

## TECH2503-17 Social Media & Technology

### Lab One: Introduction

001	<p><b>Ice Breaker: (25 mins)</b></p> <ul style="list-style-type: none"> <li>• Divide into groups – no more than four people in each group.</li> <li>• Explain the rules of the card game Rummy, and play a couple of hands.</li> <li>• Learners can introduce themselves and discuss what music they have bought or brought with them that they are listening to this week.</li> </ul>
002	<p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>• How do card games facilitate our sense of sociability?</li> <li>• What can we learn from playing cards together?</li> <li>• <b>Discussion:</b> In what way do we benefit from face-to-face contact.</li> </ul>
003	<p><b>Reflexive Videos Reminder 2015-16:</b>  <a href="https://www.youtube.com/playlist?list=PLxgGIVigplHfXp2nDFVnkhj8OhLguW52S">https://www.youtube.com/playlist?list=PLxgGIVigplHfXp2nDFVnkhj8OhLguW52S</a></p> <ul style="list-style-type: none"> <li>• Watch examples of student reflexive videos from previous year.</li> <li>• Note the different approaches that learners take to <u>explaining</u> their reflection.</li> <li>• Note the different approaches that learners take to <u>presenting</u> their reflection.</li> <li>• <b>Discussion:</b> How effective is video blogging as a way of learning?</li> </ul>
004	<p><b>John Coster – Defining Community Media</b>  Organising and running community media groups for over ten years, John has worked on a wide variety of community media projects that have helped and promoted access to media by people who do not have a strong voice, or who have been misrepresented by the mainstream media.  <a href="https://docmediacentre.wordpress.com/">https://docmediacentre.wordpress.com/</a>  <a href="https://docmediacentre.wordpress.com/museum-of-community-media/">https://docmediacentre.wordpress.com/museum-of-community-media/</a>  <a href="http://robwatsonmedia.net/lcil-social-media-cafe-discussion/">http://robwatsonmedia.net/lcil-social-media-cafe-discussion/</a>  <a href="https://youtu.be/MMx1_6T3sRM">https://youtu.be/MMx1_6T3sRM</a></p>
004	<p><b>Module Aims &amp; Themes:</b></p> <p><b>Aims to explore how:</b></p> <ul style="list-style-type: none"> <li>• Community media serves a set of well-articulated social and civic purposes. As well as being a forum for personal expression, community media is also a way of encouraging and supporting social change.</li> <li>• Community media is a practical vehicle for enhanced participation in democratic and civic life. Community media is also argued to be a way to encourage social and economic development by widening access and skills in the marketplace.</li> <li>• Community media is a platform for social reform, as it gives people a voice in, and between, communities that are otherwise under represented.</li> <li>• Learners have the opportunity to advance their knowledge and understanding of community media by encouraging conversations and discussions about the role that community media plays in social and community development.</li> <li>• Learners have the opportunity to put their skills and their knowledge in practice by setting-up and running a community media project for themselves, with the aim of meeting a social development objective and contributing towards social change and social cohesion.</li> </ul> <p><b>Themes:</b>  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.</p> <p><b>Part One:</b> Community Media &amp; Sustainability  <b>Part Two:</b> Community Media &amp; Development</p>

	<p><b>Part Three:</b> Community Media Policies &amp; Literacies  <b>Part Four:</b> Community Media Impact &amp; Case Studies</p>
005	<p><b>Style of Learning:</b>  If you are sharing comments or ideas about the topics covered in the module using social media, please use <b>#tech2503</b>.</p> <p>In this module emphasis will be placed on <b>collaboration, sharing, discussion</b> and <b>participation</b>. 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.</p> <p>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.</p> <p><b>Attendance:</b>  A register will be kept of attendance at labs and attendance will be monitored. Non-attendance without good reason can 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 <a href="mailto:fotadvicecentre@dmu.ac.uk">fotadvicecentre@dmu.ac.uk</a> 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>
006	<p><b>Learning Outcomes:</b></p> <p>At the end of this module learners will be able to demonstrate an:</p> <ul style="list-style-type: none"> <li>• An awareness and knowledge of the underlying concepts associated with community media development.</li> <li>• An ability to interpret and evaluate terms and concepts associated with community media development.</li> <li>• An ability to present data and evidence about community media development principles and practices and to interpret that evidence using academic concepts.</li> <li>• 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.</li> <li>• An ability to evaluate different problem-solving approaches related to community media production techniques and the media used by participants in community media networks.</li> <li>• An ability to relay information and communicate observations and findings from investigation into community media development and production practices.</li> <li>• An ability to try new learning practices and ideas, and to develop new skills for reflexive and self-evaluative learning.</li> <li>• 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.</li> </ul>
007	<p><b>Module Assessment:</b>  Assessment on this module comes in two types, formative and summative.</p> <p><b>Formative</b> 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.</p> <p><b>Summative</b> is where you will only receive a mark and no feedback on your performance. This tests your knowledge and your ability to explain complex ideas, communicate those ideas and to test your cognitive ability.</p>

Coursework: 50% (formative, four components)  
Examination: 50% (summative, must pass, two hours)

### Assessment Outline

#### 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 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.

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/TECH2052\\_Learners](https://wiki.our.dmu.ac.uk/w/index.php/TECH2052_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).

#### 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:

	<ul style="list-style-type: none"> <li>• A definition of what your project is.</li> <li>• Examples of this type of activity being undertaken elsewhere.</li> <li>• Instructions and essential information about getting started.</li> <li>• Examples of how your group has tried out the activities.</li> <li>• 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.</li> <li>• Comments from participants from beyond the group that have been drawn-in to join the group and participate in the activity.</li> </ul> <p><b>Blog Journal:</b> 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.</p> <p><b>Minimum Work:</b> Ten blog posts published each week 12 to Week 21.</p> <p><b>Deadline:</b> Week 22, 10am Monday 20th March.</p> <p><b>Marking &amp; Feedback:</b> Thursday 13th April 2017.</p> <p><b>Component Four – Academic Report</b></p> <p>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.</p> <p>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.</p> <p>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> <ul style="list-style-type: none"> <li>• <b>Minimum Work:</b> 2000 Words Formal Academic Report Submitted via Turn-it-In</li> <li>• <b>Deadline:</b> 10am Tuesday 2nd May.</li> <li>• <b>Marking &amp; Feedback:</b> Friday 25th May 2017.</li> </ul>
008	<p><b>Lab Tutor Contact Details, Availability &amp; Contact:</b></p> <p><b>Rob Watson</b>  Gateway House, GH6.13  0116 257 7057  <a href="mailto:rwatson@dmu.ac.uk">rwatson@dmu.ac.uk</a>  <a href="http://www.robwatsonmedia.net/">http://www.robwatsonmedia.net/</a>  @robwmedia  #2503</p> <p><b>Working Hours:</b>  Monday – Friday 9am to 5pm</p> <p><b>Office Hours:</b>  11.00-11.40 Monday  11.00-11.40 Friday</p> <p><b>Lecture:</b>  Thursday 4pm – 5pm – Q0.11</p> <p><b>John Coster</b>  C/O FOTAC Gateway House  <a href="#">Doc Media Centre</a>  @DocMediaCentre</p>

	<p><b>Lab Sessions:</b>  Wednesday 9am - 11am – Q3.02  Wednesday 11am – 12pm – Q3.01 (Unstaffed)</p> <p><b>Tutor Contact:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Your tutor has allocated time each week to see students for personal tutorials if required. These are listed at the front of the module handbook, on your tutor’s wiki profile, and on the door of your tutor’s office.</li> </ul>
009	<p><b>Face-to-Face Interaction</b></p> <p>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.</p> <p>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.</p> <p>This takes an <b>informal approach to interaction</b> between the learner and the tutor, thereby placing an emphasis on the ability of learners to take notes and to engage in conversation.</p> <p>Verbal Instructions</p> <p>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.</p> <p>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 point 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.</p> <p><b>Note Taking:</b></p> <p>Lecture notes and lab worksheets will be provided as 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.</p> <p><a href="https://wiki.our.dmu.ac.uk/w/index.php/TECH2503_Community_Media_Production">https://wiki.our.dmu.ac.uk/w/index.php/TECH2503_Community_Media_Production</a></p> <p>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.</p>
010	<p><b>Activity:</b></p> <p><b>Draw Your Sleep Animal</b></p> <p><a href="http://www.dailymail.co.uk/femail/article-3784358/Do-sleep-like-bear-dolphin-answer-holds-key-perfect-night-s-rest-says-fascinating-new-book.html">http://www.dailymail.co.uk/femail/article-3784358/Do-sleep-like-bear-dolphin-answer-holds-key-perfect-night-s-rest-says-fascinating-new-book.html</a></p> <p>“Everyone has heard of the sex drive, but few of us know we have a sleep drive, too — our biological need for some shuteye. And just as some have a stronger sex drive than others, people’s sleep drive varies according to their personality and genetic inheritance or internal biological clock. Our bodies and brains all run on our individual bio-time. Or at least that’s what they’re designed to do.”</p> <ul style="list-style-type: none"> <li>• Read the article and discuss with the person next to you what kind of sleep animal you are.</li> </ul>

	<ul style="list-style-type: none"> <li>• Using the paper and pens provided, draw a picture of yourself as a sleep animal, and the environment that you like to sleep in.</li> <li>• When you have completed this part share it and describe it to your group.</li> <li>• Next, add images of social media that you use when you are ensconced in your sleeping area, and discuss it with the other members of your group.</li> </ul>
011	<p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>• What's a community media café about?</li> <li>• How do people interact differently in a café environment to a formal teaching environment?</li> <li>• What are the things we need to take account of when we look at new forms of community media association?</li> <li>• What do Cotterell &amp; Morris say about using technology for learning?</li> </ul>
012	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Visit DMU Commons Blogs and Wikis.</li> <li>• Review the blog site each learner has from last year.</li> <li>• Review the wiki page that each learner has from last year.</li> <li>• Discuss how the system works, what it's advantages and disadvantages are?</li> <li>• Discuss how blogs and wiki entries can be improved and developed from last year?</li> <li>• Discuss how collaboration is facilitated using social and electronic media?</li> </ul>
	<p><b>References:</b></p>