

## TECH1502-17 Social Media & Technology

### Lab One: Introduction

001	<p><b>Ice Breaker: (25 mins)</b></p> <ul style="list-style-type: none"> <li>• Divide into groups – no more than four people in each group.</li> <li>• Explain the rules of the card game Rummy, and play a couple of hands.</li> <li>• Learners can introduce themselves and discuss what music they have bought or brought with them that they are listening to this week.</li> </ul>
002	<p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• How do card games facilitate our sense of sociability?</li> <li>• What can we learn from playing cards together?</li> <li>• <b>Discussion:</b> In what way do we benefit from face-to-face contact.</li> </ul>
003	<p><b>Reflexive Videos 2015-16:</b>  <a href="https://www.youtube.com/playlist?list=PLxgGIVigpIHfXp2nDFVnkhj8OhLguW52S">https://www.youtube.com/playlist?list=PLxgGIVigpIHfXp2nDFVnkhj8OhLguW52S</a></p> <ul style="list-style-type: none"> <li>• Watch examples of student reflexive videos from previous years.</li> <li>• Note the different approaches that learners take to <u>explaining</u> their reflection.</li> <li>• Note the different approaches that learners take to <u>presenting</u> their reflection.</li> <li>• <b>Discussion:</b> How effective is video blogging as a way of learning?</li> </ul>
004	<p><b>John Coster – Defining Community Media</b>          Organising and running community media groups for over ten years, John has worked on a wide variety of community media projects that have helped and promoted access to media by people who do not have a strong voice, or who have been misrepresented by the mainstream media.  <a href="https://docmediacentre.wordpress.com/">https://docmediacentre.wordpress.com/</a>  <a href="https://docmediacentre.wordpress.com/museum-of-community-media/">https://docmediacentre.wordpress.com/museum-of-community-media/</a>  <a href="http://robwatsonmedia.net/lcil-social-media-cafe-discussion/">http://robwatsonmedia.net/lcil-social-media-cafe-discussion/</a>  <a href="https://youtu.be/MMx1_6T3sRM">https://youtu.be/MMx1_6T3sRM</a></p>
004	<p><b>Module Aims &amp; Themes:</b></p> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>• This module introduces learners to the concept of community media.</li> <li>• Community media gives voice to participants and citizens in grassroots and marginalised communities.</li> <li>• By promoting alternative voices, community media puts social impact and the everyday life stories of people that it represents centre stage.</li> <li>• In this way community media is distinct from commercial and public sector media.</li> <li>• This module gives learners the opportunity to experience and develop skills as practitioners of community and collaborative media.</li> </ul> <p><b>Themes:</b>          Community, social impact, convergence, participation, collaboration, attention, critical consumption, social media, community development, DIY-Media, Web 2.0, technology, media, culture, mediation, media technology, new media, digital literacies.</p> <p><b>Part One:</b> Community Media Principles  <b>Part Two:</b> Community Media Practices  <b>Part Three:</b> Community Media Case Studies  <b>Part Four:</b> Community Media Social Impact</p>
005	<p><b>Style of Learning:</b>          If you are sharing comments or ideas about the topics covered in the module using social media, please use <b>#tech1502</b>.</p>

	<p>In this module emphasis will be placed on <b>collaboration, sharing, discussion</b> and <b>participation</b>. 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><b>Attendance:</b> 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 <a href="mailto:fotadvicecentre@dmu.ac.uk">fotadvicecentre@dmu.ac.uk</a> 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><b>Learning Outcomes:</b></p> <p>At the end of this module learners will be able to demonstrate an:</p> <ul style="list-style-type: none"> <li>• An awareness and knowledge of the underlying concepts associated with community media.</li> <li>• An ability to interpret and evaluate terms and concepts associated with community media.</li> <li>• An ability to present data and evidence about community media principles and practices and to interpret that evidence using academic concepts.</li> <li>• An ability to produce media content (images, sound, text) using media production technologies which can then be distributed using broadcast, social or interactive community media.</li> <li>• An ability to evaluate different problem solving approaches related to social media production techniques and the media used by participants in community media networks.</li> <li>• An ability to relay information and communicate observations and findings from investigation into community media production practices.</li> <li>• An ability to try new learning practices and ideas, and to develop new skills for reflexive and self-evaluative learning.</li> <li>• An ability to manage and organise individual and group projects and to exercise personal responsibility in the completion of individual and group tasks and objectives.</li> </ul>
007	<p><b>Module Assessment:</b> Assessment on this module comes in two types, formative and summative.</p> <p><b>Formative</b> 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><b>Summative</b> 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><b>Assessment Outline</b></p> <p><b>Component One – Community Media Platform Set-Up (5%)</b> An assessment of your ability to:</p> <ul style="list-style-type: none"> <li>• Set-up your blog site on the DMU Commons, to personalize your site and to post a set of entries</li> </ul>

related to the lectures and your interest in community media.

- Set-up your personal profile page on the DMU Wiki, and to write objectively about yourself in the style of a Wikipedia entry.
- Link your blog to the <http://diy.our.dmu.ac.uk/> site.
- Link your blog to your Twitter Account, Google, YouTube, Facebook accounts.

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

**Deadline:** Week Six, 10am Monday 7th November.

**Marking & Feedback:** End of Week Seven.

### **Component Two - Community Media Project Investigation (15%)**

This assignment consists of investigation and research into your chosen group project for component three 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 project work.

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 as a YouTube video.

This assignment is an assessment of your digital capabilities, skills and literacies for community media production, consisting of a portfolio of different types of media submitted to your personal blog on the DMU Commons <http://our.dmu.ac.uk>, with a feed to the <http://diy.our.dmu.ac.uk/> blog site and a link and description of each blog posted to your DMU Wiki profile page [https://wiki.our.dmu.ac.uk/w/index.php/TECH1502\\_Learners](https://wiki.our.dmu.ac.uk/w/index.php/TECH1502_Learners).

This 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.

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.

**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).

### **Component Three – Community Media Group Project (30%)**

How can we use media to report and share stories about what is going on in our communities? How do people talk with one another, and what are the issues that are important to them? What are the skills that people use when sharing and using forms of media to talk with other people in their communities? How can different forms of community media help us to understand differences within and between our communities?

- 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' community activity.
- Your job will be to create and develop a 'community media package' using a dedicated page on the DMU Wiki as an organisation tool, that will help people to share information and ideas about your real-world community activity.
- Your job is to use different forms of at-hand media to manage and develop this product, and to include members of a real-world community as participants and learners.
- Groups and topics will be allocated in your lab sessions. The list of topics, with links to projects undertaken in previous years can be shared on the DMU Commons Wiki: [TECH1502 Community 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.

	<p>Your final Community Media Group Project Wiki page will include:</p> <ul style="list-style-type: none"> <li>• A definition of what your project is.</li> <li>• Examples of this type of activity being undertaken elsewhere.</li> <li>• Instructions and essential information about getting started.</li> <li>• Examples of how your group has tried out the activities.</li> <li>• Video footage, photographs, audio capture, blog write-ups, links to Tweets, Facebook Groups, Google Groups, pages, and so on, that show how the activity was undertaken.</li> <li>• Comments from participants from beyond the group that have been drawn-in to join the group and participate in the activity.</li> </ul> <p><b>Blog Journal:</b> You are expected to keep a journal that records your involvement and level of participation through the process of developing your Community Media Group Project. Entries will be posted to your blog each week and listed on your personal wiki profile page. The final blog post will consist of a video presentation lasting no longer than three minutes, that reflects on what you have personally learnt about social media, how you have improved and developed in this module, and how this relates to the content that you will have posted to your own blog site and the module wiki.</p> <p><b>Minimum Work:</b> Ten blog posts published each week 12 to Week 21.  <b>Deadline:</b> Week 22, 10am Monday 20th March.  <b>Marking &amp; Feedback:</b> Thursday 13th April 2017.</p> <p><b>Component Four – Report (50%)</b>  A formally written academic assessment of your experience participating in community media, and how your experience relates to the issues that have been raised in the workshop sessions, the presentations, your reading and the media that is provided online.  This report will demonstrate your knowledge of community media, and your ability to think critically about the practices and experiences that are involved in community media. It will contribute 50% of overall assessment.  <b>Minimum Work:</b> 2000 Words Formal Academic Report Submitted via Turn-it-In <b>Deadline:</b> 10am Tuesday 2nd May. <b>Marking &amp; Feedback:</b> Friday 25th May 2017.</p>
008	<p><b>Lab Tutor Contact Details, Availability &amp; Contact:</b></p> <p><b>Rob Watson</b>  Gateway House, GH6.13  0116 257 7057  <a href="mailto:rwatson@dmu.ac.uk">rwatson@dmu.ac.uk</a>  <a href="http://www.robwatsonmedia.net/">http://www.robwatsonmedia.net/</a>  @robwmedia  #1502</p> <p><b>Working Hours:</b>  Monday – Friday 9am to 5pm  <b>Office Hours:</b>  11.00-11.40 Monday  11.00-11.40 Friday</p> <p><b>Lecture:</b>  Tuesday 10am – 11am – GH3.79</p> <p><b>John Coster</b>  C/O FOTAC Gateway House  <a href="#">Doc Media Centre</a>  @DocMediaCentre</p> <p><b>Lab Sessions:</b></p>

	<p>Monday 11am – 1pm – Q3.01</p> <p><b>Tutor Contact:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
009	<p><b>Face-to-Face Interaction</b></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 <b>informal approach to interaction</b> 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><b>Note Taking:</b></p> <p>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.</p> <p><a href="https://wiki.our.dmu.ac.uk/w/index.php/TECH1502_Introduction_to_Community_Media">https://wiki.our.dmu.ac.uk/w/index.php/TECH1502_Introduction_to_Community_Media</a></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><b>Activity:</b></p> <p><b>Draw Your Sleep Animal</b></p> <p><a href="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">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</a></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"> <li>Read the article and discuss with the person next to you what kind of sleep animal you are.</li> <li>Using the paper and pens provided, draw a picture of yourself as a sleep animal, and the environment that you like to sleep in.</li> </ul>

	<ul style="list-style-type: none"> <li>• When you have completed this part share it and describe it to your group.</li> <li>• 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.</li> </ul>
011	<p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>• Which is best, citizen’s journalism or community media?</li> <li>• How does community media differ from citizen’s journalism?</li> <li>• What are the things we need to take account of when we look at new forms of community media?</li> <li>• What do Cotterell &amp; Morris say about using technology for learning?</li> </ul>
012	<p><b>Activity:</b>  During this session take individual photographs of learners against a white background looking ‘disinterested’ for the DIY-DMU blog site. Email them to Rob to be included in the site update.  <a href="http://diy.our.dmu.ac.uk/">http://diy.our.dmu.ac.uk/</a></p> <p>As these images are being taken, learners can take selfies and share them using their social media accounts and the <b>#tech1502</b>.</p>
	<p><b>References:</b></p>