

TECH3022-18 Social Media Practice

Workshop One: Introduction

1. Ice Breaker: (20 mins)

- 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.

2. Reflection: (10 mins)

- 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.

3. MBTI-Personality Test (20 mins)

“Procedure: This test has 60 items in two sections. In the first section, each of the items consists of two opposing personality descriptions (e.g. honest a liar) put on two the ends of a five point scale. For each item you must select an interval on that scale that you think best reflects your personality; from all of one, to a mix of the two, to all of the other. In the second section, you will be given items in the first person (e.g. "I love ice cream") and asked to rate how much you think each is true. It should take most people about 5-7 minutes.”

<http://personality-testing.info/tests/OEJTS/>

When learners have noted their four-letter code, i.e. ‘ISTJ’ ask them to read about their type on <https://www.16personalities.com/>

Discussion

- Gather everyone together and use the whiteboard for a creative thinking brainstorm.
- Based on what learners have identified in their personality type, what kinds of activities do you think will support and sustain different types of learning? For example, do they have to read instructions or can they look at an object and see how it works?

4. Reflexive Videos Reminder 2016-17: (15 mins)

<https://www.youtube.com/playlist?list=PLxgGIVigpiHdNivSJHXSjKK-4qyuSPwNT>

- Watch examples of student reflexive videos from previous year.
- Note the different approaches that learners take to explaining their reflection.
- Note the different approaches that learners take to presenting their reflection.
- **Discussion:** How effective is video blogging as a way of learning?

5. Debates About Sugar & Processed Foods:

- 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>

Discussion Questions:

- 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?

6. Module Aims & Themes: (15 mins)

- Ask learners to visit the TECH3022 Social Media Practice page on the DMU Commons Wiki https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Social_Media_Practice
- Working in pairs or small groups, allocate each group of learners the task of noting something of relevance about the module from the wiki page or the module handbook, which is linked at the top of the page.
- Use post-it notes for each group to highlight their issues.
- When they have identified something, use the whiteboard to articulate a mind map of the key issues and topics covered in the module.
- <http://robwatsonmedia.net/wp-content/uploads/2014/09/TECH3022-18-Module-Handbook-001-2017-09-19.pdf>
- Printed copies of the handbooks are at the printer and will be distributed during the lecture session.

Areas to Consider:

- Aims
- Themes
- Style of Learning
- Attendance
- Learning Outcomes
- Module Assessment
- Lab Tutor Contact Details & Availability
- Tutor Contact
- Face-to-Face Interaction
- Note Taking

7. Assignment Briefs (15 mins)

- Ask learners to revisit the TECH3022 Social Media Practice page on the DMU Commons Wiki.
- https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Social_Media_Practice#Module_Handbook
- Working as a group, and using post-it notes, ask learners to note three points about each assignment brief A, B & C.
- Ask each group of learners to inform the other groups what they found out about the assignment they looked at.
- Using the whiteboard run a brainstorming session to identify the key issues that learners will be asked to consider.

8. DMU Commons Review (20 mins)

1.1. DMU Talk

- Log in to <https://talk.our.dmu.ac.uk/>
- Use 'Login with LDAP'
- Look for the TECH3022 thread and reply to the comments, or add a new thread.

1.2. DMU Commons Wiki

- Revisit the DMU Commons Wiki page for TECH1002 Learners https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Learners
- Login and check if your page is still active from previous years.
- Go to the TECH3022 wiki page and add your link to this page. https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Learners

1.3. DMU Commons Blogs

- Revisit the DMU Commons Wordpress Blog <http://our.dmu.ac.uk>
- Check the status of your blog, and that the theme, URL and other settings are working.
- The set-up instructions can be found on the TECH1502 Workshop Notes Week Two.

- Make sure your DIY-DMU Category is setup.
- Visit <https://diy.our.dmu.ac.uk>
- Scroll-down the right column to 'contributors' and check if you are listed.
- If you are not listed please email rwatson@dmu.ac.uk with the URL – for example: <http://fred-blogs.our.dmu.ac.uk/category/diy-dmu/>