

TECH2503-18 Community Media Production

Workshop Nine: Helping People to Make Community Media

1 Investigation - Community Media Skills

- Working in pairs, look through the links and suggested sites and media in this section.
- Note what the learning objectives are in each of the examples.
- Do these organisations and projects demonstrate different approaches to community learning?
- What are the skills and idea that they priorities?
- Open a thread on DMU Talk (<https://talk.our.dmu.ac.uk>) and use the Learning Hacks category to note and share your observation about one positive example of an alternative or non-traditional form of learning that you have noted.

1.1 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.mediatrust.org/>

1.2 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>

1.3 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.cmtto.org.au/what-we-do/projects/multiplatform/skills>

1.4 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/>

1.5 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.

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/>

1.6 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/>

2 Discussion - Media Literacies

- Read through the skills models in this section, and identify how each suggests a different framework of media skills.
- Use the whiteboard to develop a mind map about the type of media skills that you think are important for people in communities to represent themselves?
- Can you identify specific capabilities that would be useful for people to have in order for them to enhance their communication skills?
- How would you go about facilitating and helping people to develop these skills?
- In what circumstances would you recommend some media skills over other types of media skills?
- How would you figure out what people are experienced in and capable of?
- How would you figure out what access to resources people have?

2.1 Digital skills for European Citizens and Consumers

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/>

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>

2.2 Digital Literacies

Doug Belshaw outlines eight (8) essential elements of digital literacy:

- **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
- <http://blogs.ubc.ca/dean/2013/03/what-is-digital-literacy-eight-8-essential-elements/>

2.3 The Essential Elements of Digital Literacies: Doug Belshaw At Tedxwarwick

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>

3 Discussion - Creative Media Skills

- Read through the creative media skills models in this section, and identify how each suggests a different framework of creative media skills.
- Use the whiteboard to develop a mind map about the type of creative media skills that you think are important for people in communities to represent themselves?
- Can you identify specific capabilities that would be useful for people to have in order for them to enhance their creative communication skills?
- How would you go about facilitating and helping people to develop these skills?
- In what circumstances would you recommend some creative media skills over other types of creative media skills?
- How would you figure out what people are experienced in and capable of?
- How would you figure out what access to resources people have?

3.1 Making is Connecting

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 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/>

3.2 Creativity & Human Development

Find out how creativity can help people and communities realise their full potential

<http://www.creativityjournal.net/>

3.3 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>

3.4 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>

3.5 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/>

3.6 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:

3.6.1 Health and Social Outcomes:

- 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

3.6.2 Learning and development Outcomes:

- 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

3.6.3 Economic Outcomes:

- Early Intervention and prevention initiatives create long term savings in social care and health services
- Increased self-run community groups increases volunteering, community engagement and potentially social enterprise
- Increased employment of artists and community organisers
- <http://www.creativityworks.org.uk/our-impact/>

3.7 Creative Development

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/>

3.8 Creative Enterprise

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>

4 Activity - Community Engagement Planning

- Open the wiki page for the TECH2503 Community Media Café planning.
- https://wiki.our.dmu.ac.uk/w/index.php/Community_Media_Cafe
- Over the last couple of weeks you have been discussing and identifying when and where the community media café sessions will take place.
- This week you need to decide what type of activities you will be running in the café sessions.
- Identify a section on the wiki page and outline some basic principles and tasks that need to be developed.
- Use a thread on DMU Talk (<https://talk.our.dmu.ac.uk>), with the Community Media Café category, to discuss what types of activities you are planning, discussing how they might work and what difference they might make.
- Use the links and examples in this section to identify examples of media skills activities that you might want to adapt and develop for your own use.

4.1 Creative Engagement Toolkit

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>

4.2 Soundart Radio – Creative Practice

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.soundartradio.org.uk). <http://www.totnes-to-day.co.uk/article.cfm?id=104541&headline=Celebrating%20decade%20of%20Soundart%20Radio§ions=news&searchyear=2016>

"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/>

4.3 Speak Up Radio

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>

4.4 What Type of Creative Activities Could You Introduce Into Your Group?

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 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>

4.5 Creative Consultation Toolkit

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>

5 Activity – Blogging & Wiki Reflection Coursework B

- Visit the assessment criteria for Coursework B. https://wiki.our.dmu.ac.uk/w/index.php/TECH2503_Community_Media_Production#Component_B_-_What_is_a_Community_Media_Caf.C3.A9.3F_.2815.25.29
- How will you write-up your research activities in your blogs, so that they illustrate and demonstrate the thinking, researching and planning that you are undertaking?
- What process of evaluation do you need to undertake to understand how the planning for the International Community Media Expo is proceeding?
- How will you undertake these evaluation tasks?

- How will you share your thoughts and insight about the principles you have established for the development of the expo?
- How will you keep a check of your progress?
- Are there any resources or support that you need to help along the way?
- What are your thoughts and feelings about this project and how it is being developed?
- What do you think will be a useful measure of success?

References: