

TECH1502 Introduction to Community Media Workshop 005 – Community Reporter Roles

1 Introduction: Card Game (20 mins)

- Gather in groups with no more than four people.
- Play a couple of hands of rummy or another game.
- Discuss how you would like to improve your ability to develop content for your blogs.

2 Activity – Digital Literacies Talkaoke

- The aim of this session is to discuss and debate the how concepts associated with Digital Literacies are useful for community reporting.
- Spend a short time looking at the examples listed below.
- Using a Zoom recorder, or other such suitable audio device, learners should plan a ‘talkaoke’.
- A talkaoke involves sitting in a circle to discuss issues and questions raised in the examples.
- Passing the microphone around in-turn, each person gets to say and record their comment.
- At the end of the session take the recordings and post them to the DMU Commons Blog and feed through to DIY-DMU.

3 What is a Talkaoke?

3.1 Talkaoke: or How to Broadcast Decentrally

“In a disused town hall (a remnant of central control) several people are sitting at a round table... In the middle is the globalised King Arthur with a microphone that is webcasting worldwide via the internet. That is the setup for today's broadcast... King Arthur, alias Mikey the man in the middle, tells us that we are here to talk into the mike. He will provide some questions to get us talking but as soon as talk is flowing he will simply keep the mike moving to whoever is ready to talk next...” http://www.publicwriting.net/2.2/digital_diary_02.08.13.html

3.2 Talkaoke - The Mobile Talk Show

“Talkaoke is a mobile talk show where anyone can come and sit around the table of chat and talk about what ever they want. The table is battery powered and has a built in PA system, so it can be set up almost anywhere.” <https://youtu.be/xAb-ONGevq4>

3.3 This is Talkaoke

“Talkaoke is the live, people-led talk-show where the host sits in in the middle of the media-rich UFO of chat, wielding the microphone and facilitating a dynamic conversation between people who gather around the Talkaoke table.” <https://youtu.be/O7GTJfcP9jo>

3.4 The People Speak

“Talkaoke is a pop up talk show that is has been gaining popularity in festivals, clubs, galleries, theatres, conferences and on the street. it consists of an illuminated round table with a host sitting in the middle on a swivel chair. Participants sit around the outside and are passed the microphone whenever they want to.” <http://thepeoplespeak.org.uk/>

3.5 Talkaoke! The nights of the round table

This is the world of Talkaoke and these are the "talkaokeysts" – an eclectic group of men and women, who have come to a studio in east London to debate anything and everything with people they either know or have never met before. The pink-lit table with speakers and voice control fitted on the side might be more Nineties than Noughties, but the home-grown Kilroy-inspired "mobile talk show", the baby of a London art student, is in global demand. The number of Talkaoke events has more than doubled in the past year, while takings have gone up by 30 per cent. <http://www.independent.co.uk/news/uk/this-britain/talkaoke-the-nights-of-the-round-table-7440946.html>

3.6 Add Your Voice to the Talkaoke at Bridport Food Festival

The Talkaoke, a dynamic, interactive attraction is brand new for 2016 and will engage festival goers in conversations about all kinds of issues, including everything to do with food at the Festival's Main Event on Saturday 18th June. Among other topics, the People's Wishlist for the Future of Food in Bridport will be at hot topic when the Talkaoke comes to town. "The People's Wishlist is a great place to start conversations at the Talkaoke Table," says Linda Hull from Communities Living Sustainably, who pulled together the Wishlist from hundreds of conversations with local people. "The Talkaoke will give local people a chance to have their say about what's great about food in Bridport and how we could make it easier for more local people to enjoy more local food." <http://leakersbakery.co.uk/news/2016/6/14/talkeoke>

4 Running a Talkaoke Session

- As way to start this discussion, spend a few minutes reflecting on the questions, and then write a prompt on a post-it-note that you can use when it is your turn to share your thoughts.
- Gather everyone and sit in a semi-circle, then introduce the session and the topic, and then pass the microphone to each person to make their contribution.
- It is worth getting everyone to wear a name badges so that each person can be easily verbally identified.
- When a person has the microphone, everyone else must listen and not interject.
- Moderation is good either as a prompt or to wrap-up a thought so as to allow others time to speak and be heard.
- Once the session is complete, and this is down to however long it takes, save the file and post it as a blog to the DMU Commons Wiki.

5 Activity Why Do We Need Digital Literacy?

- Look through the following links and statements, and note any issues that you think need to be clarified or explained.
- Open a thread on Discourse and note in a post what these issues are <https://talk.our.dmu.ac.uk>
- Look at other threads and posts on these discussions, and leave a comment and supportive suggestion that offers advice or further reading material that can be looked at that might be helpful.

Henry Jenkins et al suggests that while "we are excited about lowering the barriers of entry to cultural production, we should not assume that audience activities involving greater media production skills are necessarily more valuable and meaningful to other audience members" (Jenkins, Ford, & Green, 2013, p. 154).

- To what extent does community media **enhance** or **reduces** participation in media culture?

5.1 Why do we Need Literacies?

"The know-how that empowers the best of bloggers and videobloggers, netizens, Twitterers, and online community participants – those who use digital media to express themselves, socialize, advocate, organize, educate, and grow collective intelligence...the Webwide aggregation of [individual] participation' is where 'the literacy of participation shades into the literacy of collaboration'" (Rheingold, 2012, p. 9).

- What kinds of 'know-how' do you most need when you are working as a community reporter?
- Do you have a way of acting as a reporter that is unique to you?
- Which are you better at, working with other people or working alone?

5.2 Participation in Learning

The traditional assumption is that when people consume media they are just listening or watching content that is produced by other people. Jenkins *et al* point out, however, that "even those who are 'just' reading, listening, or watching do so differently in a world where they recognise their potential to contribute to broader conversations about that content than in a world where they are locked out of meaningful participation."

5.3 Radical Ideas for Reinventing Learning

Drawn From Stanford Research | WIRED. (n.d.). Retrieved 6 October 2014, from

<http://www.wired.com/2014/10/4-smart-proposals-reinventing-college-stanfords-design-school/>

- How can your learning be redesigned to make it more participative?

5.4 Cultural Producers

Jenkins *et al* suggest that there is a growing focus on the way that people participate in the production of media and the meanings that are attributed to different media forms. In this respect the idea of the ‘cultural producer’ has become to the forefront of thinking about new forms of media, particularly as there is a push-back against ideas of audience passivity and inactivity associated with the role of the media consumer.

Networks are said, therefore, to promote a different form of engagement, and that audience are no longer viewed as passive, but are instead increasingly being conceived as participative and productive. Jenkins *et al* suggest that this is a shift from one set of cognitive frames to another: “lurking versus legitimate peripheral participation; resistance versus participation; audiences versus publics; participation versus collaboration, hearing versus listening; consumers versus co-creators.”

Education study finds in favour of traditional teaching styles | Education | The Guardian. (n.d.). Retrieved 31 October 2014, from <http://www.theguardian.com/education/2014/oct/31/education-traditional-teaching-versus-progressive>

- Are you better suited to an **Individual** or a **Network** learning style?

5.5 Learning Styles

The desire to participate more effectively stems from a “desire for us all to exercise greater power over the decisions which impact the quality of our everyday lives as citizens.” According to Jenkins *et al* both concepts of participation and consumption exist in an uneasy tension that is being tested by changes in technology and changes in the expectations of audiences who are more willing to form grassroots organisations that challenge the passive consumption model of media that is more widely encountered, and therefore giving way to a wider sense of social change and progressive development.

Men are BETTER at multitasking than women, study claims | Daily Mail Online. (n.d.). Retrieved 13 May 2015, from <http://www.dailymail.co.uk/sciencetech/article-3079573/Really-Men-BETTER-multitasking-women-study-claims.html>

- Do different learning and thinking styles matter?
- What happens if we all think the same way?

5.6 Demystifying Learning

Jenkins *et al* suggest that “seeing participation as a model with increasing levels of more intense engagement masks the degree to which all participants work together in an economy operating under some combination of market and nonmarket logic, with various audiences performing tasks that support one another.”

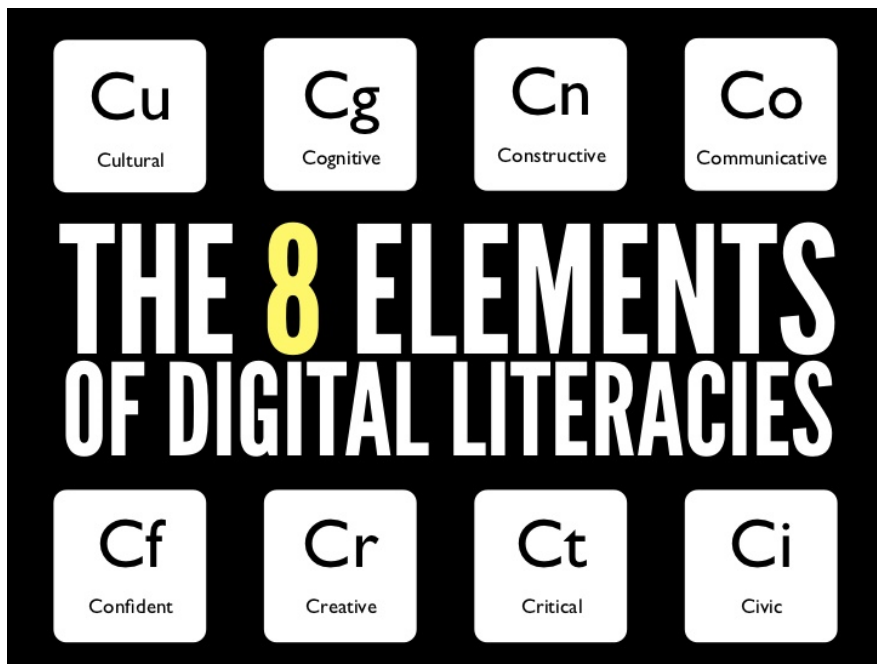
This challenges the dominant view that only a small, elite, number of people have the skills and ability to make meaningful media content, and that the general audience lacks the knowledge and motivation to make meaningful contributions and play an active role in civic life. By championing participation, according to Jenkins *et al*, we are able to demystify the “mystique” and the “magic” of the professional media industries.

The New Media Consortium | Sparking innovation, learning and creativity. (n.d.). Retrieved 2 September 2014, from <http://www.nmc.org/>

- How can we demystify your learning based around community media?

6 Doug Belshaw's Essential Elements of Digital Literacies are: (Belshaw, 2011, 2013)

- Working in pairs, look through the list below of Belshaw's elements of digital literacies, and rate your confidence for each item.
- Can you identify any specific skills that you feel confident with at the present?
- Can you identify any specific skills that you would like to develop for the future?
- Can you recommend any skills that your partner might consider developing based on your experience?
- How confident are you that you might be able to teach your partner this suggested skill?
- When you have looked at each of these skills, come together and use the whiteboard to mindmap the range of activities and suggestions you have thought about.



Forms of literacy are not straightforward issues:

[\[http://digilitpride.wordpress.com/2012/10/01/making-sense-of-the-8-elements-of-digital-literacy/\]](http://digilitpride.wordpress.com/2012/10/01/making-sense-of-the-8-elements-of-digital-literacy/)
<http://dmlcentral.net/wp-content/uploads/files/doug-belshaw-edd-thesis-final.pdf>

- Can you self-assess your social media capability against these criteria?

6.1 Cu: Cultural

Developing a cultural component of digital literacy means that agents able to move easily between different digital environments and use learning technologies in a variety of different contexts. For example, knowing how to distinguish between using Facebook for personal and social connections, and using it for academic coursework. Being aware of the norms, values and codes that are specific to a subject and how these might impact on the use of different learning technologies.

I am able to.....

6.2 Cg: Cognitive

Being able to master the 'how-to's of specific tools and technologies that are important for the development of a learner, including those which are subject-specific as well as more general tools that will make agents into a more digitally literate person. Developing our cognitive element by engaging with a wide range of operating systems, platforms, devices and software and looking for developmental and training opportunities that expose learners to these tools.

I am able to.....

6.3 Cn: Constructive

To develop the Constructive element learning agents need to understand and demonstrate how to take existing resources and content and re-use/remix them to create something new that benefits their learning. Showing awareness of the different ways that a learning agent can license resources so that others can benefit from the content that they create.

I am able to.....

6.4 Co: Communicative

Understanding the importance of networks and communication and the important role they play in developing an agents digital literacy capability. This includes understanding the many different ways learners can communicate with different devices, including mobile and other digital devices. Learning agents also need to develop an understanding of the particular norms, values, protocols and ethics that are appropriate to social networking and other web 2.0 technologies.

I am able to.....

6.5 Cf: Confidence

Understanding the importance of networks and communication and the important role they play in developing the competence and skills that learning agents have as digital literacy. This includes understanding the many different ways we can communicate with different devices, including mobile and other digital devices. Developing an understanding of the particular norms, values, protocols and ethics that are appropriate to social networking and other web 2.0 technologies.

I am able to.....

6.6 Cr: Creative

To develop a Creative element that takes advantage of the digital technologies we have access to, and creating new things which have value to oneself and others. Being prepared to take risks and to value randomness and discovery when engaging with digital technologies, and developing an understanding of the processes, procedures and systems that lie behind digital technologies rather than the specific elements of software/hardware involved.

I am able to.....

6.7 Ct: Critical

As a critical user of digital technologies, we become aware of the power structures and assumptions that are embedded behind different digital tools and practices. For example, thinking about an audience and how they might interpret digital texts in different ways. Needing to develop an understanding of online security, identity and data management in literacy practices.

I am able to.....

6.8 Ci: Civic

Being able to make use of digital technologies in order to prepare ourselves to participate as fully as possible in society. Developing an awareness of how digital environment can help communities to self-organise and foster links with local, national and global organisations. Looking for opportunities for public engagement, global citizenship and the enhancement of democracy through the use of digital technologies.

I am able to.....

7 Activity - Blogging

- Start a new blog post that can be shared on DIY-DMU.
- Based on the evaluation and discussion that you have undertaken in this session, can you identify the skills, knowledge and experience that you would like to develop to become a proficient community reporter?
- Can you list the things that you are good at, and what evidence you have for this?
- Can you suggest areas of improvement and how you might develop your skills in this area?
- Is it useful to share and discuss your development goals with other people?

References: