



Media Design and Production
Leicester Media School

TECH1002

Social Media and Technology

Module Handbook 2016/17

TECH1002 Social Media and Technology 2016-17

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2 Module Description

This module provides a foundation for the critical study of media technology and social media production, and will demonstrate research and writing skills in line with good academic practice.

This module provides an introduction to the critical study of social media technology, contextualising how social media is influenced and informed by related and legacy forms of media, i.e. television, radio, film, publishing, gaming, and music.

The module examines how industry and audience practices have shaped general expectations about social media, and will use social theory and critical thinking to interrogate those practices and expectations.

Learners will be introduced to the use of social media production practices and techniques, and will experiment with emerging forms of social media production and media practice.

Learners will be introduced to the academic standards and learning skills that are required for conducting and presenting academic writing and research systematically and clearly and according to recognised standards.

The module will introduce students to critical concepts and issues relating to the consideration of social media literacies and debates in their social, historical and theoretical contexts.

3 Key Words

Convergence, participation, collaboration, attention, critical consumption, social media, Web 2.0, technology, media, culture, mediation, media technology, new media, digital literacies, bibliography, Harvard reference system.

4 Social Learning

If you are sharing comments or ideas about the topics covered in the module using social media, please use **#tech1002**.

In this module emphasis will be placed on collaboration, sharing, discussion and participation. 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.

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.

4.1 Face-to-Face Interaction

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. 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. This takes an informal approach to interaction between the learner and the tutor, thereby placing an emphasis on the ability of learners to take notes and to engage in conversation.

4.2 Verbal Instructions

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.

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 points 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.

4.3 Note Taking

Lecture notes and lab worksheets will be provided as a modifiable 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.

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.

5 Attendance

A register will be kept of attendance at labs and attendance will be monitored by the faculty office. Non-attendance without good reason can lead to failure of the module.

If you are ill or are away from the university due to an unavoidable or urgent matter please email FOTAC fotadvicecentre@dmu.ac.uk 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.

6 Reading List

It is expected that learners will read all of the material from the essential reading list, to broaden and deepen understanding of the subject beyond the basic, and thus enhance performance in assessments. Students do not need to read all items on the recommended list, since many items listed may be alternative sources covering the same subject matter.

6.1 Essential Reading [The exam will be based on these books]

Delwiche, A. & Henderson J.J. (eds.) (2013) *The Participatory Cultures Handbook*, Routledge, London.

Jenkins, H. (et al) (2013) *Spreadable Media – Creating Value and Meaning in a Networked Culture*, New York University Press, New York

Jones, R. and Hafner, C. (2012) *Understanding Digital Literacies: A Practical Introduction*. Abingdon and New York: Routledge.

Rheingold, H. (2012) *Net Smart: How to Thrive Online*. Cambridge Mass. and London: MIT Press.

6.2 Study Skills

Cottrell, S. and Morris, N. (2012) *Study Skills Connected: Using Technology in Your Studies*. Basingstoke: Palgrave Macmillan.

McMillan, K. & Weyers, J. (2012) *How to Improve Your Critical Thinking & Reflective Skills (Smarter Study Skills)*, Harlow, Pearson.

6.3 Recommended Reading

Baym, N. K. (2010) *Personal Connections in the Digital Age*. Cambridge: Polity.

Benkler, Y. (2006) *The Wealth of Networks*. New Haven and London: Yale University Press.

Christakis, C. and Fowler, J. (2011) *Connected: The Amazing Power of Social Networks and How They Shape Our Lives*. London: Harper Press.

Creeber, G. and Martin, R. (Eds.) *Digital Cultures: Understanding New Media*, Maidenhead: Open University Press.

Flew, T. (2008) *New Media: an introduction* (3rd Edition). South Melbourne: Oxford University Press.

Gauntlett, D. (2011) *Making is Connecting: The Social Meaning of Creativity from DIY and Knitting to YouTube and Web 2.0*. Cambridge: Polity.

Hinton, S. and Hjorth, L. (2013) *Understanding Social Media*. Los Angeles, London, New Delhi, Singapore and Washington DC: Sage.

Ito, M. (et al.) (2010) *Hanging Out, Messing Around, and Geeking Out*. Cambridge, Mass.: MIT Press.

Jenkins, H. (2006) *Convergence Culture: Where Old and New Media Collide*. New York: New York University Press.

Keen, A. (2007) *The Cult of the Amateur: How Today's Internet Is Killing Our Culture*. London: Nicholas Brealey.

Keen, A. (2012) *Digital Vertigo*. London: Constable.

Lanier, J. (2010) *You are Not a Gadget: A Manifesto*. London: Allen lane

- Lax, S. (2009) *Media and Communication Technologies: A Critical Introduction*. Basingstoke: Palgrave Macmillan.
- Leadbeater, C. (2008) *We-think: The Power of Mass Creativity*. London: Profile Books.
- Lessig, L. (2004) *Free Culture: The Nature and Future of Creativity*. London: Penguin.
- Lessig, L. (2008) *Remix: Making Art and Commerce Thrive in the Hybrid Economy*. London: Bloomsbury.
- Lister, M. (et al.) (2009) *New Media: A Critical Introduction* (2nd Edition). London and New York: Routledge.
- Mandiberg, M. (Ed.) (2012) *The Social Media Reader*. New York and London: New York University Press.
- Marshall, P. D. (2004) *New Media Cultures*. London: Arnold.
- McLuhan, M (1962) *The Gutenberg Galaxy: The Making of Typographic Man*, University of Toronto Press, Toronto
- McLuhan, M (1964) *Understanding Media - The Extensions of Man*, Routledge, London
- Murphie, J. and Potts, A. (2002) *Culture and Technology*. London: Palgrave and Macmillan.
- Naughton, J. (2012) *From Gutenberg to Zuckerberg: What You Really Need to Know About the Internet*. London: Quercus.
- Seel, P. B. (2012) *Digital Universe: The Global Telecommunication Revolution*. Chichester: Wiley-Blackwell.
- Shirky, C. (2008) *Here Comes Everybody*. London: Allen Lane.
- Shirky, C (2010) *Cognitive Surplus: Creativity and Generosity in a Connected Age*. London: Penguin.
- Turkle, S (2011) *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York: Basic Books.
- Weinberger, D. (2003) *Small Pieces Loosely Joined: A Unified Theory of the Web*. New York: Basic Books.
- Winston, Brian (1998) *Media Technology and Society - A History from the Telegraph to the Internet*, Routledge, London.

7 Study Hours:

7.1 Lecture: One Hour

The lecture will consist of an examination of ideas and concepts associated with the use and development of social media platforms and practices. The lectures run for no more than fifty minutes, and will start promptly on the hour and finish at ten minutes to the hour.

Media examples will be given, along with suggested reading and links to other media. It is expected that learners take notes during the lecture to supplement any notes that are made available by the lecturer. Learners are expected to adhere to the norms of academic practice during lectures, and not disturb or distract other students.

7.2 Lab: Two Hours

Labs will take the form of a workshop in which you will actively explore and produce content for your blog, experimenting with different types of social media, and applying problem solving and creative thinking techniques in order to get the best from them.

The lab will cover:

- Discussions of issues covered in lectures.
- Experimenting with different forms of social media.
- Setting up blogs and wiki pages.
- Writing blogs and wiki entries.
- Sharing content and ideas.
- Reflecting on feedback.
- Planning for future work.
- Sharing media content.

7.3 Personal Study: Seven Hours

As well as attending your classes you are expected to spend time each week working on coursework, background reading, independent investigation, group work and getting to know different social media platforms. Typically, this might be divided into:

01	Weekly blog planning & writing	One Hour
02	Weekly wiki planning & writing	One Hour
03	Media investigation	One Hour
04	Personal Journal	One Hour
05	Group Work	One Hour
06	Academic Reading	Three Hours
	Total Minimum Study Time	Eight Hours

7.4 Tutor Contact

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.

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.

Your tutor has allocated time each week to see students for personal tutorials if required. These are listed at the front of this handbook, on your tutor's wiki profile, and on the door of your tutor's office.

8 Enhancement Weeks

Your programme team are committed to support you through your studies and as you develop your learning through each module that you study. As part of your programme, we are dedicated to helping you to plan for your future after leaving university, and 'Enhancement weeks' are a central concept to help you achieve your future goal. As part of the university calendar, week 6 and week 22 are designated 'Enhancement weeks' in which you will find timetabled activities focused around your personal and professional development. Enhancement weeks are not simply about getting a job after you graduate, but a method used within career education comprising activities to support your development in areas such as decision making, employment opportunity awareness, the transition to work and self-awareness skills.

As well as activities organised at the university, there are other events taking place in Leicester that you can participate in.

Doc Media Month is a series of events that discusses and shares the culture of documentary films. The events take place through November <https://docmediacentre.wordpress.com/doc-media-month/>

9 Module Wiki: Information, Lecture & Workshop Notes

Information about the module assessment criteria, the submission instructions and dates, plus and notes, links, and recommendations from each of the lectures and the workshops will be posted to:

https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Social_Media_%26_Technology

Additional media files and messages will be sent from Blackboard <https://vle.dmu.ac.uk>

10 Learning Outcomes

At the end of this module you will be able to:

1	Demonstrate an awareness and knowledge of the underlying concepts associated with social media.
2	Demonstrate an ability to interpret and evaluate terms and concepts associated with social media.
3	Demonstrate an ability to present data and evidence about social media principles and practices and to interpret that evidence using academic concepts.
4	Demonstrate an ability to produce media content (images, sound, text) using media production technologies which can then be distributed using broadcast, social or interactive social media.
5	Demonstrate an ability to evaluate different problem solving approaches related to social media production techniques and the media used by participants in social media networks.
6	Demonstrate an ability to relay information and communicate observations and findings from investigation into social media production practices.
7	Demonstrate an ability to try new learning practices and ideas, and to develop new skills for reflexive and self-evaluative learning.
8	Demonstrate 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.

11 Lecture & Workshop Programme

Theme & Session	LECTURE	LAB
Mediation	01	Mediation/Remediation: Signs, Images & Media Social Media: Selfies Study Skills: Module Handbook
	02	McLuhan & The Global Village: The Velvet Underground Social Media: Blogs & DMU Commons Study Skills: Verbal Instruction & Note-books
	03	Remixing & Intertextuality: Roxy Music Social Media: Blogging Study Skills: Working with Tutors
	04	Visual Mediation: Talking Heads Social Media: Wikis Profile Page Set-Up Study Skills: Writing Skills
	05	The Art of Sampling: ZTT Social Media: Wiki Collaboration Study Skills: Time Management
06	Enhancement Week [no lecture]	Enhancement Week [no lab]
Being Social	07	Music Has Always Been Social Social Media: Twitter Study Skills: Task Management
	08	Electronic Music Sharing Library Study Skills
	09	Music Sharing Metrics & Data Social Media: Storify/Paperli Study Skills: Plagiarism
	10	Music Fan Culture Social Media: Flipboard Study Skills: Attention Management
	11	Music Identities Social Media: Audioboom Study Skills: Using Feedback
Christmas Break: Monday 19th December 2016 - Friday 6th January 2017		

Media Technologies	12	Media as Technology	Social Project: Planning Study Skills: Reading
	13	Media Affordances & Constraints	Social Project: Planning Study Skills: YouTube for Learning
	14	Media Technology Convergence	Social Project: Development Study Skills: Linking, Sharing & Discussing
	15	Spreadable Media	Social Project: Development Study Skills: Learning Communities
	16	Future Media and the Noosphere	Social Project: Development Study Skills: Presenting Work
Digital Literacies	17	Digital Literacies	Social Project: Implementation Study Skills: Managing Information
	18	Play & Gamification	Social Project: Implementation Study Skills: Revising
	19	Enhancement Week [no lecture]	Enhancement Week [no lab]
	20	Network Culture	Mock Exam
	21	Collaboration & Sociality	Social Project: Reflexive Video & Review
	22	Collective Intelligence	Mock Exam Feedback & Exam Revision
Revision	23	Review and Exam Revision	Exam Revision
	24	Review and Exam Revision	Exam Revision
Easter Break: Monday 10th April - Friday 28th April 2017			
Exams: Monday 1st May - Friday 16th June 2017			

12 Assessment

Assessment on this module comes in two types, formative and summative. Formative 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.

The other type is summative, where you will only receive a mark and no feedback on your performance, i.e. your exam. This tests your knowledge and your ability to explain complex ideas, communicate those ideas and to test your cognitive ability.

Coursework: 50% (formative, three feedback components)

Examination: 50% (summative, must pass, two hours)

13 Plagiarism

Plagiarism is one of the academic offences that the University takes very seriously and the penalty for copying and passing off other people's work could be expulsion from the University.

13.1 Definitions of Plagiarism

The regulations define plagiarism as 'the significant use of other people's work and the submission of it as though it were one's own' in assessed coursework. This includes:

- Copying from another student's work
- Copying from a text without acknowledgement
- Downloading information and/or text from the Internet and using it without acknowledgement
- Paraphrasing source material without acknowledgement
- Submitting work that you claim to be your own when a group has produced it
- Submitting group work without acknowledging all contributors

13.2 Penalties

A number of penalties may be imposed depending on the seriousness of the offence and evidence in mitigation: Expulsion from the University with failed assessments during the academic session
Failure of all assessments in the semester. Failure of the module to which the offence relates.

The DMU Library offers advice about academic skills which can be accessed online:

<http://www.library.dmu.ac.uk/Support/Guides/index.php?page=499>

Further information about the academic practice policies of the university can be accessed online:

<http://www.dmu.ac.uk/dmu-students/the-student-gateway/academic-support-office/academic-offences.aspx>

14 Anonymous Marking

The University has introduced the requirement to anonymously mark all assessment work. However, it recognises that, for some forms of assessment, anonymous marking is neither possible nor appropriate. Following prior consultation between students and staff, it has been agreed that coursework assessment for this module will not be marked anonymously as:

1. It comprises individually distinct practical work characterised by lab teaching, where your tutors will work closely with you to develop your work for submission. This submission cannot be marked anonymously as the work will be individually identifiable by your assessing tutor.

2. It comprises individual or group work which is presented to, or observed by, the assessing tutor. This work cannot be marked anonymously as the work will be individually identifiable by your assessing tutor.
3. It comprises individual or group work which is presented to, or observed by, your peers. This work cannot be marked anonymously as the work will be individually identifiable by your assessing tutor.
4. It comprises work individually negotiated and prescribed by your tutor and where there may be individual interaction with the tutor to acquire formative feedback. This work cannot be marked anonymously as the work will be individually identifiable by your assessing tutor.
5. It comprises practical work where the creator of the work features in the assessment. This work cannot be marked anonymously as you will be individually identifiable by your assessing tutor.

15 Key Module Competencies

15.1 Subject Knowledge:

Know, understand and apply knowledge, be able to analyse and synthesise knowledge, and critically evaluate about media technology, especially social media technology

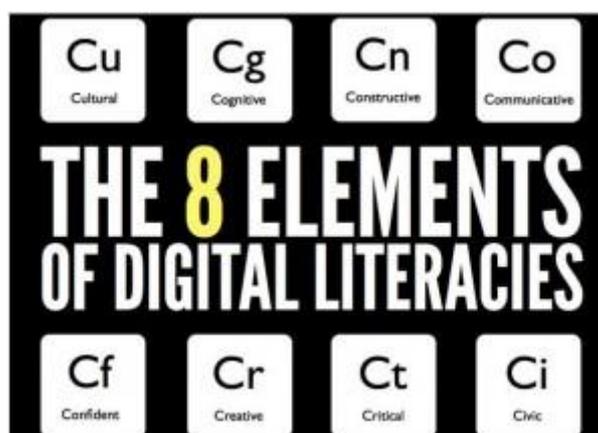
Academic skills: basic knowledge and comprehension of information search, management, using secondary sources, referencing, written presentation standards.

15.2 Digital Literacy and Self-Reflection:

Knowing, understanding and applying technology for study and online literacy for production, participation and collaboration, demonstrate ability to evaluate and reflect on own use of technology for study skills and production and the wider context of being online.

15.3 Essential Digital Literacy Skills

Doug Belshaw has identified eight important skills that you will be asked to think about and demonstrate that you have some capability in using and working in social media:



Cu -CULTURAL: Developing my cultural component of digital literacy means that I am able to move easily between different digital environments and use learning technologies in a variety of different contexts. For example I know how to distinguish between using Facebook for my personal and social connections, and using it for my academic course. I am also aware of the norms, values and codes that are specific to my subject and how these might impact on my use of learning technologies.

Cg - COGNITIVE: I need to master the 'how-to's of specific tools and technologies that are important for my development as a graduate, including those which are subject-specific as well as more general tools that will make me a more digitally literate person. I will develop my cognitive element by engaging with a wide range of operating systems, platforms, devices and software and looking for developmental and training opportunities that expose me to these tools.

Cn - CONSTRUCTIVE: To develop the Constructive element I need to understand and demonstrate how to take existing resources and content and re-use/remix it to create something new that benefits my learning. I also need to show awareness of the different ways I can license resources so that others can benefit from the content that I create.

Co - COMMUNICATIVE: I need to understand the importance of networks and communication and the important role they play in developing my digital literacy. This includes understanding the many different ways I can communicate with different devices, including mobile and other digital devices. I 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.

Cf - CONFIDENT: To be a confident user of digital technologies I need to understand and capitalise upon the differences between the analogue and digital worlds. I need to assess and review my own competence with digital technologies, manage my own digital personal learning environment, and develop a community of practice to help me progress my skills and attributes.

Cr - CREATIVE: To develop my Creative element I will use digital technologies to create new things which have value to myself and others. I need to be prepared to take risks and to value randomness and discovery when engaging with digital technologies. I will develop an understanding of the processes, procedures and systems that lie behind digital technologies rather than the specific elements of software/hardware involved.

Ct - CRITICAL: I need to be a critical user of digital technologies by becoming aware of the power structures and assumptions behind different digital tools and practices. For example I need to think about my audience and how they might interpret my digital texts in different ways. I also need to develop an understanding of online security, identity and data management in my own literacy practices.

Ci - CIVIC: I need to make use of digital technologies in order to prepare myself to participate as fully as possible in society. I will develop an awareness of how my digital environment can help me self-organise and foster links with local, national and global organisations. I will look for opportunities for public engagement, global citizenship and the enhancement of democracy through my use of digital technologies.

<http://digilitpride.wordpress.com/2012/10/01/making-sense-of-the-8-elements-of-digital-literacy/>

16 Assessment Outline

16.1 Component One – Social Media Platform Set-Up (5%)

An assessment of your ability to:

- Set-up your blog site on the DMU Commons, to personalize your site and to post a set of entries related to the lectures and your interest in 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.

16.2 Component Two - Social Media Project Investigation (15%)

This assignment consists of investigation and research into your chosen social 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 social 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/TECH1002_Learners.

You 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).

16.3 Component Three – Social Media Group Project (30%)

How do people use social media to do things with other people in the real world? How do people use social media to learn new practical skills? How do people interact and work collaboratively through social media to do things in the real world?

- 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' social activity.

- Your job will be to create and develop a 'learning package' using a dedicated page on the DMU Wiki that will help people to get together and to take part in your allocated activity.
- Your job is to use social media to manage and develop this process, and to include people 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 found here:
https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Social_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.

Your final Social Media Group Project Wiki page will include:

- A definition of what your project is.
- Examples of this type of activity being undertaken elsewhere.
- Instructions and essential information about getting started.
- Examples of how your group has tried out the activities.
- 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.
- Comments from participants from beyond the group that have been drawn-in to join the group and participate in the activity.

Blog Journal:

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.

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.

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.

16.4 Component Four - Two Hour Unseen Exam (50%)

- An assessment of your knowledge of and ability to think critically about social media and technology, and it will contribute 50% of overall assessment.
- The examination period begins after the end of the formal teaching weeks, the week commencing **Monday 1st May - Friday 16th June 2016.**
- The exam will consist of two sections, one of which will be compulsory, with four questions, and a second section from which you choose four questions eight. Past papers can be read on the DMU Library ExamNet site: <http://www.library.dmu.ac.uk/Resources/ExamNet/>

17 Assessment Criteria

17.1 Component One – Social Media Platform Set-Up (5%)

Feedback and assessment will be based on this traffic-light grid, which learners can use to check-off that they have completed each of the components. A brief comment will be included, and verbal feedback will be given in the workshops.

Name:						
Blog:						
Wiki:						
Status:	Grabs attention & worth sharing	Worth looking at, might share.	Good, but not enough to persuade people to spread yet.	Some broken functionality and needs more work.	This has not got to grips with the basics yet.	Points out of Ten
	10	8	6	4	2	
Blog Name:						
RSS Feed:						
Blog Post 1:						
Blog Post 2:						
Blog Post 3:						
Wiki Profile:						
Personalisation:						
Media:						
Writing:						
Social Media:						
Overall:						pts %

17.2 Component Two - Social Media Production Portfolio (15%)

Student Name:		
Blog Link:		
Wiki Profile:		
Blog Entry Feedback:		Mark:
Blog 1:	Date Posted: Comment:	
Blog 2:	Date Posted: Comment:	
Blog 3:	Date Posted: Comment:	
Blog 4:	Date Posted: Comment:	
Blog 5:	Date Posted: [Reflexive Video Blog] Comment:	
Wiki Profile Page Feedback:		
Overall Comments:		
Total Mark:		0%

- You will make a social media production portfolio consisting of work posted to your blog site on the DMU Commons site <http://our.dmu.ac.uk> and fed into the module blog site <http://diy.our.dmu.ac.uk/>
- You will provide a description of the portfolio and any appropriate links to your work on your Wiki Profile Page on the DMU wiki: https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Learners
- Your work can consist of any combination of media and use of online tools, services and platforms.
- All of the production work must be available online and be capable of being linked-to or embedded on your portfolio page in the module wiki.
- You could make a series of photographs, videos, or podcasts, use sites such as Twitter, Paperli, Flipboard, Tumblr, YouTube or Pinterest, for example, alone or in combination.
- The social media must be made specifically for the module and be driven by specific purposes or aims and objectives.

Your blog posts must relate to the social media group project that will be undertaken after the Christmas break. The portfolio should consist of a significant body of work, showing that you have produced your posts each week, and have actively researched issues that are related to your social media project topic. Your portfolio will also demonstrate that you are able to establish a regular routine throughout the period demonstrating digital literacies, creativity and production skills.

- Each blog should take about two hours to plan, write and post each week.
- Time will be given in the weekly lab sessions for you to write your blog posts.

In order to assess your work, your tutor will visit your DMU Wiki Profile Page and will only follow the links that you provide on the page.

17.2.1 Social Media Production Portfolio Assessment Criteria

Criteria	Satisfactory (40%)	Excellent (70%)
Digital Literacies (50)	Content of the production portfolio provides minimal insight or understanding of social media production and associated digital literacies (competences and skills)	Content of the production portfolio provides comprehensive insight and understanding of social media production and associated digital literacies (competences and skills)
Creativity (30)	The production portfolio has a basic purpose with some aims and objectives The production portfolio shows some creative thinking or application of creativity to production tasks and requirements	The production portfolio has a clear purpose with ambitious aims and objectives All elements of the production portfolio show creative thinking or application of creativity to production tasks and requirements
Timeliness and Quantity (20)	The portfolio is developed infrequently or below the minimum requirement overall. The deadlines for lab tasks are mostly met and personal production interests are demonstrated regularly	The portfolio is developed regularly. The deadlines for lab tasks are always met and personal production interests are thoroughly realised

You will lose marks if you do not blog each week or if you try to alter the date of publication of your blog and your wiki entry to make it look like you produced it at an earlier date.

17.3 Component Three – Social Media Group Project (30%)

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

Your final Social Media Group Project Wiki page will include:

- A definition of what your project was.
- Examples of this type of activity that have been undertaken elsewhere.
- Instructions and essential information about getting started.
- Examples of how your group tried-out the activities.
- 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.
- Comments from participants from beyond the group that have been drawn-in to join the group and participate in the 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 each week and listed on your personal wiki profile page.

Your final blog post will consist of a video presentation lasting no longer than three minutes, on what you have personally 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. To submit your video please embed the video in a post on your blog, and then add a link with a short description to your DMU Wiki Profile.

TECH1002-17 Social Media Group Project		
Student Name:		
Group Members:		
Social Activity:		
Blog Link:		
Wiki Page Link:		
Group Wiki Page:		Mark (20%):
Project Definition:		
Activity Examples:		
Instructions:		
Trail:		
Captured Media:		
User Comments & Feedback:		
Individual Blog Entry Feedback:		Mark (80%):
Blog 1:	Date Posted: Comment:	
Blog 2:	Date Posted: Comment:	
Blog 3:	Date Posted: Comment:	
Blog 4:	Date Posted: Comment:	
Blog 5:	Date Posted: Comment:	
Blog 6:	Date Posted: Comment:	
Blog 7:	Date Posted: Comment:	
Blog 8:	Date Posted: Comment:	
Blog 9:	Date Posted: Comment:	
Blog 10	Date Posted: [Reflexive Video Blog] Comment:	
Overall Comments:		
Total Mark:		0%

17.3.1 Reflective Blog Assessment Criteria

Adapted from Franker, K. (2012) A Rubric for Evaluating Student Blogs [WWW]. Available from: <http://www2.uwstout.edu/content/profdev/rubrics/blogrubric.html> [Accessed 17/09/12].

Criteria	Satisfactory (40%)	Excellent (70%)
Content and Creativity (50)		
Reflective & Critical Thinking	<p>Posts provide minimal insight, understanding and reflective thought about the topic.</p> <p>Posts present a specific viewpoint but lack supporting examples or links to websites or documents and so do not enhance the information presented.</p> <p>Posts are brief and unimaginative with minimal effort to connect with the reader.</p> <p>Posts show knowledge and understanding, but minimal analysis, synthesis and evaluation.</p>	<p>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.</p> <p>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.</p> <p>Posts are creatively and fluently written to stimulate dialogue and commentary.</p> <p>Posts demonstrate a high level of critical thinking such as through analysis, synthesis and evaluation.</p>
Personal Voice	<p>Posts are written in a style that does not fully consider the reader, and the author's voice is difficult to identify.</p> <p>Posts reflect almost no personality and little attempt is made to use effective word choices to bring the topic to life.</p>	<p>Posts are written in a style that is appealing and appropriate for the intended readership and a consistent voice is evident throughout.</p> <p>Posts reflect the author's unique personality through expressive and carefully selected word choices that bring the topic to life.</p>
Timeliness & Quantity	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.
Relevance	Posts are mostly relevant to the module curriculum and subject area.	Posts are always engaged with the module curriculum and subject area
Presentation Skills (50)		
Text Layout, Use of Graphics and Multimedia	<p>Selects and inserts many low-quality graphics and multimedia which do not enhance the content.</p> <p>Acknowledges only a few multimedia and image sources and uses incomplete captions or annotations.</p>	Selects and inserts high quality graphics and multimedia when appropriate to enhance the content's visual appeal and increase readability.
Tags	Posts are mostly but not always categorized and tagged appropriately.	Acknowledges all image and multimedia sources with captions or annotations.
Citation and Referencing	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.	<p>Posts are always categorized and topics are tagged appropriately.</p> <p>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.</p>
Writing Quality	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).

17.3.2 Presentation of Summary of Learning Assessment Criteria

Criteria	Satisfactory (40%)	Excellent (70%)
Content and Creativity (80)	<p>The presentation provides minimal insight, understanding and reflective thought about personal learning on the module.</p> <p>The presentation has some structure (beginning, middle, end) and relevant content, but minimal analysis, synthesis and evaluation.</p>	<p>The presentation gives comprehensive insight, understanding, and reflective thought about personal learning on the module.</p> <p>The presentation is very well structured (beginning, middle, end) and demonstrates a high level of critical thinking such as through analysis, synthesis and evaluation.</p>
Presentation Skills (10)	<p>Presentation of a specific viewpoint but lack of supporting examples or illustrations and so does not enhance the information presented.</p> <p>The presentation is delivered with minimal clarity and with a limited or inappropriate range of supporting media.</p>	<p>Presentation of a focused and cohesive viewpoint that is substantiated by effective supporting examples or examples that enhance the information presented.</p> <p>The presentation is delivered effectively with appropriate presentational media tools or media.</p>
Overall Effect (10)	<p>The presentation shows basic understanding of the task that was set and fails to engage the audience.</p>	<p>The presentation shows a high degree of understanding of the task that was set and engages the audience to great effect.</p>

17.4 Component Four - Two Hour Unseen Examination (50%)

A series of questions will examine your knowledge of media technology and critical awareness across the module content set out in the teaching and learning programme. The examination period begins after the end of the formal teaching weeks, the week commencing 1st May 2017.

18 Coursework Notes:

- All written work should demonstrate evidence of engagement with the module curriculum such as thorough reading and research, and the use of appropriate academic conventions of presentation such as the use of references and bibliography. Consult the module handbook for further details.
- As a general guideline, each blog post should be in the region of 200-400 words.
- The minimum requirement is a weekly post, but greater frequency is encouraged.
- The blog posts should make use of the affordances of blogging such as hypertext links, tagging and embedded media.
- When writing the blog posts, think about:
 - What is the topic area? (introduce it to your reader clearly)
 - Why does this topic area matter?
 - Why does this topic area matter to you? (give an example)
 - Why does this topic area matter to the media or wider field of life in general? (give an example)
 - Can you make connections to other areas of life/media?

- Do you have any arguments or conclusions about this topic that might be of value to others interested in this topic or issues?

19 Late Submission

Late submission of coursework will be processed in accordance with current University regulations which state “the time period during which a student may submit a piece of work late without authorisation and have the work capped at 40% if passed is 14 calendar days. Work submitted unauthorised more than 14 calendar days after the original submission date will receive a mark of 0%.

These regulations apply to a student’s first attempt at coursework. Work submitted late without authorisation which constitutes reassessment of a previously failed piece of coursework will always receive a mark of 0%.

For information, the required undergraduate University regulation can be found at:

<http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/scheme-regulations/undergraduate-regulations.pdf>

20 Resits & Reassessment:

Should you fail this module you will have the opportunity to undertake a resit of the component that you failed.

- The exam is an essential component and must be passed with a minimum of 40%.
- The coursework can be passed as an average; though should you not meet the 40% pass mark you may need to resit the component that you failed. The only opportunity you will have to resit the coursework necessary component will be during the summer of 2017. There will be no coursework ‘catch-up’ opportunities during the year.
- Students who fail the module will be contacted by the Faculty of Technology Office and will be asked to register for a resit attempt. This information will be sent to students in June 2017.
- The resit-coursework will be completed as described in this handbook, though students are advised to email the module tutor when they have submitted their wiki entries with a link to the page that specifies the required blogs, wiki posts or presentation.

21 DMU Commons Wordpress Blog

Your blog should be created using Wordpress on the DMU Commons or ‘Our DMU’

<https://our.dmu.ac.uk/>

This is a blogging platform and social network that link together staff and students from across De Montfort University into one online community.



Your usual DMU login username and password should work on the DMU Commons. For further help, see the ‘About’ and ‘Help’ tabs on the Commons. The ‘Building Your Site’ page is particularly helpful

(<https://our.dmu.ac.uk/administration/building-your-site/>).

22 General Module Assessment Criteria

Mark range	
90-100%	<p>Responds to all of the assessment criteria set for the task</p> <p>Displays exceptional degree of originality</p> <p>Exceptional analytical, problem-solving and/or creative skills</p> <p>No fault can be found with the use of sources or referencing other than minor errors such as typographical issues</p>
80-89%	<p>Responds to all of the assessment criteria set for the task</p> <p>Work of outstanding quality, evidenced by an ability to engage critically and analytically with source material</p> <p>Likely to exhibit independent lines of argument, used of media and concept production</p> <p>Highly original and/or creative responses</p> <p>Extremely wide range of relevant well-referenced sources used where appropriate</p>
70-79%	<p>Responds to all of the assessment criteria set for the task</p> <p>An extremely well developed response showing clear knowledge of media technology and the ability to interpret and/or apply that knowledge</p> <p>An authoritative grasp of the media technology subject with significant originality and insight</p> <p>Significant evidence of ability to sustain an argument, to think analytically, critically and/or creatively and to synthesize material</p> <p>Evidence of extensive study, appropriate to the task and high standards of referenced sources</p>
60-69%	<p>Responds to most of the assessment criteria set for the task</p> <p>An detailed response demonstrating a thorough grasp of theory, understanding concepts, principles, methodology and media technology content</p> <p>Clear evidence of insight and critical judgement in selecting, ordering and analysing content</p> <p>Demonstrates ability to be able to synthesize material, to construct responses and demonstrate creative skills which reveal insight and may offer some originality</p> <p>Draws on an appropriate range of properly referenced sources</p>
50-59%	<p>Responds to most of the assessment criteria set for the task</p> <p>An effective response demonstrating evidence of a clear grasp of relevant material, principles and key concepts</p> <p>An ability to construct and organize arguments</p> <p>Some degree of critical analysis, insight and creativity</p> <p>Demonstrates some conceptual ability, critical analysis and a degree of insight</p> <p>Accurate, clearly written/presented work</p>
40-49%	<p>Responds to some of the assessment criteria</p> <p>A response demonstrating an understanding of basic points and principles about media technology to show that some of the learning outcomes/assessment criteria have been achieved at a basic level</p> <p>Suitably organized work showing a reasonable level of understanding</p> <p>Covers the basic subject matter of media technology and is appropriately presented but is rather too derivative and insufficiently analytical</p> <p>Demonstrates limited conceptual ability, levels of evaluation and demonstration of creative skills</p> <p>Demonstrates adherence to the referencing conventions appropriate to the subject and/or task</p>
30-39%	<p>Overall insufficient response to the assessment criteria</p> <p>A weak response, which, while addressing some elements of the task, contains significant gaps and inaccuracies</p> <p>Indicates an answer that shows only weakly developed elements of understanding of media technology and/or critical thinking or academic skills</p> <p>May contain weaknesses in presentation that constitute a significant obstacle in communicating knowledge and ideas</p>
20-29%	<p>Overall insufficient response to the assessment criteria</p> <p>A poor response, which falls substantially short of achieving the learning outcomes</p> <p>Demonstrates little media technology knowledge and/or critical thinking or academic skills</p> <p>Little evidence of argument and/or coherent use of material</p>
10-19%	<p>Overall insufficient response to the assessment criteria</p> <p>A very poor response demonstrating few facts about media technology</p> <p>Displays only isolated or no media technology knowledge and/or critical thinking or academic skills</p> <p>Little adherence to the task set</p>
0-9%	<p>Overall insufficient response to the assessment criteria</p> <p>Displays virtually no media technology knowledge and/or critical thinking or academic skills</p> <p>Work is inappropriate to the assessment task given</p>

23 Presentation of Written Assignments and Harvard Referencing

All written work (including electronic text such as blog posts) must satisfy basic requirements:

- Spelling, punctuation and grammar should be accurate.
- Proper use should be made of bibliographies and references.
- Evidence of reading and research is essential.

Good assignments are likely to demonstrate:

- The ability to organise a relevant response to the type and terms of the assignment set.
- The ability to evaluate and critically analyse material, to provide evidence of wide reading, and to display some personal insight.
- The ability to present evidence, construct arguments and draw conclusions.

23.1 Presentation

Lengthy quotations (over two lines) should be indented (block quoted) further than for a paragraph. Italicise titles of novels, films, plays, television programmes, computer games, magazines and art works, and so on. Thus: *Jaws*, *The Royle Family*, *Tomb Raider*, *Empire*. You can also add further information, such as year of production or 'authors' of films, videos and television programmes consulted, by listing Title (director and date), for instance, *Taxi Driver* (Martin Scorsese, 1976). Enclose in quotation marks the titles of journal articles, articles in newspapers and magazines, essays and chapters in books, songs, lectures and episodes of television programmes. Thus: 'I Can't Get You Out of My Head'.

If you refer to visual material (photographs, pictures, stills, etc) try to include it with the text. Acknowledge all the published material you have consulted in the preparation of the assignment using the Harvard reference system.

23.2 Bibliography and References

Each time a quotation, paraphrase or another direct reference to published material (including films, television programmes, websites, etc) is made, it should be referenced. References and bibliographies require a referencing system. There are many systems available, but the Harvard system is simple and used widely.

23.3 Harvard System for Referencing

What is referencing? Referencing is a standardised way of acknowledging the sources of information and ideas that you have used in your assignment. Referencing is necessary to avoid plagiarism, the use of other people's work as your own. It also shows the reader where they can find the information to which you have been citing and referring. The ability to use a reference system is a basic requirement of scholarly activity.

There are many acceptable forms of referencing and different styles. The key point is that whatever system or style that you use it must be used consistently throughout the document. The advice for this module is to use the style and system adopted in the DMU Library publication on the Harvard system (<http://www.library.dmu.ac.uk/Images/Selfstudy/Harvard.pdf>).