Media Design and Production
Leicester Media School

TECH1502

Introduction to Community Media

Module Handbook 2016/17

TECH1502 Introduction to Community Media 2016-17

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2   Module Description

This module introduces learners to the concept of community media. Community media gives voice to participants and citizens in grassroots and marginalised communities. By promoting alternative voices, community media puts social impact and the everyday life stories of people that it represents centre stage. In this way community media is distinct from commercial and public sector media. This module gives learners the opportunity to experience and develop skills as practitioners of community and col-laborative media. There are four themes covered in this module:

Community Media Principles:
This theme considers how community media is recognised as distinctive from other forms of media, and how issues such as: social impact, participation, representation and activism all help to define and shape community media. Learners will be encouraged to look at how people working in community media acquire a sense of identity as an alternative form of media that is formed at the grassroots, and thereby supporting alternative voices.

Community Media Practices:
This theme considers how community media is defined through a set of practices and actions, such as citizen's journalism, the local reporting of news stories, ethical reporting practices, sharing and collabo-rating in media production roles, and taking part in a community of practice.

Community Media Case Studies:
This theme will look at community media groups as they are active in Leicester, and will encourage learners to take part in different events and group sessions. The aim with this theme is to encourage participation in different types of community media and to share experiences and stories about how they work in practice.

Community Media Social Impact:
The main difference that community media offers is that it looks at media participation and representa-tion as a process that serves alternative needs within society. Rather than simply being commercial or mass entertainment, this theme investigates the difference that community media makes in the lives of people living in local communities.

3   Key Words

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.

4   Social Learning

If you want to share and discuss the topics and ideas explored in the module on social media, please use the hashtag **#tech1502**.

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, 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 and by spreading-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 community media, the primary approach of the learning activities will be based on face-to-face interaction. This 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 page on the DMU Commons Wiki, 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.

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 and asked during the practical sessions. This is why attendance is essential, and why good listening skills and a distraction-free environment are important. The assignments described here are starting points and are not prescriptive. Learners are encouraged to go-beyond the tasks and activities that are set here, and to investigate for themselves different ways that social media might be used.

4.3   Note Taking

Lecture notes and lab worksheets will be provided as modifiable PDF documents, with any essential information, links, diagrams, references and source material. However, learners are expected to keep notes for themselves, and to record information that is not given in the handouts. Note taking is an essential skill and 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 often 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

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

Rennie, E. (2006). Community Media - A Global Introduction. Oxford: Rowman & Littlefield.

6.2   Study Skills

Cottrell, S., & Morris, N. (2012). Study Skills Connected - Using Technology to Support Your Studies. London: Palgrave Macmillan.

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

6.3   Recommended Reading

Atton, C. (2002). Alternative Media. London: Sage.
Howley, K. (2005). Community Media - People, Places and Communication Technologies. Cambridge: Cambridge University Press.
Howley, K. (Ed.) (2010). Understanding Community Media. London: Sage.
Lewis, P. M. (2008). Promoting Social Cohesion: The Role of Community Media (F-67075). Retrieved from Brussels:
Putnam, R. D. (2000). Bowling Alone - The Collapse and Revival of American Community. New York: Simon & Schuster.

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 community 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 community 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 community 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.

The workshop will take the form of a mixed session that will use different learning techniques and blended learning practices. Short-bursts of lecture-style presentations will be intermixed with discussions, online searches, practical production and project work. Some sessions will take place in different locations and away from the campus.

7.3   Personal Study: Eight 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 tutors will **not** answer queries and questions about coursework, 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   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/TECH1502_Introduction_to_Community_Media

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

9   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/

10   Learning Outcomes

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

1	An awareness and knowledge of the underlying concepts associated with community media.
2	An ability to interpret and evaluate terms and concepts associated with community media.
3	An ability to present data and evidence about community media principles and practices and to interpret that evidence using academic concepts.
4	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.
5	An ability to evaluate different problem solving approaches related to social media production techniques and the media used by participants in community media networks.
6	An ability to relay information and communicate observations and findings from investigation into community media production practices.
7	An ability to try new learning practices and ideas, and to develop new skills for reflexive and self-evaluative learning.
8	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   Teaching and Learning Programme

Theme & Session		Lecture	Workshop
	01	Introduction – Community Media is Different	Introduction & Set-Up Blogs
	02	What is Community Media?	Blogging
	03	What is Community?	Telling Stories
	04	Voices and Self-Expression	Podcast Discussion
	05	Community Media Examples & Principles	Photo-Walk
	06	**Enhancement Week [no lecture]**	**Enhancement Week [no lab]**
	07	Decline of Community	Sound-Walk
	08	Community Identity	**Library Study Skills**
	09	DIY Media	Audio Interview Skills
	10	Against the Mainstream	Video Interview Skills
	11	Media Literacies	Talkaoke
	Christmas Break: Monday 19th December 2016 - Friday 6th January 2017		

Media Technologies	12	Participation & Engagement	Community Media Project Research
	13	Being Social & Collaborative	Community Media Project Research
	14	Music Expression & Identity	Community Media Project Research
	15	Creativity & Making Stuff	Community Media Project Planning
	16	Civic Representation	Community Media Project Planning
	17	Community Cohesion	Community Media Project Planning
	18	Social Action & Development	Community Media Project Production
	19	**Enhancement Week [no lecture]**	**Enhancement Week [no lab]**
	20	International Community Media	Community Media Project Production
	21	Case-Studies: Community Radio	Community Media Project Production
	22	Case Studies: Community Reporting	Community Media Project Production
	23	Case Studies: Community Film Making	Community Media Project Publication
	24	Case Studies: Virtual Communities	Community Media Project Feedback
	Easter Break: Monday 10th April - Friday 28th April 2017		
	Exams: Monday 1st May - Friday 16th June 2017		

12   Assessment

Coursework Portfolio: 50% (formative, three components)
Academic Report: 50% (Summative, formative)

Portfolio: The coursework portfolio will comprise a range of media content in the form of reports, features, interviews and articles produced by learners using different examples of social media (such as podcasts, blogs, online video, micro-blogs, social media networks), broadcast media (such as contributions to community radio and television programmes), printed media (such as newspapers and magazine articles, photography and graphic designed images), digital learning badges, wiki articles, online forum discussions, presentations and formally delivered academic papers.

Report: The report will provide a systematic and reflexive assessment of the students' academic experience as a community media content producer. Evaluating the primary content collated in the portfolio, this report will evaluate and synthesise key texts, reports and statements with secondary published texts about the status and value of community media products that are published online and through broadcast or printed sources.

13   Plagiarism

Plagiarism is one of the academic offences that the University takes very seriously and the penalty 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 polices of the university can be accesed 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 community media practices, principles and processes.

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:
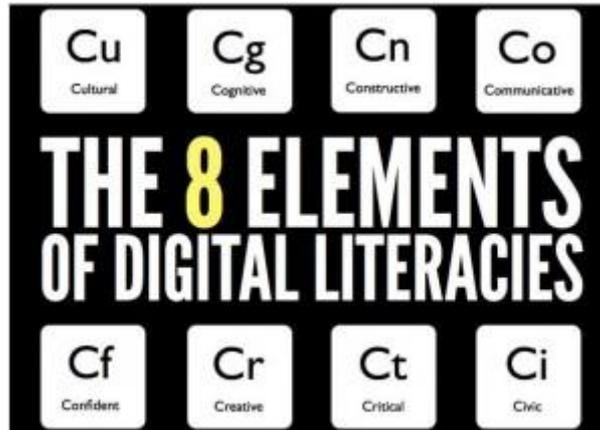
Cu -CULTURAL: Developing my cultural component of digital literacy means that I am able to move easily between different digital environments and use learning technologies in a variety of different contexts. For example I know how to distinguish between using Facebook for my personal and social connections, 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 devlopmental 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 – Community 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 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.

16.2   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.

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).

16.3   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: https://wiki.our.dmu.ac.uk/w/index.php/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.

Your final Community 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 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.

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 – Report (50%)

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.

Minimum Work: 2000 Words Formal Academic Report Submitted via Turn-it-In
Deadline: 10am Tuesday 2nd May.
Marking & Feedback: Friday 25th May 2017.

17   Assessment Criteria

17.1   Component One – Community 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 - Community Media Production Portfolio (15%)

		Mark:
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 community 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/TECH1502_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, Flip-board, 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 community 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 community 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 Community 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)
	The production portfolio has a basic purpose with some aims and objectives	The production portfolio has a clear purpose with ambitious aims and objectives
Creativity (30)	The production portfolio shows some creative thinking or application of creativity to production tasks and requirements	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 – Community 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 Community 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 Community 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.

TECH1502-17 Community 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	Posts provide minimal insight, understanding and reflective thought about the topic. Posts present a specific viewpoint but lack supporting examples or links to websites or documents and so do not enhance the information presented. Posts are brief and unimaginative with minimal effort to connect with the reader. Posts show knowledge and understanding, but minimal analysis, synthesis and evaluation.	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. 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. Posts are creatively and fluently written to stimulate dialogue and commentary. Posts demonstrate a high level of critical thinking such as through analysis, synthesis and evaluation.
Personal Voice	Posts are written in a style that does not fully consider the reader, and the author's voice is difficult to identify. Posts reflect almost no personality and little attempt is made to use effective word choices to bring the topic to life.	Posts are written in a style that is appealing and appropriate for the intended readership and a consistent voice is evident throughout. Posts reflect the author's unique personality through expressive and carefully selected word choices that bring the topic to life.
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	Selects and inserts many low-quality graphics and multimedia which do not enhance the content. Acknowledges only a few multimedia and image sources and uses incomplete captions or annotations.	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.	Posts are always categorized and topics are tagged appropriately. 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.
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)	The presentation provides minimal insight, understanding and reflective thought about personal learning on the module. The presentation has some structure (beginning, middle, end) and relevant content, but minimal analysis, synthesis and evaluation.	The presentation gives comprehensive insight, understanding, and reflective thought about personal learning on the module. The presentation is very well structured (beginning, middle, end) and demonstrates a high level of critical thinking such as through analysis, synthesis and evaluation.
Presentation Skills (10)	Presentation of a specific viewpoint but lack of supporting examples or illustrations and so does not enhance the information presented. The presentation is delivered with minimal clarity and with a limited or inappropriate range of supporting media.	Presentation of a focused and cohesive viewpoint that is substantiated by effective supporting examples or examples that enhance the information presented. The presentation is delivered effectively with appropriate presentational media tools or media.
Overall Effect (10)	The presentation shows basic understanding of the task that was set and fails to engage the audience.	The presentation shows a high degree of understanding of the task that was set and engages the audience to great effect.

17.4 Component Four – 2000 Word Report (50%)

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.

17.4.1 2000 Word Report Assessment Criteria

		Satisfactory (40%)	Excellent (70%)
1	An awareness and knowledge of the underlying concepts associated with community media.	Provides minimal insight, understanding and reflective thought about community media.	Gives a comprehensive insight, understanding and reflective thought about community media.
2	An ability to interpret and evaluate terms and concepts associated with community media.	Terms and concepts are used basically and sparingly.	Terms and concepts are broad and detailed and are given appropriate definition and context.
3	An ability to present data and evidence about community media principles and practices and to interpret that evidence using academic concepts.	Concepts associated with community media are limited and are not substantiated with academic evaluation.	Concepts associated with community media are broad and well defined and are substantiated with appropriate academic evaluation.
4	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.	Embedded and associated media is limited and does not illustrate the practices of community media.	Embedded and associated media is extensive and broad and illustrates clearly the practices associated with community media.
5	An ability to evaluate different problem solving approaches related to social media production techniques and the media used by participants in community media networks.	There is little evidence of evaluation or problem solving, and issues are presented at face-value rather than being related to the practices of community media participants.	There is extensive evidence of evaluation or problem solving, and issues are presented are examined methodically and are related to the practices of community media participants.
6	An ability to relay information and communicate observations and findings from investigation into community media production practices.	Information is basic and poorly explained. There is a lack of direct observation and there is little to connect these observations to community media practice.	Information is broad and well explained. There is a wide range of direct observation and a clear connection between these observations of community media practice.
7	An ability to try new learning practices and ideas, and to develop new skills for reflexive and self-evaluative learning.	Sticking mainly to tried and tested communication methods, there is little evidence of experimentation or consideration for independent media production practices.	Using a varied range of communication methods, there is extensive evidence of experimentation and consideration of independent media production practices.
8	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.	Tasks are routinely completed late and do not follow the guidelines that are given. Too much work is left to the last minute and as a result it lacks complexity.	Tasks are regularly completed on time and follow the guidelines that are given. The work has a significant level of complexity and is completed in a timely manner.

18   Coursework Notes:

- All written work should demonstrate evidence of engagement with the module curriculum such as through 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 300-500 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 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%	Responds to all of the assessment criteria set for the task Displays exceptional degree of originality Exceptional analytical, problem-solving and/or creative skills No fault can be found with the use of sources or referencing other than minor errors such as typographical issues
80-89%	Responds to all of the assessment criteria set for the task Work of outstanding quality, evidenced by an ability to engage critically and analytically with source material Likely to exhibit independent lines of argument, used of media and concept production Highly original and/or creative responses Extremely wide range of relevant well-referenced sources used where appropriate
70-79%	Responds to all of the assessment criteria set for the task An extremely well developed response showing clear knowledge of media technology and the ability to interpret and/or apply that knowledge An authoritative grasp of the media technology subject with significant originality and insight Significant evidence of ability to sustain an argument, to think analytically, critically and/or creatively and to synthesize material Evidence of extensive study, appropriate to the task and high standards of referenced sources
60-69%	Responds to most of the assessment criteria set for the task An detailed response demonstrating a thorough grasp of theory, understanding concepts, principles, methodology and media technology content Clear evidence of insight and critical judgement in selecting, ordering and analysing content Demonstrates ability to be able to synthesize material, to construct responses and demonstrate creative skills which reveal insight and may offer some originality Draws on an appropriate range of properly referenced sources
50-59%	Responds to most of the assessment criteria set for the task An effective response demonstrating evidence of a clear grasp of relevant material, principles and key concepts An ability to construct and organize arguments Some degree of critical analysis, insight and creativity Demonstrates some conceptual ability, critical analysis and a degree of insight Accurate, clearly written/presented work
40-49%	Responds to some of the assessment criteria 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 Suitably organized work showing a reasonable level of understanding Covers the basic subject matter of media technology and is appropriately presented but is rather too derivative and insufficiently analytical Demonstrates limited conceptual ability, levels of evaluation and demonstration of creative skills Demonstrates adherence to the referencing conventions appropriate to the subject and/or task
30-39%	Overall insufficient response to the assessment criteria A weak response, which, while addressing some elements of the task, contains significant gaps and inaccuracies Indicates an answer that shows only weakly developed elements of understanding of media technology and/or critical thinking or academic skills May contain weaknesses in presentation that constitute a significant obstacle in communicating knowledge and ideas
20-29%	Overall insufficient response to the assessment criteria A poor response, which falls substantially short of achieving the learning outcomes Demonstrates little media technology knowledge and/or critical thinking or academic skills Little evidence of argument and/or coherent use of material
10-19%	Overall insufficient response to the assessment criteria A very poor response demonstrating few facts about media technology Displays only isolated or no media technology knowledge and/or critical thinking or academic skills Little adherence to the task set
0-9%	Overall insufficient response to the assessment criteria Displays virtually no media technology knowledge and/or critical thinking or academic skills Work is inappropriate to the assessment task given

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).