

TECH1502-18 Introduction to Community Media

Workshop One: Introduction

1. Ice Breaker: (25 mins)

- Divide into groups – no more than four people in each group.
- Explain the rules of the card game Rummy, 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.
- <https://cardgames.io/rummy/>

2. Reflection: (20 mins)

- Gather around the whiteboard and draw a mind map.
- How do card games facilitate our sense of sociability?
- <http://www.independent.co.uk/news/uk/home-news/is-bridge-the-latest-twee-pastime-to-get-hip-10279749.html>
- <https://www.theguardian.com/lifeandstyle/2008/nov/22/history-of-playing-cards>
- Explain how in the 1950s card games were one of the main forms of social entertainment.

LINKAGES WITH OTHER SOCIOLOGICAL PERSPECTIVES

Some of sociology's favorite tools and perspectives can help illuminate a variety of aspects of gambling behavior. Robert Putnam's (2000) popular work *Bowling Alone*, for instance, argues that many of our recreational activities have become decidedly less social over the past few generations. Putnam's fundamental argument is that Americans are engaging in fewer social activities than in the past, and that this reduction in "social capital" can have potentially deleterious—even disastrous—consequences. Most germane to our discussion, in developing his argument, Putnam laments the decline of traditional game playing (such as bridge games) and the expansion of machine-based gambling:

Substitutes for card playing have emerged, of course, everything from computer and video games to casino gambling. Like cards, these pastimes provide the spice of chance. Unlike card playing, however, these successors are distinguished by their solitary nature. My informal observation of Internet-based bridge games suggests that electronic players are focused entirely on the game itself, with very little social small talk, unlike traditional card games. Even fanatics of Microsoft Solitaire rarely play in a group, and any visitor to the new megacasinos that dot the land has chilling memories of acres of lonely "players" hunched in silence over one-armed bandits. Bridge, poker, gin rummy, and canasta are not being replaced by some equally "schmoozable" leisuretime activity. (Pp. 104–105)

Clifton D. Bryant, Dennis L. Peck (2006) 21st Century Sociology: A Reference Handbook, Volume 2, London, Sage

- What can we learn from the TECH1002 Card Games social group from 2015-16?
- https://wiki.our.dmu.ac.uk/w/index.php/Card_Games
- <https://www.instagram.com/cardgames16/>
- <http://tjsnudes.our.dmu.ac.uk/2016/02/04/wednesday-night-card-games/>
- **Discussion:** In what way do we benefit from face-to-face contact rather than mostly online contact?

3. Reflexive Videos 2016-17: [15 mins]

- Using the main screen, watch examples of student reflexive videos from previous years. [Scroll Down past the lecture summary videos, but flag the summary videos with the learners]
- 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 improving learning?
- <https://www.youtube.com/playlist?list=PLxgGIVigplHfXp2nDFVnkhj8OhLguW52S>

4. Module Aims & Themes: (15 mins)

During this session try to take individual photographs of learners looking 'disinterested' for the DIY-DMU blog site.
<http://diy.our.dmu.ac.uk/>

As these images are being taken, learners can take selfies and share them using their social media accounts and the #diydmu.

- Ask learners to visit the TECH1502 Introduction to Community Media page on the DMU Commons Wiki
https://wiki.our.dmu.ac.uk/w/index.php/TECH1502_Introduction_to_Community_Media
- 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/2015/10/TECH1502-18-Module-Handbook-001-2017-09-20.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

5. MBTI-Personality Test (25 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?