

TECH2503-17 Community Media Production

Lecture One: Community Media Principles

Introduction – Community Media Principles:	
00 1	<p>Introduction & Welcome:</p> <p>Module Tutors: Contact Rob Watson GH6.13 Gateway House 0116 257 7057 rwatson@dmu.ac.uk Rob's Website: http://www.robwatsonmedia.net Twitter: @robwmedia Instagram: @robwmedia Working Hours: Monday – Friday 9am to 5pm Office Hours: 11.00-11.40 Monday 11.00-11.40 Friday</p> <p>John Coster C/O FOTAC Gateway House Doc Media Centre: https://docmediacentre.wordpress.com/ @DocMediaCentre</p> <ul style="list-style-type: none">• Module Tutors: Experience & Background• How Community Media is Being Developed at DMU• Links with DMU Local & DMU Global http://www.dmu.ac.uk/dmulocal/dmu-local.aspx https://www.dmuglobal.com/ <p>Module Wiki Page - For notes, updates and links: https://wiki.our.dmu.ac.uk/w/index.php/TECH2503_Community_Media_Production</p>
00 2	<p>Why Community Media is Different:</p> <p>“Community media represents a significant, but largely untapped site of analysis into the dynamics of media culture” (Howley, 2005, p. 4).</p> <p>Starbucks' Secret Weapon for Global Domination https://youtu.be/YT2pNwh3bzw</p> <p>“‘Community’, as a way of referring to the totality of the population inhabiting the sovereign territory of the state, sounds increasingly hollow” (Bauman, 2007, p. 2).</p> <p>“Our epoch is one of determinism, fatalism and the total absence of alternatives” (Bauman & Donskis, 2013, p. 201).</p> <p>“The inexorable growth of big business throughout the last century and a half has brought great benefits in many respects... But the mostly national corporations of the mid-twentieth century that had at least some sense of connection to and responsibility for their local communities have given way to rootless global entities – private-sector bureaucracies – many of which have lost all sense of community, of perspective” (Hilton, 2015, p. 17).</p>

	<p>“The significance of modern times resides in how technology is shaping the world’s preferences into homogenised commonality – into global standardisation” (Levitt, 1986, p. 48).</p> <p>“Community media represents a significant, but largely untapped site of analysis into the dynamics of media culture” (Howley, 2005, p. 4).</p>
00 3	<p>Participatory Democracy:</p> <p>“As one of the few remaining vestiges of participatory democracy, community media demand the active engagement of media intellectuals whose expertise can inform and enhance the vital work of these organisations and help maintain and secure a dynamic resource for cultural production and democratic processes” (Howley, 2005, p. 269).</p>
00 4	<p>Self-Identity and Community Representation:</p> <p>“Whereas corporate radio is increasingly geared to standardisation and niche marketing, tailoring its playlist to the needs of specific consumer categories, community radio preserves a place for diversity, for it can afford to be interest driven rather than consumer driven” (Susan M. Squier in Merrill-Squier, 2003, p. 285).</p> <p>Community Radio Meghna opens 15th station in Bhola https://youtu.be/eINCEtNCTOg</p>
00 5	<p>Alternative View-Points:</p> <p>“Rather than attempt to define alternative media solely by content I propose a theoretical and a methodological framework that incorporates content as one element in an alternative media culture that is equally interested in the processes and relations that form around alternative media production” (Atton, 2002, p. 3).</p>
Understanding Social Problems:	
00 6	<p>Social Issues at Face Value:</p> <ul style="list-style-type: none"> • Blame & Moralism – the undeserving poor • Personal accountability – hyper-individualism • Intervention by government – investment or nudge? <p>“For the most part, theories of social problems within the realist perspective share the view that social problems are objectively describable phenomena requiring explanation” (John Clarke in May, Page, & Brunndon, 2001, p. 6).</p> <p>“The problem about social problems is that they are, in very important ways, matters of social definition. The naturalistic of realistic perspective treats social problems as though they are given: they are phenomena on whose existence we can all agree. The constructionist perspective insists on the need to take a step back from this view and ask instead: who says this is a social problem – and what sort of social problem do they say it is” (John Clarke in May et al., 2001, p. 6).</p>
00 7	<p>Relationships and Social Bonds:</p> <ul style="list-style-type: none"> • Changes in Family Life – Post-Nuclear Families • Aging Population • Generational Divide <p>“Most social problems have existed for some time. They have a history to them. A range of government policies have usually already been tried, giving rise to a complex array of bureaucratic and organisational structures” (Stuart Isaacs in Isaacs et al., 2015, p. 7).</p>

	<p>“There is a commonplace view that all political and social issues are reducible to questions of resources and money. If this were the case then all we would have to do to alleviate illness or crime would be to find the right economic model to use for the National Health Service (NHS) or the police force” (Stuart Isaacs in Isaacs et al., 2015, p. 7).</p>
00 8	<p>Economic and Work Factors:</p> <ul style="list-style-type: none"> • Poverty and Social Exclusion – Grudges or Personal Failings • The Deserving or Undeserving Poor • Economic and Political Inequality <p>“Perceptions, assumptions and normative judgements about the poor have always permeated debates about poverty” (Stuart Isaacs in Isaacs et al., 2015, p. 48).</p> <p>“Wherever there is a means test there is likely to be a poverty show” (Goffman, 1990, p. 49).</p>
00 9	<p>Health and Wellbeing Factors:</p> <ul style="list-style-type: none"> • Obesity and Diabetes Crisis • Mental Health Challenges • People Don’t Migrate for the Good of their Health <p>“Whereas at one time governments regarded health inequalities as unproblematic and not requiring governmental response, the government now regards them as a social problem, for which it is developing a range of social policies. These policies need to be carefully monitored for their effectiveness, and to ensure that policy changes and a reduction in health inequalities match the government’s rhetoric and promises” (Helen Jones in May et al., 2001, p. 161).</p>
01 0	<p>Community Cohesion Factors:</p> <ul style="list-style-type: none"> • Breakdown of Community Life • Crime and Perceptions of Crime • Drugs and Alcohol Abuse <p>“Concepts of pathology, disorganisation, anomie or deviance run through the main images of problematic communities. These assumptions have a long history... The explanations focus on the different characteristics of the people who live in these areas, characteristics that are thought to be either inherent or the product of circumstance” (Susanne MacGregor in May et al., 2001, p. 189).</p> <p>Operation Tiger Leaps into Action https://youtu.be/9V1AkDPFT2A</p>
	<p>Impact of Mainstream Media:</p>
01 1	<p>Media Reporting Frames:</p> <ul style="list-style-type: none"> • Bombardment of negativity • Stereotyping • Fearfulness <p>“Societal groups that are represented one-sidedly, disadvantages, stigmatised, or even repressed can especially benefit from using the channels of communication opened by alternative media, to strengthen their internal identity, manifest this identity to the outside world, and this enable social change and/or development” (Bailey, Cammaerts, & Carpenter, 2008, p. 14)..</p> <p>“On the content level, alternative media can offer ideologies, representations and discourses that vary from those originating in the mainstream media. These differences emanate from the higher level of participation of different social groups and communities and aim to provide ‘air space’ to local cultural manifestations, to ethnic minority groups, to the hot political issues in the neighbourhood or locality’ (Jankowski 1994: 3)” (Bailey et al., 2008, pp. 18-20).</p>

	<p>Donald Trump lays out three steps of his immigration policy https://youtu.be/mk_75FLEQw</p>
01 2	<p>Promoting Indignation:</p> <ul style="list-style-type: none"> • Who is to Blame – the ‘Other’? • Lack of Control – Open Borders? • Lack of Personal Responsibility – Skivers? <p>“Groups and individuals, dissatisfied with conventional press reports on poverty, homelessness, and economic justice, construct alternative discursive spaces through the printed word and in so doing create community among those who, quite literally, live on the margins of society. Conversely, computer-mediated communication represents an opportunity to re-create local community, paradoxically enough, within and through an emerging global information infrastructure” (Howley, 2005, p. 258).</p>
01 3	<p>Representation and Identity:</p> <ul style="list-style-type: none"> • Representations of Race – Black Lives Matter • Representations of Sexuality – Gay Pride • Representations of Gender – Hyper-Feminisation/Masculinity <p>“In contrast, lesbians and gay men are a self-identifying minority. We are presumed to be straight, and are treated as such, until we recognise that we are not what we have been told. But how are we to understand and deal with that difference? We only have limited direct experience with those who are sufficiently close to the accepted stereotypes to be labelled publicly as queers, faggots, dykes and so on and we all – gay or straight – have little choice but to accept media stereotypes which we imagine to be typical of all lesbians and gay men” (Liebes & Curran, 1998, p. 91).</p>
01 4	<p>Progressive or Conservative Responses?</p> <ul style="list-style-type: none"> • Owen Jones - Chavs • Steve Hilton – Being More Human • Michael Oakshott – Societas/Universitas <p>“Owen Jones’ Chavs is worth reading. This acerbic book also includes enough new arguments that it demands a response from conservatives explaining where it goes awry, which it certainly does. Chavs is profoundly wrong – both as sociology and policy. The ‘chav’ phenomenon doesn’t amount to “the demonization of the working class”, and working people’s interests are better advanced through politicians addressing their expressed concerns than through Michael Foot-style socialism.” (Peter Cuthbertson: http://www.conservativehome.com/thetorydiary/2012/06/peter-cuthbertson-review-chavs-the-demonization-of-the-working-class-by-owen-jones.html)</p> <p>“The inexorable growth of big business throughout the last century and a half has brought great benefits in many respects... But the mostly national corporations of the mid-twentieth century that had at least some sense of connection to and responsibility for their local communities have given way to rootless global entities – private-sector bureaucracies – many of which have lost all sense of community, of perspective” (Hilton, 2015, p. 17).</p> <p>“In On Human Conduct Oakshott applies a critical method that identifies the distinguishing features of two autonomous and irreducible modes of human relationship. He does not focus on actual institutions, but defines them alongside the various occurrences to which they are related. To achieve this result, he constructs ideal characters, which are a composition of elements abstracted from ‘actual goings-on in the world’ (Oakshott, 1975: 109).”</p> <p>The first of the two modes of political association is enterprise association, or teleocracy. It is a ‘relationship in terms of the pursuit of some common purpose’ (Oakshott, 1975: 114).</p>

	<p>The second mode of human association is civil association, or nomocracy (Oakeshott, 1975: 121). As distinct from 'enterprise association', which is teleologically constituted by the common goal of the associates and by the management of its pursuit, civil association is a relationship identified by the rules subscribed to by agents. These rules do not ask for specific action or outcomes, but only for recognition. It is for this reason that they are 'moral' and not instrumental (Oakeshott, 1975: 119).</p> <p>http://www.academia.edu/11782489/Michael_Oakeshotts_Political_Philosophy_of_Civil_Association_and_Constructivism_in_International_Relations</p>
<p>01 5</p>	<p>Distributionism?</p> <ul style="list-style-type: none"> • Why is our economy so centralised? • Why is our media so centralised? • What's wrong with local democracy? <p>There is no difference between a command economy and a corporate economy... aside from the free market competition between the large corporations. That's it. Our corporations are like little planned economies, and the only thing that kept them afloat during the '90s was the information revolution.</p> <p>http://www.democraticunderground.com/discuss/duboard.php?az=view_all&address=389x3612209</p> <p>"According to distributists, property ownership is a fundamental right, and the means of production should be spread as widely as possible, rather than being centralized under the control of the state (state socialism), a few individuals (plutocracy), or corporations (corporatocracy). Distributism, therefore, advocates a society marked by widespread property ownership. Co-operative economist Race Mathews argues that such a system is key to bringing about a just social order.</p> <p>Distributism has often been described in opposition to both socialism and capitalism, which distributists see as equally flawed and exploitive. Thomas Storck argues: "both socialism and capitalism are products of the European Enlightenment and are thus modernizing and anti-traditional forces. Further, some distributists argue that socialism is the logical conclusion of capitalism as capitalism's concentrated powers eventually capture the state, resulting in a form of socialism. In contrast, distributism seeks to subordinate economic activity to human life as a whole, to our spiritual life, our intellectual life, our family life".</p> <p>Some have seen it more as an aspiration, which has been successfully realised in the short term by commitment to the principles of subsidiarity and solidarity (these being built into financially independent local cooperatives and small family businesses), though proponents also cite such periods as the Middle Ages as examples of the historical long-term viability of distributism. Particularly influential in the development of distributist theory were Catholic authors G.K. Chesterton and Hilaire Belloc, the Chesterbelloc, two of distributism's earliest and strongest proponents" https://en.wikipedia.org/wiki/Distributism.</p>
<p>Social Development & Sustainability:</p>	
<p>01 6</p>	<p>Sustainability Approaches:</p> <ul style="list-style-type: none"> • Competing approaches to sustainability? • Equity and fair distribution? • Balance of planning and open cultures? <p>"Our ability to learn from one another and our progress toward collective development of more sophisticated way of addressing unsustainable practices will be advanced more rapidly if we accept the fact that philosophical differences account for at least some of the diversity in the way that the idea of sustainability is currently deployed" (Paul B. Thompson in Moore, 2016, p. 17).</p> <p>"Is it time to move 'beyond sustainability,' to embrace resilience?" (Paul B. Thmpson in Moore, 2016, p. 25).</p> <p>"The internal institutional histories of the dominant media have led to a natural resistance on the part of those working for development. How can the poor be helped to help themselves if their voices risk becoming simply represented, some might say distorted, or worse, muffled?" (Su Braden in Downmunt, 1993, p. 151).</p>

01 7	<p>Technology Cultures:</p> <ul style="list-style-type: none"> • The great disruption? • Social media cultures? • Infrastructure development – for what ends? <p>“Development communication seeks to transform existing living conditions through communication strategies, practices and technologies” (Howley, 2010, p. 181).</p>
01 8	<p>Globalisation vs Localisation:</p> <ul style="list-style-type: none"> • Responding to the global village? • Acting locally, thinking globally? • Immigration without integration? <p>“Our interdependence is already global, whereas our instruments of collective actions and the expression of our will are still local and stoutly resisting extension, infringement and/or limitation” (Bauman & Donskis, 2013, p. 188).</p> <p>“Although the homogenising effects of global culture exist, they are absorbed by local political and cultural economies and reappear as heterogenous dialogues with the original versions. The homogenous and heterogeneous, and the global and the local, find themselves in permanent fields of tensions, a dynamic process that is well captured by the concept of ‘glocalisation’ (Robertson 1995)” (Bailey et al., 2008, p. 123).</p> <p>Tire Shoes – A Crisis Must-Have http://www.odditycentral.com/pics/tire-shoes-a-crisis-must-have.html</p>
01 9	<p>Urbanisation:</p> <ul style="list-style-type: none"> • Cities designed for people? • Gentrification or regeneration for people? • Sustainable urban investment? <p>“The Iron rule of never doing anything for people that they can do themselves implies, ultimately, the kind of community of leaders that Cortes suggests here, an organisation in which everyone’s potential is discovered and nurtured and leadership is genuinely collective. He and others in the IAF emphasise active citizen engagement, as opposed to the idea of citizens as clients or consumers who expect to have things done for them or to them” (Putnam, Feldstein, & Cohen, 2003, p. 23).</p>
02 0	<p>Civic Engagement:</p> <ul style="list-style-type: none"> • Emerging social movements? • Politics of participation? • Communities finding a voice? <p>“If human beings are understood to be instinctively or naturally sociable, they need never practice the skills of sociability. Because community is a given, there is little need to engage in community building. Such individuals would never have to struggle with balancing individual rights and collective obligations; the latter could simply be programmed to rule over the former. Socialisation would be understood as less a process of education and more a problem of finding the right technology of behaviour control” (Alan Wolfe in Etzioni, 1995, p. 138).</p> <p>“Citizens cannot just retreat to their own communities. They have to cultivate the virtue of solidarity. This means engaging other communities and voluntary institutions to create common ground to deal with common problems” (Etzioni, 1995, p. 8).</p> <p>The Nuclear Family, Devonport - this may make you laugh and cry at the same time https://youtu.be/5v-DmKGFM_E</p>
Module Structure:	

02 1	<p>Lectures Will...</p> <ul style="list-style-type: none"> • Give us a chance to discuss ideas • Challenge the pre-conceptions that we have about media • Map-out alternatives to the mainstream view <p>What about recording our discussions as podcasts?</p>
02 2	<p>Workshops Will...</p> <ul style="list-style-type: none"> • Give us a chance to learn to communicate and discuss issues using at-hand media • Enable us to share ideas and concerns with other people • Engage and reflect on the practicalities of working with different people
02 3	<p>Style of Working & Learning:</p> <ul style="list-style-type: none"> • Face-to-face conversation and discussion • Reading and researching • Practice and experimentation <p>Social Learning 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Note Taking Lecture notes and lab worksheets will be provided as 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.</p> <p>Attendance A register will be kept of attendance at labs and attendance will be monitored. Non-attendance without good reason can often lead to failure of the module.</p>

	<p>If you are ill or are away from the university due to an unavoidable or urgent matter please email FOTAC 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.</p>
02 4	<p>Information & Reading:</p> <ul style="list-style-type: none"> • DMU Commons Blogs, DIY-DMU Blog Site and DMU Commons Wiki • Social Media Café • Reading List & Recommended Media <p>http://diy.our.dmu.ac.uk/ https://wiki.our.dmu.ac.uk/w/index.php/TECH1502_Introduction_to_Community_Media</p> <p>Essential Reading Howley, K. (Ed.) (2010). <i>Understanding Community Media</i>. London: Sage. Isaacs, S. (et al). (2015) <i>Social Problems in the UK – An Introduction</i>, London, Routledge. May, M. (et al) (Eds). (2001) <i>Understanding Social Problems - Issues in Social Policy</i>, Oxford, Blackwell Moore, S. (Ed.) (2016) <i>Pragmatic Sustainability – Dispositions for Critical Adaptation</i> (2nd Ed.). Routledge, London.</p> <p>Study Skills Cottrell, S., & Morris, N. (2012). <i>Study Skills Connected - Using Technology to Support Your Studies</i>. London: Palgrave Macmillan.</p> <p>McMillan, K. & Weyers, J. (2012) <i>How to Improve Your Critical Thinking & Reflective Skills</i> (Smarter Study Skills), Harlow, Pearson.</p> <p>Recommended Reading Atton, C. (2002). <i>Alternative Media</i>. London: Sage. Howley, K. (2005). <i>Community Media - People, Places and Communication Technologies</i>. Cambridge: Cambridge University Press. Lewis, P. M. (2008). <i>Promoting Social Cohesion: The Role of Community Media</i> (F-67075). Retrieved from Brussels: Putnam, R. D. (2000). <i>Bowling Alone - The Collapse and Revival of American Community</i>. New York: Simon & Schuster. Rennie, E. (2006). <i>Community Media - A Global Introduction</i>. Oxford: Rowman & Littlefield.</p>
02 5	<p>Contacting Tutors:</p> <ul style="list-style-type: none"> • Face-to-Face during Labs & Lectures • Email in an emergency • Appointments & Office Hours <p>Rob's Office Hours 11.00-11.40 Monday 11.00-11.40 Friday</p>
	<p>Assignments & Outcomes:</p>
02 6	<p>Coursework Portfolio:</p> <ul style="list-style-type: none"> • Blogs and wiki Entries • Practical media – telling and sharing stories • Reflection on how you make community media <p>Component One – YouTube Video (3 mins) (5%) An assessment and overview of the module project subject (the development of a community media club) and what community media means to you personally. This presentation should be designed to illustrate something</p>

about the different forms of community media that you use, as you see them personally, what you understand about them, and how you make sense of them through your lived experience.

Minimum Work: A YouTube style vlog presentation uploaded to DMU Commons Blog.

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

Marking & Feedback: End of Week Seven.

Component Two - Community Media Development 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 community media projects, and explaining how these project work.

You will submit five blog posts, the last blog being a three-minute video blog that reflects on what you have learnt so far. It is essential that you establish the habit of blogging regularly, so you will be expected to post a blog each week, with an updated link on your wiki profile page, and an explanation of what is distinctive and innovative about the blog post.

Minimum Work: Five weekly blog posts published from week 6 to Week 10.

Deadline: Week 11 (before Christmas break), 10am Monday 12th December.

Marking & Feedback by: End of Week 12 (after Christmas break).

Component Three – Community Media Development Group Project (30%)

How can we help and support people to use media to report and share stories about what is going on in their communities? How can we help and encourage people to talk with one another, and how can we support them to discuss openly the issues that are important to them? How can we support people to develop their skills when they share and use forms of community media to talk with other people in their communities? How can we develop and work with different forms of community media so that we can help foster understanding of our social and community differences?

Using the DMU Commons Wiki as the main collaborative 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 development group activity.

Your job will be to create and develop a 'community media club' 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 media activity.

Your job is to use different forms of at-hand media to manage and develop this project, and to include members of a real-world community as participants and learners.

You will focus on working with students and associates of DMU Local and the Faculty of Health & Life Sciences.

- 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

	<p>improved and developed in this module, and how this relates to the content that you will have posted to your own blog site and the module wiki.</p> <p>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.</p>
02 7	<p>Coursework Report:</p> <ul style="list-style-type: none"> • Formal academic report reflecting key issues covered in lectures. • Based on research and reading • Reflecting on challenging issues <p>Component Four – Report (50%) The report will take the basis for a formal individual report aimed at DMU Local about why and how community media can be used as a sustainable platform for community development. The report will be written to formal academic standards, and will make an assessment of your experience participating in community media development project, and how your experience relates to the issues that have been raised in the lecture sessions, the presentations, your reading and the media that is provided online. This report will demonstrate your knowledge of community media development issues, and your ability to think critically about the practices and experiences that are involved in community media. It will contribute 50% of overall assessment.</p> <p>Minimum Work: 2000 Words Formal Academic Report Submitted via Turn-it-In Deadline: 10am Tuesday 2nd May. Marking & Feedback: Friday 25th May 2017.</p>
02 8	<p>Learning Outcomes: At the end of this module you will be able to...</p> <ul style="list-style-type: none"> • An awareness and knowledge of the underlying concepts associated with community media development. • An ability to interpret and evaluate terms and concepts associated with community media development. • An ability to present data and evidence about community media development principles and practices and to interpret that evidence using academic concepts. • 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. • An ability to evaluate different problem solving approaches related to community media production techniques and the media used by participants in community media networks. • An ability to relay information and communicate observations and findings from investigation into community media development and production practices. • An ability to try new learning practices and ideas, and to develop new skills for reflexive and self-evaluative learning. • 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.
02 9	<p>Following On:</p> <ul style="list-style-type: none"> • Study next year... • Engaging in debates and policy decisions... • Challenging the mainstream...
03 0	<p>Getting Involved:</p> <ul style="list-style-type: none"> • Get involved with... • Become a volunteer... • Set-up your own community media group...
	<p>Summary:</p>
	<p>Community media is different because...</p>

	<p>“Although the development project should ultimately aim to make itself unnecessary, community media as a driver for social change may not have the ability to foster social change in the absence of the ‘project.’ Development communications (and all of its problems) will replace community media in the absence of broader political change” (Rennie, 2006, p. 146).</p>
	<p>References:</p>

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