

Workshop Nine: Helping People to Make Community Media

001	<p>Community Media Skills</p> <p>Media Trust We believe in the power of media to change lives. Our mission: We work with the media industry to empower charities and communities to have a voice and be heard. Our history: We have 21 years of success creating communications solutions for charities and communities for social good and work in alliance with the UK's top media and communications companies. We have unrivalled access and insight into audiences through our national news distribution service, media partnerships and our own Community Channel on TV and online. Our staff have an amazing passion to give a voice to the people we support and to enhance their work in charities and communities. http://www.mediatruster.org/</p> <p>Community Media Training School Training School Opens: Interview with John Coster at the new Community Media Training School that opened today at Apex House, Leicester. https://youtu.be/z1sAX6QzChs</p> <p>What is the CMTO? The Community Media Training Organisation began operating in 2011 and is a Registered Training Organisation (RTO ID 91800), delivering accredited and non-accredited training to community broadcasters around Australia. The CMTO's mantra is 'Media Skills for All'. In a world where the media is becoming increasingly accessible, we are committed to delivering high quality and innovative training using the latest education tools both online and face to face. http://www.cmto.org.au/what-we-do/projects/multiplatform/skills</p> <p>All About... Ipswich Community Media Ipswich Community Media (ICM) is a new community interest company consisting of a group of like-minded local people who want to work with those at the margins of society to include them in the positive change and development of our community. Everyone involved in ICM has a passion for working with the most disadvantaged in our local community and a deep belief in fairness and social justice. We want to help make Ipswich and the county a better place for all and we want to do this in an engaging and creative setting. https://www.suffolklibraries.co.uk/health/all-about-ipswich-community-media/</p> <p>Viewpoint Community Media Our Vision: A vibrant and cohesive local community, with the skills and access to create, express and communicate through media Our vision is of a vibrant and cohesive local community, participating widely as producers as well as consumers of media content. The direct benefits to such a community include an increased understanding of local issues, identity and diversity, increased pathways and audiences for creative expression, as well as a greater awareness of – and participation in – local community life.</p> <p>Our Mission: To develop and promote media skills, access and participation in the local community. By developing opportunities for individuals and groups to acquire the skills and access to participate in media, we are supporting the growth of such a community. In particular, we are building social and digital inclusion by providing opportunities for skill development, as well as access to platforms, facilities, resources and support. Through the Swindon Viewpoint Community TV platform, we also aim to provide direct access to information, knowledge and entertainment of local interest and support a culture of communication within the town. https://viewpointcommunitymedia.org.uk/about/</p> <p>Creative Media Productions - At the Heart of Ayrshire Communities Ayrshire Community Media is a community interest company. This means that the profits and the assets within our business are invested back into the local area, more specifically within the creative industries based in Ayrshire. Our long-term aim is to create a Community Creative Industries Centre that enables local businesses to access affordable, professional creative services that help them promote their businesses and re-invest the revenues generated from this back in to community development, training and support. http://www.ayrshirecommunitymediacic.co.uk/</p>
002	Media Literacies

	<p>Digital skills for European Citizens and Consumers</p> <p>Citizens and consumers are the same people, but they have different needs, rights and interests. As consumers, people want reliable, trustworthy, easy-to-use services that deliver information or other products and services in a way that doesn't result in costly mistakes or damaging misjudgements. Europe has made progress in supporting skill learning, but it is still challenging for people to evaluate what's on offer, say, in terms of vital matters such as online educational, financial or health information. It is less clear that policy and practice is supporting citizens in relation to the skills required for digital participation, partly because we have a less developed vision of how people could or should be learning, participating, creating or engaging as citizens in the digital age, partly because it is no simple matter to measure the skills required for such activities or to evaluate the programmes that seek to support them. http://blogs.lse.ac.uk/mediapolicyproject/2015/06/17/digital-skills-for-european-citizens-and-consumers/</p> <p>Whereas the media remain key enablers for European citizens to better understand the world and participate in democratic and cultural life, media consumption is changing. Mobility, user generated communication, Internet and booming availability of digital products are radically transforming the media economy. As a consequence, it is crucial to build up better knowledge and understanding of how the media work in the digital world, who the new players in the media economy are and which new possibilities, and challenges, digital media consumption may present. http://www.cedefop.europa.eu/en/news-and-press/news/european-approach-media-literacy-digital-environment</p>
003	<p>Digital Literacies</p> <p>From his dissertation, What is digital literacy? Doug Belshaw outlines eight (8) essential elements of digital literacy:</p> <ul style="list-style-type: none"> • Cultural – We need to pay attention to the culture in which the literacies are situated • Cognitive – We can't just consider the procedural ways in which we use devices and programs. It's the way we think when we're using them • Constructive – We can't be passive consumers of technology/information. We should strive to use digital tools in reflective and appropriate ways • Communicative – Digital tools and power structures change the way we communicate. An element of digital literacy is how we take command of that structure and use it to communicate effectively and contribute meaningfully • Confident – in order to be a proficient user of technology, one must have the courage and confidence to dive into the unknown, take risks, make mistakes, and display confidence when "messing around" with new tools • Creative – from his research, Doug says ".....the creative adoption of new technology requires teachers who are willing to take risks... a prescriptive curriculum, routine practices... and a tight target-setting regime, is unlikely to be helpful." Conlon & Simpson (2003) • Critical – Digital literacy involves an understanding of how to deal with hyperspace and hypertext and understanding it's "not entirely read or spoken." Can we critically evaluate the technologies we're using? • Civic – many schools are beginning to embrace technology to improve our lives and the lives of others in the world <p>http://blogs.ubc.ca/dean/2013/03/what-is-digital-literacy-eight-8-essential-slements/</p> <p>The Essential Elements of Digital Literacies: Doug Belshaw At Tedxwarwick</p> <p>Dr. Doug Belshaw is a Researcher/Analyst at JISC Advance where he researches and advises on issues around open education and innovation. A former teacher and senior leader with experience of all sectors, Doug is also co-kickstarter of Purpos/ed which aims to encourage and sustain debate around the purpose(s) of education. https://youtu.be/A8yQPoTcZ78</p>
004	<p>Creative Media Skills</p> <p>Making is Connecting</p> <p>This book is a discussion about the value of everyday creativity, taking in handmade physical objects and real-life experiences as well as the recent explosion of online creativity. Indeed, it seeks to make connections from one sphere to the other, in the hope that we can learn about recent 'Web 2.0' creativity</p>

	<p>by looking at what people have said about the values, ethics and benefits of more traditional craft and DIY activities, and perhaps also vice versa. This is generally done through the use of some relevant theories and philosophies – quite grounded and earthy ones, nothing very abstract – and knitted, I hope, into the reality and experience of particular creative activities. http://www.makingisconnecting.org/gauntlett2011-extract1.pdf http://www.makingisconnecting.org/</p>
005	<p>Creativity & Human Development Find out how creativity can help people and communities realise their full potential http://www.creativityjournal.net/</p> <p>Center for Creative Community Development C3D undertakes research on the economic and social impacts of arts and cultural organizations in communities around the United States, and has developed a variety of tools and techniques for measuring and articulating these impacts in a diverse range of communities. The research focuses attention on the localized, neighborhood effects of the arts with a particular focus on communities in the midst of change. The Center, located on the Williams College campus, also works to make practical training in the application of these techniques and casemaking methods more widely available to policy makers, funders, arts administrators, and community development practitioners. http://web.williams.edu/Economics/ArtsEcon/about.html</p> <p>Community Creativity for Community Development This is an international programme created and managed by Pathways Inspirational Development to develop improvisation and drama skills amongst those engaged in adult education with groups in Lithuania, Romania and Wales. We wish to develop our skills - so we take risks - at least with our dignity. http://www.pathways-development.com/CommunityCreativity.asp</p> <p>Creativity and Community Dr. Mullen began by asking the students about their understandings of community, and the communities they belonged to. She illustrated how the notion of community could foster positive creative processes that worked to create loyalty and social cohesion, or operate in a more negative way, resulting in divisiveness and an “us or them” mentality. http://www.creativethinkingproject.org/creativity-and-community/</p> <p>Creativity Works Creativity Works believes passionately that creativity can make a significant difference to people’s lives by inspiring and supporting them to have fun and be creative, learn new transferable skills, improve their health and wellbeing and connect with their communities. We work with our partners to define clear outcomes which will result from our projects, including:</p> <p>Health and Social Outcomes:</p> <ul style="list-style-type: none"> • Improved mental health and well-being as measured using the Warwick Edinburgh Scale • Increased community participation • Improved wellbeing, e.g. confidence and self-esteem • increased engagement in meaningful activity <p>Learning and development Outcomes:</p> <ul style="list-style-type: none"> • Increased number of progression and development opportunities for participants • Better access to information about opportunities for progression and development • Improved and increased partnership working amongst organisations working with people with mental health problems and better targeted initiatives which listen and respond to participants’ needs and personal objectives • A body of evidence about the process from engagement to progression which can be used to inform development and integration • A group of trained artists with the skills and commitment to work in community and health settings <p>Economic Outcomes:</p> <ul style="list-style-type: none"> • Early Intervention and prevention initiatives create long term savings in social care and health services

	<ul style="list-style-type: none"> • Increased self-run community groups increases volunteering, community engagement and potentially social enterprise • Increased employment of artists and community organisers <p>http://www.creativityworks.org.uk/our-impact/</p> <p>Future Creative CIC is a social enterprise organisation which provides creative learning, professional development and community engagement programmes in the education, cultural, public and youth sectors. We believe that everyone has the innate human ability to use and enjoy creative skills in their lives and the right to hone their potential through education, professional training and community development in order to transform their lives and the world around them for the better. http://www.future-creative.org/what-we-do/community-engagement/community-engagement-projects/</p> <p>Using fun and inspiring techniques such as art, music, storytelling, humour and hands-on practical activities, has proved a fantastic way to involve people in influencing the future of where they live. We've used them in neighbourhood planning events, whether it be helping people make the most of green spaces, kickstart community enterprises, understand climate change, or respond to large-scale planning developments affecting the area. http://www.edenproject.com/eden-story/our-ethos/creative-community-engagement</p>
006	<p>Community Engagement Toolkit</p> <p>Community engagement works best where it is an ongoing cumulative process enabling relationships and trust to build and strengthen over time. Individual engagement events should be planned and designed with this in mind and aim to contribute to the overall aims of the engagement process. Community or voluntary groups may want to participate at a range of levels – from providing advice to co-designing the process and from undertaking some aspects of the engagement to delivering projects to meet some of the outcomes. http://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf</p>
007	<p>Soundart Radio – Creative Practice</p> <p>Soundart Radio – Totnes’ community radio station – is celebrating a decade of broadcasting with an exhibition and some special radio shows. Ten years ago, Soundart began broadcasting from its Dartington Hall base after winning the franchise to become a fully-fledged community radio station. Today the radio station transmits 24 hours a day, seven days a week and there are more than 100 volunteers who are committed to keeping the station on the air as it transmits both live on the radio at 102.5 FM and online via its website soundartradio.org.uk. http://www.totnes-today.co.uk/article.cfm?id=104541&headline=Celebrating%20decade%20of%20Soundart%20Radio&sectionIs=news&searchyear=2016</p> <p>“You're listening to Soundart Radio On 102.5FM There are plenty of other stations to choose from But we're a bit different than them And that's because everybody's welcome here To come and make their own lovely show We like sound, we like art And we're near the River Dart And that's why we're called Soundart Radio” http://www.soundartradio.org.uk/</p> <p>Speak Up Radio</p> <p>Speak up! encourages young people to say hello to the world around them through the medium of radio - particularly their friends, families, and neighbours. We're working in two different parts of the UK: in Devon we're working with Soundart Radio 102.5fm, and in Bolton with DBBC. Aune Head Arts is running the project and the main project funder is the Paul Hamlyn Foundation (thank you!). Find out more about the project here (we still need to raise some money to complete year two of the project.) http://www.auneheadarts.org.uk/archive/site/projects/speakup/index.html</p>
008	<p>What Type of Creative Activities Could You Introduce Into You Group?</p> <p>Do you feel like you are not getting the true views and opinions of the public you are engaging with? Maybe you feel you see the same faces at all meetings and are not hearing from all the groups or individuals in your community. If so, and you are committed to tackling the health inequalities within your area, perhaps it is time to try something different. Informal engagement events: Are a fun and enjoyable way for service providers to work with the public to understand their feelings about their community and how they would like</p>

	to move forward with improvements. Give people greater opportunities to influence decisions through participative and direct democracy rather than formal consultation exercises http://www.involve.org.uk/wp-content/uploads/2011/09/Not-Another-Consultation.pdf
009	<p>Creative Consultation Toolkit</p> <p>What is creative consultation? High quality consultation may use proven or new techniques but the best processes are always created to suit the context. Creative consultation processes are specifically designed to enhance people’s awareness and experiences. They can record an often unexpectedly wide range of knowledge and skills from contributors with many different experiences and viewpoints. Creative consultation maximises evidence and therefore enhances decision making; the best processes inspire people and communities to actively use and care for their places, both in their own interests and in the interests of others. Creative consultation can identify passionate communities of interest in culture, arts, sports and hobbies as well as local communities. It can present opportunities to think differently about places, trying things out at low cost, with well managed risks http://toolkit.creativityni.org/documents/toolkit.pdf</p>
010	<p>Coursework B & C Planning</p> <p>Component Two - Community Media Development Project Investigation (15%)</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • 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).
011	<p>Component Three – Community Media Development Group Project (30%)</p> <p>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?</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> You will focus on working with students and associates of DMU Local and the Faculty of Health & Life Sciences. <p>Your final Community Media Group Project Wiki page will include:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <ul style="list-style-type: none"> 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.
012	<p>Coursework B & C Group Objectives</p> <ul style="list-style-type: none"> Have you set up your wiki page on the DMU Commons Wiki? Have you discussed and identified a theme or topic of interest that you want your activity to focus on? Have you looked at other groups to see what you can learn from them? How will people find out and learn about the group and how to get involved? Who is doing what to support your activities? What creative community engagement techniques will you use? How will you capture and share the activities that you develop?
	<p>References:</p>