

TECH2503-17 Social Media & Technology

Lab One: Introduction

001	<p>Ice Breaker: (25 mins)</p> <ul style="list-style-type: none"> • Divide into groups – no more than four people in each group. • Explain the rules of the card game Rummey, and play a couple of hands. • Learners can introduce themselves and discuss what music they have bought or brought with them that they are listening to this week.
002	<p>Reflection:</p> <ul style="list-style-type: none"> • How do card games facilitate our sense of sociability? • What can we learn from playing cards together? • Discussion: In what way do we benefit from face-to-face contact.
003	<p>Reflexive Videos Reminder 2015-16: https://www.youtube.com/playlist?list=PLxgGIVigpiHdNivSJHXSjKK-4qyuSPwNT</p> <ul style="list-style-type: none"> • Watch examples of student reflexive videos from previous year. • Note the different approaches that learners take to <u>explaining</u> their reflection. • Note the different approaches that learners take to <u>presenting</u> their reflection. • Discussion: How effective is video blogging as a way of learning?
004	<p>Debates About Sugar & Processed Foods:</p> <ul style="list-style-type: none"> • How is sugar hidden? • http://www.realsimple.com/health/nutrition-diet/healthy-eating/sugar-in-healthy-foods • What is the impact of excess sugar and carbohydrates? • http://www.bbc.co.uk/news/health-30125440 • Will a sugar tax do anything to change people's habits? • http://www.dailymail.co.uk/health/article-2875376/20p-tax-fizzy-drinks-slash-disease-rates-Thousands-children-saved-cancer-diabetes-heart-disease-later-life-new-levy.html • How would you campaign to reduce the use of sugar? • https://twitter.com/actiononsugar
004	<p>Module Aims & Themes:</p> <p>Aims to explore how:</p> <ul style="list-style-type: none"> • The production of meaningful content for social media has become essential as the development of network media, such as the internet and mobile smartphones, has grown phenomenally. The digitization of media, and its convergence with other forms of media distribution, has facilitated the coming together of traditional media, such as film and television, with the affordances of online technologies, to create new forms of participatory and social media culture. • Understanding this culture, and how people understand the products of digital media culture in meaningful ways, is essential if media producers are going to engage with communities with media content that people will find useful and aids their accomplishments. • By regarding social media as a sociological phenomenon it is possible to build a picture of social media communication in practice. The underlying principles of investigation used in this module are: online sociological investigation, netnography and symbolic interactionism. These methods of investigation form the essential methodological underpinning used to investigate the practice and culture of socially mediated lives. • For example, the rise of YouTube producers and vloggers who are able to share the revenue generated by the platform, offers new ways of collaborating and participating to make online television and film. New forms of communication, such as blogging and podcasting, and the use of Facebook and Twitter

	<p>and other tools for new ways of communicating, sharing and participating in public and commercial services with social media production, are all areas demanding creative solutions, technical abilities and critical evaluation.</p> <ul style="list-style-type: none"> • This module will give learners the opportunity to develop their social media production skills by de-signing and creating a social media project that utilises forms of media, such as online video, podcasts, blogs, social networks, transmedia and technical interactivity. • Using online platforms and media production skills and technologies, learners will design, create and manage a substantial package of social media content for specific uses as a form of digital activism and active citizenship. An emphasis is given to managing the social media production process using appropriate technologies, platforms, technical skills and creative solutions. <p>Themes: Digital media, new media, the Web, Web 2.0, social web, digital literacies, new media literacies, social media production, attention, participation, collaboration, critical consumption, network smarts, participatory culture, transmedia, creativity, social capital.</p> <p>Part One: Food Literacies & Participation Part Two: Netnography & Research Tools Part Three: Social Production Part Four: Critical Literacies</p>
005	<p>Style of Learning: If you are sharing comments or ideas about the topics covered in the module using social media, please use #tech3022.</p> <p>In this module emphasis will be placed on collaboration, sharing, discussion and participation. The idea is that learning is enhanced if it is shared and collectively developed. Each person has a responsibility to play their part in the activities and the tasks being undertaken, and to encourage and support other learners as the module unfolds.</p> <p>As a community of learners and practitioners this approach recognises that there is more to be gained from a non-hierarchical approach that spreads-out the tasks using social media tools that encourage everyone to participate and to share their ideas, thoughts and observations in a constructive, non-judgemental, and practical way.</p> <p>Attendance: A register will be kept of attendance at labs and attendance will be monitored. Non-attendance without good reason can lead to failure of the module.</p> <p>If you are ill or are away from the university due to an unavoidable or urgent matter please email FOTAC fotadvicecentre@dmu.ac.uk who will inform your tutors, who will mark you as absent. The university may require you to provide evidence to corroborate your absence at some point in the future.</p>
006	<p>Learning Outcomes:</p> <p>At the end of this module learners will be able to demonstrate an:</p> <ul style="list-style-type: none"> • A systematic understanding of the nature and role of social media. • An ability to deploy practices and ideas associated with social media so as to produce and share - responsibly and ethically - content and media products within a social network or group. • A conceptual understanding of the social, political and academic debates and policy decisions associated with social media literacies. • An appreciation of the demands and challenges of running and supporting social media networks and participants. • An ability to manage learning by applying advanced learning techniques that are independent, learner-centric, reflexive and self-evaluative.

	<ul style="list-style-type: none"> • An ability to apply concepts and techniques associated with social media through practical engagement in the production of social media content, products and services. • An ability to critically evaluate the process and the general concepts, ideas and policy debates associated with social media. • An ability to communicate to different audiences using different forms of visual, aural, written, interactive or social media. • An ability to use initiative and a high-degree of personal self-management and ethical responsibility. • An ability to apply systematic decision making evaluations and techniques in a timely and strategic manner. • An ability to learn independently, to reflect on that learning and to define learning goals and patterns of independent learning for future projects.
007	<p>Module Assessment: Assessment on this module comes in two types, formative and summative.</p> <p>Formative is where feedback is given and there is an opportunity to make improvements to the work that you produce. This is generally called coursework, and tests your ability to apply the principles you are learning about in practice.</p> <p>Summative is where you will only receive a mark and no feedback on your performance. This tests your knowledge and your ability to explain complex ideas, communicate those ideas and to test your cognitive ability.</p> <p>Coursework: 50% (formative, four components) Examination: 50% (summative, must pass, two hours)</p> <p>Assessment Outline</p> <p>Component One – YouTube Video (3 mins) (5%) An assessment and overview of the module project subject (the consumption of sugar-based drinks) and what they mean to you personally. This presentation should be designed to illustrate something about the consumption of sugar drinks as you see them personally, what you understand about them, and how you make sense of them through your lived experience.</p> <ul style="list-style-type: none"> • Minimum Work: A YouTube style vlog presentation uploaded to your DMU Commons Blog. • Deadline: Week Six, 10am Monday 7th November. • Marking & Feedback: End of Week Seven. <p>Component Two - Social Media Research Journal (20%): You will devise, develop and implement a social media research journal that collates and summarises research information about the project topic. This subject will examine how sugar-based drinks are understood in the culture of electronic gaming.</p> <p>You will be expected to use a wide range of data gathering techniques that collect and note media content from different social media platforms, such as Twitter, Facebook, Google+, Blogs, Wikis, YouTube, Storyfi, Paperli, Flipbook, and so on.</p> <p>You will also be expected to engage directly with participants in the groups and platforms you use, and to ethically and responsibly gather field data about the chosen topic. You should use as many different forms of data collection techniques, including video, audio, photographs, written blogs, screen-captures, and so on.</p> <ul style="list-style-type: none"> • Minimum Work: Five weekly blog posts published from week 6 to Week 10. • Deadline: Week 11 (before Christmas break), 10am Monday 12th December. • Marking & Feedback by: End of Week 12 (after Christmas break). <p>Component Three – Social Media Project Journal (25%):</p>

	<p>An assessment of your blog and wiki pages in the form of a personal learning journal, in which you reflect on the skills, knowledge, and production tools explored in the development of the Social Media Project. Reflecting on how these skills and ideas relate to your own contribution to the project.</p> <p>These blogs will relate to content that you post to your blog on the DMU Commons http://our.dmu.ac.uk, the module wiki, https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Advanced_Social_Media_Production and other forms of social media that you use and integrate in your project. You should use as many different forms of data collection techniques, including video, audio, photographs, written blogs, screen-captures, and so on.</p> <p>The final blog post will consist of a video presentation lasting no longer than three minutes, that re-flects 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. https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Learners</p> <ul style="list-style-type: none"> • Minimum Work: Ten blog posts published each week 12 to Week 21. • Deadline: Week 22, 10am Monday 20th March. • Marking & Feedback: Thursday 13th April 2017. <p>Component Four - Two Hour Unseen Exam (50%) Unseen Two Hour Examination: an assessment of your knowledge of and ability to think critically about social media literacy skills, social media production skills and netnographic data collection techniques. It will contribute 50% of overall assessment. The examination period begins after the end of the formal teaching weeks, the week commencing 1st May 2017.</p>
008	<p>Lab Tutor Contact Details, Availability & Contact:</p> <p>Rob Watson Gateway House, GH6.13 0116 257 7057 rwatson@dmu.ac.uk http://www.robwatsonmedia.net/ @robwmedia #3022</p> <p>Working Hours: Monday – Friday 9am to 5pm</p> <p>Office Hours: 11.00-11.40 Monday 11.00-11.40 Friday</p> <p>Lecture: Monday 10am – 11am – Q0.17</p> <p>Lab Sessions: Monday 1pm – 3pm – Q3.01</p> <p>Tutor Contact:</p> <ul style="list-style-type: none"> • Your tutor will not answer queries and questions about coursework, exams, the lectures or the workshops by email or any other forms of electronic communication. • Instead, you are expected to make a note of your questions in your notebook and bring them to your 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 the module handbook, on your tutor’s wiki profile, and on the door of your tutor’s office.
009	<p>Face-to-Face Interaction</p> <p>While the subject of this module is social media, the primary approach to learning will be based on face-to-face and aural interaction. This interaction takes places in lectures, labs and arranged tutorials.</p>

	<p>A typical workshop session will consist of a short introduction presentation, the distribution of instructions via the module DMU Commons wiki page, and then short discussions with individuals and small groups throughout the remainder of the session.</p> <p>This takes an informal approach to interaction between the learner and the tutor, thereby placing an emphasis on the ability of learners to take notes and to engage in conversation.</p> <p>Verbal Instructions</p> <p>While many of the tasks and coursework assignments are specified in detail in this handbook, learners are encouraged to listen to the verbal instructions of the tutor, and to ask questions based on the notes that they take. Any questions that relate to the practical work, the reading work, or the assignments associated with this module should be noted by learners in their notebooks, and asked during the practical sessions.</p> <p>Attendance is therefore essential, and is why the focus will be on developing good listening skills in a distraction-free environment. The assignments described and explained in this handbook are starting point and are not prescriptive. Learners are therefore encouraged to go-beyond the tasks and activities that are set here, and to investigate for themselves the many different ways that social media might be used.</p> <p>Note Taking: Lecture notes and lab worksheets will be provided as PDF documents, including any essential information, links, diagrams, references and source material. However, learners are encouraged to keep notes for themselves, and to record information that is not given in the handouts. https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Advanced_Social_Media_Production</p> <p>Note taking is an essential skill so it is important to develop the habit and routine practice of writing notes, sketching diagrams, doodling and so on. You never know when these notes might be useful.</p>
010	<p>Activity:</p> <p>Draw Your Sleep Animal http://www.dailymail.co.uk/femail/article-3784358/Do-sleep-like-bear-dolphin-answer-holds-key-perfect-night-s-rest-says-fascinating-new-book.html</p> <p>“Everyone has heard of the sex drive, but few of us know we have a sleep drive, too — our biological need for some shuteye. And just as some have a stronger sex drive than others, people’s sleep drive varies according to their personality and genetic inheritance or internal biological clock. Our bodies and brains all run on our individual bio-time. Or at least that’s what they’re designed to do.”</p> <ul style="list-style-type: none"> • Read the article and discuss with the person next to you what kind of sleep animal you are. • Using the paper and pens provided, draw a picture of yourself as a sleep animal, and the environment that you like to sleep in. • When you have completed this part share it and describe it to your group. • Next, add images of social media that you use when you are ensconced in your sleeping area, and discuss it with the other members of your group.
011	<p>Discussion Questions:</p> <ul style="list-style-type: none"> • What are the reasons for consuming sugar-based drinks? • How do people interact with the marketing for sugar-based drinks? • What are the things we need to take account of when we look at how people discuss and use sugar-based drinks? • What do Cotterell & Morris say about using technology for learning?
012	<p>Activity:</p> <ul style="list-style-type: none"> • Visit DMU Commons Blogs and Wikis. • Review the blog site each learner has from last year.

	<ul style="list-style-type: none">• Review the wiki page that each learner has from last year.• Discuss how the system works, what it's advantages and disadvantages are?• Discuss how blogs and wiki entries can be improved and developed from last year?• Discuss how collaboration is facilitated using social and electronic media? <p>https://wiki.our.dmu.ac.uk/w/index.php/Main_Page http://our.dmu.ac.uk/ http://diy.our.dmu.ac.uk/</p>
	References: