

TECH2503 Community Media Production

Workshop Twelve – Project Planning

Coursework Two Review

- Discuss what the common issues have been that you have discovered in your time spent learning about different formats for community media cafes.
- Use a mind-mapping technique to visualise the main issues that you have discovered.
- Identify how you discovered these issues.
- What links these issues?
- Are these links practical?
- Are these links experiential?
- Are these links conceptual?
- How are they articulated and accomplished on the networks and spaces that you have looked at?
- What are the three issues that you can take from this and use in your planning for your cafes?

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

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.

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	<p>Posts provide minimal insight, understanding and reflective thought about the topic.</p> <p>Posts present a specific viewpoint but lack supporting examples or links to websites or documents and so do not enhance the information presented.</p> <p>Posts are brief and unimaginative with minimal effort to connect with the reader.</p> <p>Posts show knowledge and understanding, but minimal analysis, synthesis and evaluation.</p>	<p>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.</p> <p>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.</p> <p>Posts are creatively and fluently written to stimulate dialogue and commentary.</p> <p>Posts demonstrate a high level of critical thinking such as through analysis, synthesis and evaluation.</p>
Personal Voice	<p>Posts are written in a style that does not fully consider the reader, and the author's voice is difficult to identify.</p> <p>Posts reflect almost no personality and little attempt is made to use effective word choices to bring the topic to life.</p>	<p>Posts are written in a style that is appealing and appropriate for the intended readership and a consistent voice is evident throughout.</p> <p>Posts reflect the author's unique personality through expressive and carefully selected word choices that bring the topic to life.</p>
Timeliness & Quantity	<p>Blog updated infrequently below the minimum weekly requirement or when reminded or posts lack clarity about when written and uploaded.</p>	<p>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.</p>
Relevance	<p>Posts are mostly relevant to the module curriculum and subject area.</p>	<p>Posts are always engaged with the module curriculum and subject area</p>
Presentation Skills (50)		
Text Layout, Use of Graphics and Multimedia	<p>Selects and inserts many low-quality graphics and multimedia which do not enhance the content.</p> <p>Acknowledges only a few multimedia and image sources and uses incomplete captions or annotations.</p>	<p>Selects and inserts high quality graphics and multimedia when appropriate to enhance the content's visual appeal and increase readability.</p>
Tags	<p>Posts are mostly but not always categorized and tagged appropriately.</p>	<p>Acknowledges all image and multimedia sources with captions or annotations.</p>
Citation and Referencing	<p>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.</p>	<p>Posts are always categorized and topics are tagged appropriately.</p> <p>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.</p>
Writing Quality	<p>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).</p>	<p>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).</p>