

TECH3022 Advanced Social Media Production

Workshop Twelve – Project Planning

Review of Assignment Two – What’s Been Learnt About Games Culture and Energy Drinks

“Human activity does not simply involve someone invoking behaviour of some sort, but more accurately entails several sub-processes. Most notably, these include: defining the situation at hand, considering and anticipating both particular lines of action and potential outcomes, implementing behaviour, monitoring oneself along the way, assessing situations both in process and in retrospect, and adjusting or modifying one’s behaviour both during immediate events and following earlier episodes” (Prus, 1996, p. 14).

- Discuss what the common issues have been that you have discovered in your time spent engaging with online communities.
- Use a mind-mapping technique to visualise the main issues that you have discovered.
- Identify how you discovered these issues.
- What links these issues?
- Are these links practical?
- Are these links experiential?
- Are these links conceptual?
- How are they articulated and accomplished on the online communities and spaces?
- What are the three issues that you can take from this and use in your documentary?

Can you account for the way that your observations demonstrate that:

- “Human group life is intersubjective...
- Human group life is (multi) perspectival...
- Human group life is reflective...
- Human group life is activity-based...
- Human group life is negotiable...
- Human group life is relational...
- Human group life is processual” (Prus, 1996, pp. 15-17)

Data Analysis

Distinct from data mining and content analysis, netnography as a method emphasizes the cultural contextualizing of online data. This often proves to be challenging in the social-cues-impoverished online context. Because netnography is based primarily upon the observation of textual discourse, ensuring trustworthy interpretations requires a different approach than the balancing of discourse and observed behaviour that occurs during in-person ethnography. Although the online landscape mediates social representation and renders problematic the issue of informant identity, netnography seems perfectly amenable to treating behaviour or the social act as the ultimate unit of analysis, rather than the individual person.

https://en.wikipedia.org/wiki/Netnography#Data_analysis

How do you interpret ethnographic information?

Reexamine the analyses from your field notes. What did you find out about the culture's perceptions, norms, and customs as they interacted with the focus of your questions? Seeing the study whole, do you still agree with most of your initial analyses? Set aside those ideas you think are probably incorrect or misinformed, and reformulate analyses to replace them that reflect your subsequent learning, if you haven't already.

- Try to understand the answer to your original question from the point of view of those you're concerned with.
- Do local people see the question in the same way you do?
- Are there factors you didn't know about that affect their perspective on the answer to the question?
- Are there factors that they perceive or act on in a different way than you expected?
- How important to the group is what's important to you?
- Do you and they have the same expectations for outcomes? If so, do they have the same expectations about how to get to those outcomes? If not, are your and their expectations in opposition or totally different? Are they starting with the same view of reality that you have?
- Do some of their perceptions, cultural norms, or culturally-rooted behaviors present barriers to the success of your program that you're either already working to counter or could work to counter?
- Do some of their perceptions, norms, or culturally-rooted behaviors support the success of your program in ways that you do already or could take advantage of?
- Does the program have unintended or unexpected consequences – positive or negative – as a result of cultural factors?

Translate what you've learned about participants into supporting information or answers to your evaluation questions. Some of the questions you might want to pose for yourself include:

- How do the culture, attitudes, and norms of the population you're engaged with affect the effectiveness of the program for them?
- Are your methods appropriate for the culture you're working with?
- Are you creating rather than eliminating barriers with some of your activities or methods, or, indeed, with your program as a whole?
- How can you make things easier and more rewarding for participants?
- What are you doing that is most effective? Can you understand from your ethnographic data why it is effective?

<http://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/ethnographic-information/main>

Symbolic Interaction

"Working with stocks of knowledge (and conceptual schemes) gleaned through interaction with others, but now applying these in particular or situated contexts, in familiar and in different ways, people formulate thoughts, achieve unique experiences, experience novelty, and pursue creativity. Indeed, given the limitations of their existing (linguistic) stocks of knowledge on a collective basis as well as individual variants within, people's experiences may well outstrip their abilities to retain and formulate more precise or lasting images of these events" (Prus, 1996, p. 12).

How do you think the people that you interacted viewed:

- Themselves
- Other People
- Other objects
- How do you think the people you interacted with dealt with common stocks of knowledge?
- What kind of conceptual schemes do you think they had in mind?
- When they were interacting with other people, how did they feel about the experiences that they had, either: particular, situated, familiar, different?
- In what way are the collective stocks of knowledge formed?
- How did they make sense of their formulated thoughts, unique experiences, novelty, creativity – individual variations?
- What do you think they will retain as a set of precise and lasting images?

Intersubjective Sub-Processes:

- Is there anything in common or distinctive about the way that people defined the situations they faced?
- What choices do you think people made when they were considering the lines of action they faced?
- What where the range of anticipated potential outcomes that they conceived?
- What enabled them to implement a set of routines and actions as a regular set of behaviours?
- Where they reflexively aware and able to monitoring themselves?
- When they assessed and reflected on their situations did they do this as part of the process or in retrospect.
- What was distinctive about the episodes, behaviour adjustment, events that you experienced?

Coursework Review - Component Three – Social Media Project Journal (25%):

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. 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. The final blog post will consist of a video presentation lasting no longer than three minutes, that reflects on what you have personally learnt about social media, how you have improved and developed in this module, and how this relates to the content that you will have posted to your own blog site and the module wiki.

https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Learners

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.

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 media project.
- Reflect on the process of developing your social media project.
- Keep an individual reflective account of your social media project.

Your final Social Media Group Project Wiki page will include:

- A definition of what your project was.
- Examples of this type of media activity that have been undertaken elsewhere.
- Instructions and essential information about getting started.
- Examples of how your group tried-out the media activities.
- Video footage, photographs, audio capture, blog write-ups, links to Tweets, Facebook Groups, Google Groups, pages, and so on, that show how the media activity was undertaken.
- Comments from participants from beyond the group that have been drawn-in to join the group and participate in the media 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 on a weekly basis, and listed on your personal wiki profile page.

Assignment Three – Documentary Collaborative Production

- What is your preferred style and format for your documentary?
- What forms of documentary have you looked at to use as a model?
- How do YouTube style documentaries differ from other forms of documentary?
- How will you manage the process of collaborating to produce content?
- What is the aim of the documentary?
- Who will be involved in producing the documentary?
- How will other people get involved through social media?
- What information will you include on the project wiki page?
- What form of reflection will be undertaken in your blogs?

Social Media Project Journal Assessment Criteria

		Satisfactory (40%):	Excellent (70%):
1	Demonstrate a systematic understanding of the nature and role of social media.	Posts are mostly relevant to the module curriculum and subject area.	Posts are always engaged with the module curriculum and subject area.
2	Demonstrate 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.	Posts present a specific viewpoint but lack supporting examples or links to websites or documents and so do not enhance the information presented.	Posts present a focused and cohesive viewpoint that is substantiated by effective supporting examples or links to relevant, up-to-date websites or documents that enhance the information presented.
3	Demonstrate a conceptual understanding of the social, political and academic debates and policy decisions associated with social media literacies.	Posts provide minimal insight, understanding and reflective thought about the topic	Posts give comprehensive insight, understanding, and reflective thought about the topic such as by building a focused argument around a specific issue or asking a new related question or supported by personal experience or related research.
4	Demonstrate an appreciation of the demands and challenges of running and supporting social media networks and participants.	Posts reflect almost no personality and little attempt is made to use effective word choices to bring the topic to life.	Posts are written in a style that is appealing and appropriate for the intended readership and a consistent voice is evident throughout.
5	Demonstrate an ability to manage learning by applying advanced learning techniques that are independent, learner-centric, reflexive and self-evaluative.	Blog updated infrequently below the minimum weekly requirement or when reminded or posts lack clarity about when written and uploaded.	Blog updated as often or more often than required; all posts are clearly dated and the most recent posts are placed at the top of the page.
6	Demonstrate an ability to apply concepts and techniques associated with social media through practical engagement in the production of social media content, products and services.	Acknowledges only a few multimedia and image sources and uses incomplete captions or annotations.	All images, media and text created by others display appropriate copyright permissions and accurate citations using the Harvard system for in text citation and bibliographic references of sources.
7	Demonstrate an ability to critically evaluate the process and the general concepts, ideas and policy debates associated with social media.	Posts show knowledge and understanding, but minimal analysis, synthesis and evaluation	Posts reflect the author's unique personality through expressive and carefully selected word choices that bring the topic to life.
8	Demonstrate an ability to communicate to different audiences using different forms of visual, aural, written, interactive or social media.	Some of the images, media or text created by others does not display appropriate copyright permissions and does not include accurate, properly formatted citations using the Harvard system for in text citation and bibliographic references of sources.	Selects and inserts high quality graphics and multimedia when appropriate to enhance the content's visual appeal and increase readability.
9	Demonstrate an ability to use initiative and a high-degree of personal self-management and ethical responsibility.	Written responses include some grammatical, spelling or punctuation errors or inconsistent use of presentational conventions that distract the reader and show a lack of care and attention to the writing (such as the lack of proof reading).	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication and shows care and attention to writing (such as through effective proof reading).
10	Demonstrate an ability to apply systematic decision making evaluations and techniques in a timely and strategic manner.	Posts are brief and unimaginative with minimal effort to connect with the reader.	Posts are creatively and fluently written to stimulate dialogue and commentary.
11	Demonstrate an ability to learn independently, to reflect on that learning and to define learning goals and patterns of independent learning for future projects.	Posts are written in a style that does not fully consider the reader, and the author's voice is difficult to identify.	Posts demonstrate a high level of critical thinking such as through analysis, synthesis and evaluation.