>							
<b>Blog URL:</b>							
<b>Wiki URL:</b>							
Status:	Follows the guidance and each platform functions correctly.	Follows the guidance for the most part, but some incomplete functions.	Follows the guidance, but many functions not working.	Mainly incomplete or broken functionality and needs more work.	Minimal and not related to given instructions or guidance.	This has not got to grips with the basics yet.	Points out of Ten
	Content is interesting and shareable.	Worth looking at, might share.	Not enough creative content to persuade people to spread yet.	Content is basic and shows no initiative or inventiveness.	Content is basic and lacks attention to detail.	Content is minimal and lacks general readability or presentation.	
	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>	
Blog Name:							
RSS Feed:							
Blog Post 1:							
Blog Post 2:							
Blog Post 3:							
Blog Post 4:							
Wiki Profile:							
Personalisation:							
Media:							
Writing:							
Overall:							pts %

## 15.2 Component B - Social Media Project Investigation (15%)

### 15.2.1 Coursework Brief

The contradiction of the social media age is that people report that their social lives are getting more and more difficult to manage and sustain. We are under pressure to live our lives online to an ever-greater extent, but the constant availability to the world through electronic networks has a cost for our mental health, our sense of self-esteem, and the networks and friendship groups that we are part of.

Information overload is a common problem, while at the same time people report that they don't know who their neighbours are. Making time for face-to-face interaction and inter-personal engagement is getting harder and harder. The growing sense of anxiety, loneliness and frustration that accompanies the over-use of social media is a continual problem that is not getting easier to deal with.

In your next assignment, you will undertake a social project in which you get together socially and regularly with a group of people to do something that you can't do in the virtual world. The projects that students have worked on previously can be found on the DMU Commons Wiki.

[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)

For this assignment, though, you will investigate a topic of **social concern** associated with social media that you want to address, and what type of social activity other people have developed to alleviate some of the worst effects of that social problem.

This assignment consists of investigation and research into your chosen social group project for component C 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 projects work. You can use an idea that has been used in the past and adapt it, or you can come up with something new, as long as it has a social focus, is inclusive, and is something that you would look forward to doing.

*Your project cannot involve the consumption of alcohol as its focus. Likewise, gambling or other forms of restrictive social practice should be avoided – there is enough opportunities for people to do these things if they want to, we don't need to add to them.*

### 15.2.2 Assignment Requirements

For this assignment, you will research and write about these issues, as they are discussed and talked about in newspaper articles, in blog sites, in chat rooms, and so on. Your blogs will summarise the key issues of concern, and will use quotes, links and screengrabs to demonstrate what it is that is being discussed in these articles and threads.

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 into your blog as a YouTube video. This vlog will give a basic overview of what you have discovered in your investigation and in what way your group will take this information and use it in the next assignment, and turn this into a practical project.

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. We want you to experiment with creativity and innovation, so your media skills will be something you want to show off as you learn new skills and use new platforms.

So, 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. Time will be put aside in the workshop sessions for this.

- You will make a social media production portfolio consisting of work posted to your blog site on the DMU Commons site <http://our.dmu.ac.uk> and fed into the module blog site <http://diy.our.dmu.ac.uk/>
- You will provide a description of the portfolio with any appropriate links to your work on your Wiki Profile Page: [https://wiki.our.dmu.ac.uk/w/index.php/TECH1002\\_Learners](https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Learners)
- Your work can consist of any combination of media and use of online tools, services and platforms. The more creative and inventive about the type of media you use the better.
- All of the production work must be available online and be capable of being linked-to or embedded on your portfolio page in the module wiki.
- You could make a series of photographs, videos, or podcasts, use sites such as Twitter, Paperli, Flipboard, Tumblr, YouTube or Pinterest, for example, alone or in combination.
- The social media used in these posts must be made specifically for the module and be driven by the specific aims and objectives of the assignment.

Your blog posts must relate to the research you are undertaking, and the discussions that your group hold about the social media group project that will be undertaken after the Christmas break. The portfolio should consist of a significant body of work, showing that you have produced your posts each week, and have actively researched issues that are related to your social media project topic. Your portfolio will also demonstrate that you are able to establish a regular routine throughout the period demonstrating digital literacies, creativity and production skills.

- Each blog should take no more than one hour to plan, write and post each week.
- Time will be given in the weekly lab sessions for you to write your blog posts.

In order to assess your work, your tutor will visit your DMU Wiki Profile Page and will only follow the links that you provide on the page. If you do not have any links to your individual blogs on your profile page you will be marked at zero.

**Minimum Work:** Five blog posts, at least one per week published from Week 6 to Week 11.

**Deadline:** Week 12 (1st week of Christmas break), 10am Monday 18th December.

**Submission:** Individual Links clearly marked on your DMU Commons Wiki Profile.

**Marking & Feedback by:** 10am 22nd January 2018.

### 15.2.3 Coursework B - Assessment Criteria

This is the grid that will be used to give you feedback.

TECH1002-18 Coursework B Feedback		Mark:
<b>Student Name:</b>		
<b>Blog Link:</b>		
<b>Wiki Profile:</b>		
Blog 1:	Title: Date Posted: Comment:	
Blog 2:	Title: Date Posted: Comment:	
Blog 3:	Title: Date Posted: Comment:	
Blog 4:	Title: Date Posted: Comment:	
Blog 5:	Title: Date Posted: <b>[Reflexive Video Blog]</b> Comment:	
<b>Wiki Profile Page Feedback:</b>		
<b>Overall Comments:</b>		
<b>Total Mark:</b>		0%

## TECH1002 Coursework B Assessment Criteria:

	Blogs	Discussion Links	Research	Writing	Media	Wiki Profile
<b>0 – 20%</b>	<ul style="list-style-type: none"> <li>Poorly written.</li> <li>Does not cover the topics given in the brief.</li> <li>Contains obvious errors and poor use of language.</li> <li>No consistency between each blog post.</li> </ul>	<ul style="list-style-type: none"> <li>No links to wider online discussions of the topic.</li> <li>No evidence of discussion in group.</li> <li>Does not cover the specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>No research based on reading or investigation.</li> <li>Makes assumptions based on own opinion.</li> <li>Does not relate to the topics specified.</li> </ul>	<ul style="list-style-type: none"> <li>Poorly written, with significant errors.</li> <li>Informal and colloquial writing.</li> <li>Does not focus on or explain topic.</li> </ul>	<ul style="list-style-type: none"> <li>No embedded or linked media.</li> <li>Media does not work or is of poor quality.</li> <li>Media is not related to topic.</li> </ul>	<ul style="list-style-type: none"> <li>No links to individual blogs.</li> <li>No comment on each of the blogs.</li> <li>Poor formatting and writing.</li> </ul>
<b>20 - 40%</b>	<ul style="list-style-type: none"> <li>Poorly written.</li> <li>Basic cover of the topics given in the brief.</li> <li>Contains some errors with poor use of language.</li> <li>Largely inconsistent posts.</li> </ul>	<ul style="list-style-type: none"> <li>Basic links to wider discussions online.</li> <li>Limited evidence of group discussion.</li> <li>Covers the topic but in a limited way.</li> </ul>	<ul style="list-style-type: none"> <li>Limited research that is general in nature and does not specifically relate to the topic.</li> <li>General assumptions are made based on own experience.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is basic but clear.</li> <li>Some errors.</li> <li>Limited use of language and some casual phrases.</li> <li>Gives some focus to the topic and how it is relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Some media is used but it is limited.</li> <li>The quality of the media is inconsistent.</li> <li>The media has some relation to the topic, but it is not clear.</li> </ul>	<ul style="list-style-type: none"> <li>Some links to the blogs but these are not consistent.</li> <li>The comments are limited and basic.</li> <li>The wiki is poorly formatted and the writing is inconsistent.</li> </ul>
<b>40 – 60%</b>	<ul style="list-style-type: none"> <li>Clear writing that is logical and makes sense.</li> <li>Covers the topics given in the brief.</li> <li>Contain small number of errors, with competent use of language.</li> <li>Consistent posts.</li> </ul>	<ul style="list-style-type: none"> <li>Links well identified and clearly used in each post.</li> <li>Evidence of discussion of the topic in the group.</li> <li>Range of issues considered relate to the topic consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Research is useful and related to the topic.</li> <li>While there are assumptions from own experience, there is some evidence of research from other discussions and sources.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is clear and presented consistently.</li> <li>Use of language is mature, giving a sense of competence to the reader.</li> <li>The topic is mostly well explained in an engaging and direct manner.</li> </ul>	<ul style="list-style-type: none"> <li>Media is used consistently, relating well to the topic.</li> <li>Quality of the media is consistently produced.</li> <li>The media relates directly to the topic and illustrates issues concisely.</li> </ul>	<ul style="list-style-type: none"> <li>The links are clear and easy to find, follow and access.</li> <li>The description of each blog is clear and relevant.</li> <li>The writing is well structured and explains the content of the blogs consistently.</li> </ul>
<b>60 – 80%</b>	<ul style="list-style-type: none"> <li>Engaging writing that is evocative and makes a strong point.</li> <li>Gets to the heart of the topics given in the brief.</li> <li>No obvious errors, with a rich use of language.</li> <li>Consistent posts.</li> </ul>	<ul style="list-style-type: none"> <li>Links to articles and discussion feeds are well chosen and relevant to the topic.</li> <li>Clear evidence of lively and engaged discussion in the group.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is clear and well related to the topic.</li> <li>There are few or no assumptions being made.</li> <li>Evidence is drawn from distinct examples and situations.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is clear, expressive, consistent.</li> <li>Language is used creatively and presents issues in an engaging manner.</li> <li>Points are made succinctly and encourage further debate.</li> </ul>	<ul style="list-style-type: none"> <li>The media is imaginative and relates specifically to the topic.</li> <li>The media is produced well to a sharable quality level.</li> <li>The media imaginatively relates to the topic and is inventive.</li> </ul>	<ul style="list-style-type: none"> <li>The links are very easy to find and access.</li> <li>The description of each blog identifies something of interest and relevance.</li> <li>The writing engages the reader as an example of good discussion.</li> </ul>
<b>80 – 100%</b>	<ul style="list-style-type: none"> <li>Rich and evocative use of language making a direct point.</li> <li>Goes beyond the brief to make a point of value.</li> <li>Rich use of language and no errors.</li> <li>Consistent posts.</li> </ul>	<ul style="list-style-type: none"> <li>Challenging and thought-provoking use of links that move the topic forward.</li> <li>Discussion is well founded, engaging and direct.</li> <li>Issues that are explored are challenging and thought provoking.</li> </ul>	<ul style="list-style-type: none"> <li>Innovative and imaginative use of source material for evidence.</li> <li>No assumptions are made, and each source is interrogated thoroughly.</li> <li>Based on clear and direct examples.</li> </ul>	<ul style="list-style-type: none"> <li>There is a sense of pleasure and playfulness in reading the posts.</li> <li>The language is mature and sophisticated.</li> <li>Issues are engaged with creatively and expressively.</li> </ul>	<ul style="list-style-type: none"> <li>The media is imaginatively presented and produced.</li> <li>The quality of the media is very 'shareable'.</li> <li>Creativity and imagination are clearly expressed in the media.</li> </ul>	<ul style="list-style-type: none"> <li>The links are clear and easy to access.</li> <li>The description of each blog posts identifies its key features and qualities.</li> <li>The writing gives a strong sense of engagement with the topic.</li> </ul>

### 15.3 Component C – Social Media Group Project (30%)

How do people use social media to do things socially 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 that addresses some of the anxieties and social problems that are common in contemporary digital societies?

Building on the research undertaken in the previous assignment, you will work in your group to develop and undertake a social group project where you devise a set of social activities that take place in the real world, and which can't be enacted in a virtual form. You will, however, use social media to research, discuss, plan, develop and organise your group activities, and then use social media to promote it, discuss it and keep a record of the activities that you undertake.

#### 15.3.1 Assignment Requirements

- 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 social media project, described on 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 co-developers.
- 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](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 membership is fixed by your lab session.
- Your project will be based on the research your group has undertaken in Coursework B.

#### Your final Social Media Group Project Wiki page will include:

- A definition of what your project was.
- Examples of this type of activity that have been undertaken elsewhere.
- Instructions and essential information about getting started.
- Examples of how your group tried-out the activities.
- Links to 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.
- Comments from participants from beyond the group that have been drawn-in to join the group and participate in the activity.
- 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.
- Ten entries will be posted to your blog each week and listed on your personal wiki profile page.

### 15.3.2 Blog Journal

What you will actually be marked on is your blog journal. You are expected to keep a journal that records your involvement and level of participation through the process of developing and putting into practice your Social Media Group Project.

Entries will be posted to your blog each week and listed on your personal wiki profile page as done in the previous assignment.

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 this social media project, how you have improved and developed your creative media skills, and how this relates to the content that you will have posted to your own blog site and the module wiki.

**Minimum Work:** Ten blog posts, at least one published each Week 15 to Week 22.

**Deadline:** Week 22, 10am Monday 12<sup>th</sup> March 2018.

**Submission:** Individual Links clearly marked on DMU Commons Wiki Profile.

**Marking & Feedback:** Thursday 11<sup>th</sup> April 2018.

You are being assessed on your ability to:

- Research information about the activity your project is based on.
- Share and collaborate as a group to develop your project.
- Present and manage information to users of your social activity project.
- Reflect on the process of developing your social activity project.
- Keep an individual reflective account of your social activity project.

### 15.3.3 Assessment Criteria

This grid will be used to provide feedback:

<b>TECH1002-18 Social Media Group Project</b>		
<b>Student Name:</b>		
<b>Group Members:</b>		
<b>Social Activity:</b>		
<b>Blog Link:</b>		
<b>Wiki Page Link:</b>		
<b>Group Wiki Page:</b>		<b>Mark (20%):</b>
<b>Project Definition:</b>		
<b>Activity Examples:</b>		
<b>Instructions:</b>		
<b>Try-Out:</b>		
<b>Captured Media:</b>		
<b>User Comments &amp; Feedback:</b>		
<b>Individual Blog Entry Feedback:</b>		<b>Mark (80%):</b>
Blog 1:	Date Posted: Comment:	
Blog 2:	Date Posted: Comment:	
Blog 3:	Date Posted: Comment:	
Blog 4:	Date Posted: Comment:	
Blog 5:	Date Posted: Comment:	
Blog 6:	Date Posted: Comment:	
Blog 7:	Date Posted: Comment:	
Blog 8:	Date Posted: Comment:	
Blog 9:	Date Posted: Comment:	
Blog 10:	Date Posted: <b>[Reflexive Video Blog]</b> Comment:	
<b>Overall Comments:</b>		
<b>Total Mark:</b>		<b>0%</b>

## TECH1002 Coursework C Assessment Criteria:

	Blogs	Project Management	Evaluation	Writing	Media	Wiki Profile
<b>0 – 20%</b>	<ul style="list-style-type: none"> <li>Poorly written.</li> <li>Does not cover the project given in the brief.</li> <li>Contains obvious errors and poor use of language.</li> <li>No consistency between each blog post.</li> </ul>	<ul style="list-style-type: none"> <li>No links to online discussions or planning of the project.</li> <li>No evidence of discussion of the project in group.</li> <li>Does not cover the specific project brief.</li> </ul>	<ul style="list-style-type: none"> <li>No evaluation based on reflection or review of project actions.</li> <li>Makes assumptions based on own opinion.</li> <li>Does not relate to the project specified.</li> </ul>	<ul style="list-style-type: none"> <li>Poorly written, with significant errors.</li> <li>Informal and colloquial writing.</li> <li>Does not focus on or explain project.</li> </ul>	<ul style="list-style-type: none"> <li>No embedded or linked media.</li> <li>Media does not work or is of poor quality.</li> <li>Media is not related to the project.</li> </ul>	<ul style="list-style-type: none"> <li>No links to individual blogs.</li> <li>No comment on each of the blogs.</li> <li>Poor formatting and writing.</li> </ul>
<b>20 - 40%</b>	<ul style="list-style-type: none"> <li>Poorly written.</li> <li>Basic cover of the project given in the brief.</li> <li>Contains some errors with poor use of language.</li> <li>Largely inconsistent posts.</li> </ul>	<ul style="list-style-type: none"> <li>Basic links to project discussions online.</li> <li>Limited evidence of group project activity.</li> <li>Covers the project actions but in a limited way.</li> </ul>	<ul style="list-style-type: none"> <li>Limited evaluation that is general in nature and does not specifically relate to the project.</li> <li>General assumptions are made based on own experience.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is basic but clear.</li> <li>Some errors.</li> <li>Limited use of language and some casual phrases.</li> <li>Gives some focus to the project and how it was implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Some media is used but it is limited.</li> <li>The quality of the media is inconsistent.</li> <li>The media has some relation to the project, but it is not clear.</li> </ul>	<ul style="list-style-type: none"> <li>Some links to the blogs but these are not consistent.</li> <li>The comments are limited and basic.</li> <li>The wiki is poorly formatted and the writing is inconsistent.</li> </ul>
<b>40 – 60%</b>	<ul style="list-style-type: none"> <li>Clear writing that is logical and makes sense.</li> <li>Covers the project issues given in the brief.</li> <li>Contains small number of errors, with competent use of language.</li> <li>Consistent posts.</li> </ul>	<ul style="list-style-type: none"> <li>Links well identified and clearly used in each post.</li> <li>Evidence of discussion of the project actions in the group.</li> <li>Range of issues related to the project implementation consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation is useful and related to the project.</li> <li>While there are assumptions from own experience, there is some evidence of reflection from evaluation and project actions.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is clear and presented consistently.</li> <li>Use of language is mature, giving a sense of competence to the reader.</li> <li>The project is mostly well explained in an engaging and direct manner.</li> </ul>	<ul style="list-style-type: none"> <li>Media is used consistently, relating well to the project.</li> <li>Quality of the media is consistently produced.</li> <li>The media relates directly to the project and illustrates issues concisely.</li> </ul>	<ul style="list-style-type: none"> <li>The links are clear and easy to find, follow and access.</li> <li>The description of each blog is clear and relevant.</li> <li>The writing is well structured and explains the content of the blogs consistently.</li> </ul>
<b>60 – 80%</b>	<ul style="list-style-type: none"> <li>Engaging writing that is evocative and makes a strong point.</li> <li>Gets to the heart of the project activity given in the brief.</li> <li>No obvious errors, with a rich use of language.</li> <li>Consistent posts.</li> </ul>	<ul style="list-style-type: none"> <li>Links to examples of project actions in feeds that are well chosen and relevant to the project.</li> <li>Clear evidence of lively and engaged project activity in the group.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is clear and well related to the topic.</li> <li>There are few or no assumptions being made.</li> <li>Evidence is drawn from distinct examples and situations.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is clear, expressive, consistent.</li> <li>Language is used creatively and presents issues in an engaging manner.</li> <li>Points are made succinctly and encourage further evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>The media is imaginative and relates specifically to the project.</li> <li>The media is produced well to an appropriate quality level.</li> <li>The media imaginatively relates to the project and is inventive.</li> </ul>	<ul style="list-style-type: none"> <li>The links are very easy to find and access.</li> <li>The description of each blog identifies something of interest and relevance.</li> <li>The writing engages the reader as an example of good practice.</li> </ul>
<b>80 – 100%</b>	<ul style="list-style-type: none"> <li>Rich and evocative use of language making direct points.</li> <li>Goes beyond the brief to make a point of wider social or academic value.</li> <li>Rich use of language and no errors.</li> <li>Consistent posts.</li> </ul>	<ul style="list-style-type: none"> <li>Challenging and thought-provoking use of links that move the project forward.</li> <li>Discussion is well founded, engaging and direct.</li> <li>Issues that are explored are challenging and thought provoking.</li> </ul>	<ul style="list-style-type: none"> <li>Innovative and imaginative use of source material for evidence.</li> <li>No assumptions are made, and each source is interrogated thoroughly.</li> <li>Based on clear and direct examples.</li> </ul>	<ul style="list-style-type: none"> <li>There is a sense of pleasure and playfulness in reading the posts.</li> <li>The language is mature and sophisticated.</li> <li>Issues are engaged with creatively and expressively.</li> </ul>	<ul style="list-style-type: none"> <li>The media is imaginatively presented and produced.</li> <li>The quality of the media is very 'shareable'.</li> <li>Creativity and imagination are clearly expressed in the media.</li> </ul>	<ul style="list-style-type: none"> <li>The links are clear and easy to access.</li> <li>The description of each blog posts identifies its key features and qualities.</li> <li>The writing gives a strong sense of engagement with the topic.</li> </ul>

## 15.4 Component D - Social Media Innovation Evaluative Report (50%)

### 15.4.1 Assignment Overview

This assignment tests your ability to plan, research and write an academic report that answers a specific question of concern related to social media, and which draws on the academic reading recommended for the module. Therefore, you will:

- Relate your answer to the specific reading material listed as essential or recommended in the module reading list.
- Use evidence gathered from legitimate sources.
- Use academic language and analysis conventions.
- Structure your report according to academic standards and conventions.
- Provide suitable objective and verifiable examples that illustrate your points.
- Use suitable academic arguments that will explain your points.

**Minimum Work:** 2,000 Word Report.

**Deadline:** 10am Tuesday 8th May 2018.

**Submission:** Turnitin via TECH1002 Blackboard.

**Marking & Feedback:** 10am Thursday 7th June 2018.

### 15.4.2 Questions

Choose **one** of the following questions:

1. Is parody a legitimate form of social media expression?
2. If television is dead then how does media spread?
3. Are networking skills more important than subject-specific knowledge?
4. What changes do we need to make in the workplace if collaboration is the new standard way of working?

### 15.4.3 Assessment

You will be assessed according to the extent that you answer these questions using verifiable and objective evidence, use supporting academic arguments and observations taken from the recommended module reading resources, and are able to organise this information in a clear and logical progression, according to academic report writing conventions.

While guidance and tips for effective report writing will be given in the lectures and the workshop sessions, this assignment depends on a high level of independent work and the use of initiative to research the topic, to undertake the appropriate reading, and to manage the process of compiling and writing your report.

You will have the opportunity to discuss effective techniques for investigation, research and report writing with your tutors. You will be expected to make notes at these sessions, and to bring with you any planning notes that you are developing in preparation for producing your report.

Online resources and guides to effective academic study will be signposted throughout the lecture and workshop sessions, and will be included in the notes that accompany these sessions. It is each learner's

responsibility to collate and assimilate these notes, and thereby demonstrate that you are capable of independent planning, research, organisation and writing.

#### **15.4.4 Report Formatting**

This is a report, and not an essay, so the formatting and the layout of the document should be formatted in the appropriate manner, with:

- A title page.
- A contents page.
- A list of figures.
- A list of tables.
- Numbered sections.
- A bibliography

Reports are written and presented in structured sections, with objective and verifiable evidence and examples. Citations and references are therefore essential. The Harvard or APA citation system must be used, and the use of citation management systems are encouraged. There are many standard guides available online, more will be flagged in the lecture and workshop sessions.

<http://library.bcu.ac.uk/learner/writingguides/1.02%20Reports.htm>

<http://www.library.dmu.ac.uk/Support/Heat/index.php?page=483>

<http://www.deakin.edu.au/students/studying/study-support/academic-skills/report-writing>

<http://www.library.dmu.ac.uk/Images/Selfstudy/Harvard.pdf>

<http://www.library.dmu.ac.uk/Support/Guides/index.php?page=495>

<http://www.library.dmu.ac.uk/Resources/Databases/index.php?page=164&id=3613>

<https://support.office.com/en-gb/article/Add-a-citation-and-create-a-bibliography-17686589-4824-4940-9c69-342c289fa2a5>

#### **15.4.5 Presenting an Academic Argument and Discussion**

There is lots of online advice available about the practice of writing academic reports. Further resources will be flagged in the lecture and workshop sessions, and you will have an opportunity to discuss these issues with your tutors.

This is a guide from the University of Southern California that is useful, and illustrates the international set of expectations that you are engaging in a learning activity that is recognised around the world as a standard set of learning skills.

The purpose of the discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated, and to explain any new understanding or insights about the problem after you've taken the findings into consideration. The discussion will always connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but it does not simply repeat or rearrange the introduction; the discussion should always explain how your study has moved the reader's understanding of the research problem forward from where you left them at the end of the introduction.

1. Most effectively demonstrates your ability as a researcher to think critically about an issue, to develop creative solutions to problems based upon a logical synthesis of the findings, and to formulate a deeper, more profound understanding of the research problem under investigation.
2. Present the underlying meaning of your research, note possible implications in other areas of study, and explore possible improvements that can be made in order to further develop the concerns of your research.
3. Highlight the importance of your study and how it may be able to contribute to and/or help fill existing gaps in the field. If appropriate, the discussion section is also where you state how the findings from your study revealed new gaps in the literature that had not been previously exposed or adequately described.
4. Engage the reader in thinking critically about issues based upon an evidence-based interpretation of findings; it is not governed strictly by objective reporting of information.

<http://libguides.usc.edu/writingguide/discussion>

### 15.4.6 TECH1002 Coursework D Assessment Criteria:

	Report Format	Report Structure	Evidence	Academic Context	Writing	Evaluation
<b>0 – 20%</b>	<ul style="list-style-type: none"> <li>Does not use report writing conventions or format.</li> <li>No use of built-in formatting tools.</li> <li>Contains obvious errors and poor use of language.</li> <li>No consistency in report structure and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Has no logical progression and is not subdivided into clear sections.</li> <li>Evidence and observations are limited and presented haphazardly.</li> <li>There are no illustrations, diagrams or tables.</li> </ul>	<ul style="list-style-type: none"> <li>There is no or severely limited evidence provided.</li> <li>Evidence is entirely subjective or first-hand.</li> <li>Evidence is not cited or accounted for.</li> <li>Evidence is contradictory or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>The points made are not related to any academic reading or discussions.</li> <li>There is no use of academic terms or concepts.</li> <li>There is no consideration for wider academic debates.</li> </ul>	<ul style="list-style-type: none"> <li>Writing style is poor and contains many errors.</li> <li>There is little attention to detail, punctuation, syntax.</li> <li>Colloquial or slang terms are used through the report.</li> </ul>	<ul style="list-style-type: none"> <li>No sense of evaluation or consideration of alternative ideas.</li> <li>There are no techniques of analysis applied.</li> <li>Comments and observations are superficial and cursory.</li> </ul>
<b>20 – 40%</b>	<ul style="list-style-type: none"> <li>Basic and poor report formatting.</li> <li>Limited use of built-in formatting tools.</li> <li>Contains some errors with poor use of language.</li> <li>Largely inconsistent structure and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Has some logical progression between sections, but is not clear or lacks appropriate division.</li> <li>Evidence and observations are limited and aren't clearly connected.</li> <li>The use of images, diagrams and tables is limited.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is limited and unclear.</li> <li>Evidence is largely subjective or first-hand.</li> <li>Evidence is cited or accounted for poorly.</li> <li>Evidence is general or has inconsistencies.</li> </ul>	<ul style="list-style-type: none"> <li>Points made are vague and only generally related to academic reading or discussion.</li> <li>Use of academic terms and concepts is unclear and general.</li> <li>There is only little consideration of wider academic debates.</li> </ul>	<ul style="list-style-type: none"> <li>Writing style is inconsistent and contains some errors.</li> <li>There are repeated errors in punctuation, detail and syntax.</li> <li>Phrasing can be informal and colloquial.</li> </ul>	<ul style="list-style-type: none"> <li>Limited sense of evaluation with little consideration of alternative ideas.</li> <li>The analysis techniques used are basic and poorly applied.</li> <li>Comments and observations are inconsistent and limited in scope.</li> </ul>
<b>40 – 60%</b>	<ul style="list-style-type: none"> <li>Clear use of report format and structure.</li> <li>Some use of built-in formatting tools.</li> <li>Contains small number of errors, with competent use of report structure format.</li> <li>Consistent organisation and general progression between report sections.</li> </ul>	<ul style="list-style-type: none"> <li>There is logical progression between sections and each is subdivided and identified clearly.</li> <li>Evidence and observations are clearly identified and are appropriately structured.</li> <li>The use of images, diagrams and tables is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is proficiently accounted for and identified.</li> <li>Evidence is drawn mainly from objective and authoritative sources.</li> <li>Evidence is accounted for but has inconsistencies in the citations.</li> <li>Evidence is clear and appropriate to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Points made are clear and relate in general to the academic reading and discussion.</li> <li>Use of academic terms is clear and specific to topics discussed.</li> <li>There is some consideration of the related wider academic debates.</li> </ul>	<ul style="list-style-type: none"> <li>Writing style is consistent and contains only minor errors.</li> <li>The syntax and punctuation are consistent and there is a good attention to details.</li> <li>Phrasing is formal and suited to academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>General sense of consistency in the evaluation with broad consideration given to alternative ideas.</li> <li>Analysis techniques are general and consistently applied.</li> <li>Comments and observations are well founded and relevant.</li> </ul>
<b>60 – 80%</b>	<ul style="list-style-type: none"> <li>Detailed use of report format and structure.</li> <li>Extensive use of built-in formatting tools.</li> <li>No obvious errors, and detailed report structure.</li> <li>Clear organisation with logical progression between report sections.</li> </ul>	<ul style="list-style-type: none"> <li>The progression between sections is effective and clearly subdivided.</li> <li>Evidence and observations are well mapped and identified.</li> <li>The use of images, diagrams and tables is effective.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is accounted for and identified clearly and appropriately.</li> <li>Evidence is drawn entirely from objective and authoritative sources.</li> <li>Evidence is clearly cited and accounted for.</li> <li>Evidence relates specifically to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Points are specific and well supported in the academic reading and discussion.</li> <li>The use of academic terms are detailed and thorough.</li> <li>There is specific consideration to the related wider academic debates.</li> </ul>	<ul style="list-style-type: none"> <li>Writing style is consistent and imaginative and is free from errors.</li> <li>The syntax and punctuation are sophisticated and there is strong attention to detail.</li> <li>The phrasing is academically informed and suited to an informed audience.</li> </ul>	<ul style="list-style-type: none"> <li>A clear sense of consistency in the way that alternative ideas are considered.</li> <li>The analysis techniques that are used are well applied and insightful.</li> <li>The comments and observations are illustrative, relevant and move the debate forward.</li> </ul>
<b>80 – 100%</b>	<ul style="list-style-type: none"> <li>Sophisticated use of report format and structure.</li> <li>Extensive and detailed use of built-in formatting tools.</li> <li>No errors and rich use of report structure.</li> <li>Consistent organisation with rich progression between report sections.</li> </ul>	<ul style="list-style-type: none"> <li>The progression between sections is innovative and clear.</li> <li>Evidence and observations are effectively mapped and identified.</li> <li>The use of images, diagrams and tables is innovative.</li> </ul>	<ul style="list-style-type: none"> <li>Innovative and imaginative use of source material for evidence.</li> <li>No assumptions are made, and each source is interrogated thoroughly.</li> <li>Based on clear and direct examples that relate to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The points are direct and well suited to the arguments and discussions in the reading material.</li> <li>The use of academic terms is thorough and in-depth.</li> <li>References to academic discussion explore the wider issues of concern.</li> </ul>	<ul style="list-style-type: none"> <li>Writing style is inventive and creative and enthralls the reader.</li> <li>The syntax and punctuation are sophisticated and the detail is complex.</li> <li>The phrasing is clearly academic and suited to an expert audience.</li> </ul>	<ul style="list-style-type: none"> <li>Strong sense of consistency in the way that ideas are assessed and considered.</li> <li>The analysis techniques are insightful, make original contributions.</li> <li>The comments and observations move the debate forward.</li> </ul>

## 16 Blogging Guidance:

- All written work should demonstrate evidence of engagement with the module curriculum such as thorough reading and research, and the use of appropriate academic conventions of presentation such as the use of references and bibliography. Consult the module handbook for further details.
- As a general guideline, each blog post should be in the region of 200-400 words.
- The minimum requirement is a weekly post, but greater frequency is encouraged.
- The blog posts should make use of the affordances of blogging such as hypertext links, tagging and embedded media.
- When writing the blog posts, think about:
  - What is the topic area? (introduce it to your reader clearly)
  - Why does this topic area matter?
  - Why does this topic area matter to you? (give an example)
  - Why does this topic area matter to the media or wider field of life in general? (give an example)
  - Can you make connections to other areas of life/media?
- Do you have any arguments or conclusions about this topic that might be of value to others interested in this topic or issues?

## 17 Late Submission

Late submission of coursework will be processed in accordance with current University regulations which state “the time period during which a student may submit a piece of work late without authorisation and have the work capped at 40% if passed is 14 calendar days. Work submitted unauthorised more than 14 calendar days after the original submission date will receive a mark of 0%.

These regulations apply to a student’s first attempt at coursework. Work submitted late without authorisation which constitutes reassessment of a previously failed piece of coursework will always receive a mark of 0%.

For information, the required undergraduate University regulation can be found at:

<http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/scheme-regulations/undergraduate-regulations.pdf>

## 18 Resits & Reassessment:

Should you fail this module you will have the opportunity to undertake a resit of the component that you failed.

- The coursework can be passed as an average, though should you not meet the 40% pass mark you may need to resit the component that you failed. The only opportunity you will have to resit the coursework necessary component will be during the summer of 2018. There will be no coursework ‘catch-up’ opportunities during the year.
- Students who fail the module will be contacted by the Faculty of Technology Office and will be asked to register for a resit attempt. This information will be sent to students in June 2018.
- The resit-coursework will be completed as described in this handbook, though students are advised to email the module tutor when they have submitted their wiki entries with a link to the page that specifies the required blogs, wiki posts or presentation.

## 19 DMU Commons Wordpress Blog

Your blog should be created using Wordpress on the DMU Commons or 'Our DMU'

<https://our.dmu.ac.uk/>

This is a blogging platform and social network that link together staff and students from across De Montfort University into one online community.



Your usual DMU login username and password should work on the DMU Commons. For further help, see the 'About' and 'Help' tabs on the Commons. The 'Building Your Site' page is particularly helpful

(<https://our.dmu.ac.uk/administration/building-your-site/>).

## 20 General Module Assessment Criteria

Mark range	
90-100%	<p>Responds to all of the assessment criteria set for the task</p> <p>Displays exceptional degree of originality</p> <p>Exceptional analytical, problem-solving and/or creative skills</p> <p>No fault can be found with the use of sources or referencing other than minor errors such as typographical issues</p>
80-89%	<p>Responds to all of the assessment criteria set for the task</p> <p>Work of outstanding quality, evidenced by an ability to engage critically and analytically with source material</p> <p>Likely to exhibit independent lines of argument, used of media and concept production</p> <p>Highly original and/or creative responses</p> <p>Extremely wide range of relevant well-referenced sources used where appropriate</p>
70-79%	<p>Responds to all of the assessment criteria set for the task</p> <p>An extremely well developed response showing clear knowledge of media technology and the ability to interpret and/or apply that knowledge</p> <p>An authoritative grasp of the media technology subject with significant originality and insight</p> <p>Significant evidence of ability to sustain an argument, to think analytically, critically and/or creatively and to synthesize material</p> <p>Evidence of extensive study, appropriate to the task and high standards of referenced sources</p>
60-69%	<p>Responds to most of the assessment criteria set for the task</p> <p>An detailed response demonstrating a thorough grasp of theory, understanding concepts, principles, methodology and media technology content</p> <p>Clear evidence of insight and critical judgement in selecting, ordering and analysing content</p> <p>Demonstrates ability to be able to synthesize material, to construct responses and demonstrate creative skills which reveal insight and may offer some originality</p> <p>Draws on an appropriate range of properly referenced sources</p>
50-59%	<p>Responds to most of the assessment criteria set for the task</p> <p>An effective response demonstrating evidence of a clear grasp of relevant material, principles and key concepts</p> <p>An ability to construct and organize arguments</p> <p>Some degree of critical analysis, insight and creativity</p> <p>Demonstrates some conceptual ability, critical analysis and a degree of insight</p> <p>Accurate, clearly written/presented work</p>
40-49%	<p>Responds to some of the assessment criteria</p> <p>A response demonstrating an understanding of basic points and principles about media technology to show that some of the learning outcomes/assessment criteria have been achieved at a basic level</p> <p>Suitably organized work showing a reasonable level of understanding</p> <p>Covers the basic subject matter of media technology and is appropriately presented but is rather too derivative and insufficiently analytical</p> <p>Demonstrates limited conceptual ability, levels of evaluation and demonstration of creative skills</p>

	Demonstrates adherence to the referencing conventions appropriate to the subject and/or task
30-39%	Overall insufficient response to the assessment criteria A weak response, which, while addressing some elements of the task, contains significant gaps and inaccuracies Indicates an answer that shows only weakly developed elements of understanding of media technology and/or critical thinking or academic skills May contain weaknesses in presentation that constitute a significant obstacle in communicating knowledge and ideas
20-29%	Overall insufficient response to the assessment criteria A poor response, which falls substantially short of achieving the learning outcomes Demonstrates little media technology knowledge and/or critical thinking or academic skills Little evidence of argument and/or coherent use of material
10-19%	Overall insufficient response to the assessment criteria A very poor response demonstrating few facts about media technology Displays only isolated or no media technology knowledge and/or critical thinking or academic skills Little adherence to the task set
0-9%	Overall insufficient response to the assessment criteria Displays virtually no media technology knowledge and/or critical thinking or academic skills Work is inappropriate to the assessment task given

## 21 Presentation of Written Assignments and Referencing

All written work (including electronic text such as blog posts) must satisfy basic requirements:

- Spelling, punctuation and grammar should be accurate.
- Proper use should be made of bibliographies and references.
- Evidence of reading and research is essential.

Good assignments are likely to demonstrate:

- The ability to organise a relevant response to the type and terms of the assignment set.
- The ability to evaluate and critically analyse material, to provide evidence of wide reading, and to display some personal insight.
- The ability to present evidence, construct arguments and draw conclusions.

### 21.1 Presentation

Lengthy quotations (over two lines) should be indented (block quoted) further than for a paragraph. Italicise titles of novels, films, plays, television programmes, computer games, magazines and art works, and so on. Thus: *Jaws*, *The Royle Family*, *Tomb Raider*, *Empire*. You can also add further information, such as year of production or 'authors' of films, videos and television programmes consulted, by listing Title (director and date), for instance, *Taxi Driver* (Martin Scorsese, 1976). Enclose in quotation marks the titles of journal articles, articles in newspapers and magazines, essays and chapters in books, songs, lectures and episodes of television programmes. Thus: 'I Can't Get You Out of My Head'.

If you refer to visual material (photographs, pictures, stills, etc) try to include it with the text.

Acknowledge all the published material you have consulted in the preparation of the assignment using the Harvard reference system.

### 21.2 Bibliography and References

Each time a quotation, paraphrase or another direct reference to published material (including films, television programmes, websites, etc) is made, it should be referenced. References and bibliographies require a referencing system. There are many systems available, but the Harvard or APA systems are simple and used widely.

### **21.3 Harvard System for Referencing**

What is referencing? Referencing is a standardised way of acknowledging the sources of information and ideas that you have used in your assignment. Referencing is necessary to avoid plagiarism, the use of other people's work as your own. It also shows the reader where they can find the information to which you have been citing and referring. The ability to use a reference system is a basic requirement of scholarly activity.

There are many acceptable forms of referencing and different styles. The key point is that whatever system or style that you use it must be used consistently throughout the document. The advice for this module is to use the style and system adopted in the DMU Library publication on the Harvard system (<http://www.library.dmu.ac.uk/Images/Selfstudy/Harvard.pdf>).