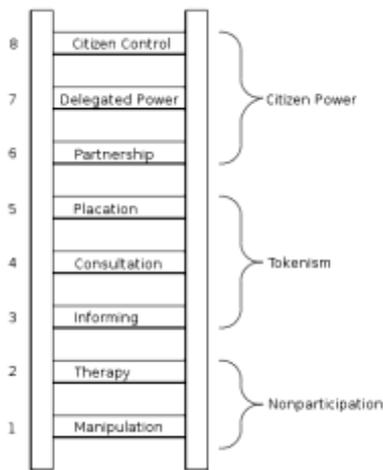


TECH2503-17 Community Media Production

Lab Three: Telling Community Stories

001	<p>Community Challenges – Case Study</p> <ul style="list-style-type: none"> • Watch part of this documentary about how concentrations of students in Swansea are challenging the sustainability of community life. <p>“Documentary about the effect that a massive increase in student numbers at Swansea University has had on local communities. Partying students spell trouble for families in the Brynmill and Uplands areas where some streets have only one or two permanent residents left. People who were born and brought up here say the Government's plan to send half of all 18-30 year olds to university is destroying their communities.”</p> <p>Studentification of Swansea Part 1.mov https://youtu.be/oC3LLbXRyYo</p> <p>Studentification of Swansea part 2.mov https://youtu.be/10Q6hPwl4G4</p> <p>Studentification of Swansea part 3.mov https://youtu.be/tdDsSjAtH0I</p> <p>Noisy parties, crowded streets and huge amounts of rubbish are driving local residents up the wall. Louise Tickle reports. With increasing numbers of students enrolling at higher education institutions, where to house them all is a dilemma exercising the finest minds in university towns across the UK. https://www.theguardian.com/education/2007/may/15/highereducation.students</p> <p>Sweeping new powers to extend councils’ control over Houses in Multiple Occupation (HMOs) have been welcomed in Swansea where residents in the city’s Uplands and Brynmill areas have long complained about “studentification”. http://www.walesonline.co.uk/news/wales-news/new-council-powers-clamp-down-10825062</p> <p>Is this the beginning of the end for Cathays as a student heartland? CATHAYS is well-known as Cardiff’s most student-filled district but big changes could be in store. New planning rules will make it harder to convert family homes into shared Houses of Multiple Occupancy (HMOs) in which many Cardiff students live. http://jomec.co.uk/thecardiffian/2016/02/12/is-this-the-start-of-the-destudentification-of-cathays/</p>
002	<p>Questions About Community Issues</p> <ul style="list-style-type: none"> • Make a note of the types of people who are represented in this report? • What are the range of voices that are represented? • How is the story framed by the journalists?
003	<p>Search for Swansea Community Media</p> <p>Swansea Community Directory - Your guide to who's who and what's where in Swansea http://www.swanseacommunitydirectory.org.uk/category/community/media/</p> <p>A new local TV station is launching in Swansea. Bay TV will broadcast to large parts of south west Wales from studios in the city centre. It will provide a mix of news, sport and entertainment to viewers on Freeview, Virgin Media and online. http://www.bbc.co.uk/news/uk-wales-south-west-wales-36764634</p>
004	<p>Welcome to Radio Tircoed, Your Voice in the Local Community</p> <p>“A new local TV station is launching in Swansea. Bay TV will broadcast to large parts of south west Wales from studios in the city centre. It will provide a mix of news, sport and entertainment to viewers on Freeview, Virgin Media and online.” http://www.radiotircoed.com/</p>

004	<p>Supporting Community Businesses</p> <p>“The Crocels Community Media Group has an international focus to its operations, while having all of our companies’ registered head-offices in Wales. Our business model is based around corporate social responsibility and Cloud-based computing. All the companies that form part of the Group are a mixture of for-profit and not-for-profit, taking full advantage of the free market for social good.”</p> <p>http://www.crocels.org/about-us/what-we-do/</p>
005	<p>Supporting Community Media</p> <p>New technology which will make community media available for free to people in the developing world is being launched next week. Computer scientists from Swansea University have been partnered in developing a digital toolkit with colleagues from the University of Surrey and University of Glasgow in the UK alongside South Africa collaborators (University of Cape Town, Nelson Mandela Metropolitan University, CSIR and Transcape). The toolkit, which is an outcome of a Research Council UK (RCUK) funded Digital Economy project, is intended to be open and free for users and will be showcased on Tuesday 3 July 2012 at the Royal Geographical Society, London. The Community Media toolkit provides technology for users to generate and share content in places where there is low textual and computing literacy. It also can operate in areas where there is limited power and network coverage.</p> <p>http://www.swansea.ac.uk/media-centre/news-archive/2012/launchoffreecommunitymediatechnologytobridgethedigitaldivide.php</p>
006	<p>Development Reporting</p> <p>The City and County of Swansea is at the forefront of public sector reporting on Sustainable Development in Wales. The report is published annually alongside the statement of accounts and assesses the council's performance in areas prioritised for action in its sustainable development policy.</p> <p>http://www.swansea.gov.uk/article/9431/Sustainable-development-reporting</p>
007	<p>Now a recognised phenomenon in many British cities, studentification is the process by which specific neighbourhoods become dominated by student residential occupation. Outlining the causes and consequences of this process, this paper suggests that studentification raises important questions about community cohesiveness and that intervention may be required by local authorities if social and cultural conflicts are to be avoided. Detailing the social impacts of studentification in Loughborough, a market town in the English East Midlands, the paper accordingly considers recent housing policies designed to prevent the formation of exclusive ‘student ghettos’. The paper concludes by suggesting that the type of ‘threshold analysis’ utilised in Loughborough may well spread students more thinly across a city, but that the relationship between students and the wider community requires other forms of regulation if town ^ university tensions are to be effectively managed. Throughout, comparison is made between the Loughborough and other UK university towns where the challenges and opportunities associated with studentification have been differently addressed.</p> <p>http://citeserx.ist.psu.edu/viewdoc/download?doi=10.1.1.453.2004&rep=rep1&type=pdf</p>
008	<p>Discussion: Setting Up a Community Media Issue-Based Group</p> <ul style="list-style-type: none"> • What kind of community media reporting do you think would be helpful in Swansea? • Who needs to be involved in the discussion about the issues of ‘studentification’? • Whose voices are not being heard at present? • How would you go about getting people involved? • What would you regard as a good outcome of your activities? • What examples of community media can you point to as good examples?
009	<p>Ladder of Civic Participation</p> <p>There are significant gradations of citizen participation. Knowing these gradations makes it possible to cut through the hyperbole to understand the increasingly strident demands for participation from the have-nots as well as the gamut of confusing responses from the powerholders.</p> <p>http://www.gov.scot/resource/doc/49303/0122794.pdf</p>



- How would you use the 'ladder of civic participation' to assess involvement in your community media project?

010

Participation in Civic Decisions

"The most plausible count of how to sustain the character and customs necessary for a civic regime must give a central place to a non-instrumental conception of institutions" (William M. Sullivan in Etzioni, 1995, p. 174).

- How would you ensure that community media is used for sustainable change and not just as a 'tick-box' exercise?

011

Advocacy

"Media advocacy refers to the strategic use of news media by those seeking to advance a social or public policy initiative. Unlike specifically designed public information campaigns, media advocacy works directly with local news outlets (radio, television, newspapers and magazines) to increase local attention to a specific public health problem and solutions. This is accomplished primarily by providing actual local data in support of news stories or creating news events that reporters and news crews can cover" (Holder & Treno, 1997, p. 190).

- How would you train people to be stronger community advocates?

012

Public Information Alternatives

Takeover Radio 106.9 Community Coffee Lounge

The community coffee lounge will be aimed at young people in the Ashfield area and will also house our community radio station Takeover Radio 106.9fm. Downstairs will be the coffee lounge serving really great coffee, tea, sandwiches and snack. It will be open during the day and in the evening we will showcase local music, giving a creative atmosphere for young people to gather. The upstairs area will house the radio station and media training facilities.

<http://www.crowdfunder.co.uk/communitycoffeelounge/>

"There are two major disadvantages of public information campaigns: (1) cost and (2) duration. Professional campaigns are costly both for their design and production, especially if space and time are purchased in local media" (Holder & Treno, 1997, p. 196).

"Media advocacy which uses the local news media requires neither professional message design nor purchase of time or space. Thus media advocacy, beyond initial training and early technical assistance, has no message to design, nor media costs and can be maintained by trained volunteers. Since it is not based upon a particular planned message, media advocacy focuses community attention to specific local problems and solutions or politics which can address local problems" (Holder & Treno, 1997, p. 196).

	<ul style="list-style-type: none"> • How would you convince the local authorities that they should support community media rather than putting money into public information campaigns? • What alternative approaches to fundraising might you consider? • How do you manage people's expectations about what you can deliver?
	<p>References:</p>

Etzioni, A. (Ed.) (1995). *New Communitarian Thinking - Persons, virtues, Institutions and Communities*. Charlottesville: University Press of Virginia.

Holder, H. D., & Treno, A. J. (1997). Media Advocacy in Community Prevention: News as a Means to Advance Policy Change. *Addiction*, 92(2), 189-199.