

TECH1002-18 Social Media Innovation

Lecture Twelve – The Great Disruption

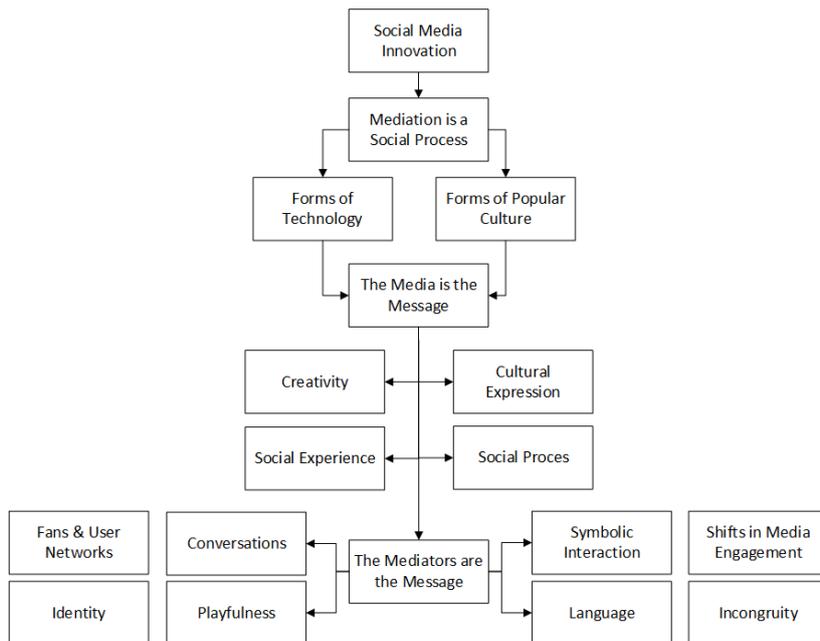
Taylor Swift - Shake It Off

https://youtu.be/nfWlot6h_JM

1 Introduction – Module Review

In the first half of the module we have established:

- Mediation is a social process that can be demonstrated in different forms of technology and popular culture.
- According to Marshal McLuhan the media is the message.
- Creativity and cultural expression can be viewed in disruptive forms popular culture and the way media technology is used.
- Media is a social process, and has always been a social experience.
- Fan and user networks now primarily drive the interest people have in different forms of media.
- Conversations and symbolic interaction are a challenging way of thinking about media engagement.
- Identity and playfulness are important ways to articulate and express different viewpoints.
- Language is both congruous and incongruous. How we use terms to describe and name issues shapes and changes the way we think about those issues.
- The mediators are now [*and have always been*] the message.



2 The Great Disruption

“The real innovations we need to pursue in order to become more resilient in the face of the coming disruption have **more to do with how we live, what we value, and how we relate to each other and to the other species with whom we share this planet**” (Fisher, 2016, p. 106).

“If we cannot end the worldwide combustion of carbon, we can at least build our resilience and the ability to withstand and bounce back from what Paul Gilding has called ‘the great disruption’ that will follow from such dramatic climate change. ‘We are entering,’ he writes, ‘a period of economic stagnation, geopolitical instability, and ecological chaos, during which we will need to both cope with all of that and begin the process of reinventing the global economic and political model under which we operate’” (Fisher, 2016, p. 106).

“We now know about punctuated equilibrium – that the evolution of species as well as changes in environmental conditions reach what Malcolm Gladwell calls ‘tipping points’ that bring sudden breaks from the past – and we have to assume that the coming disruption will happen in the same way, not gradually, but rapidly and without much warning” (Fisher, 2016, p. 114).

“Our epoch is one of determinism, fatalism and the total absence of alternatives” (Bauman & Donskis, 2013, p. 201).

“The inexorable growth of big business throughout the last century and a half has brought great benefits in many respects... But the mostly national corporations of the mid-twentieth century that had at least some sense of connection to and responsibility for their local communities have given way to rootless global entities – private-sector bureaucracies – many of which have lost all sense of community, of perspective” (Hilton, 2015, p. 17).

“The significance of modern times resides in how technology is shaping the world’s preferences into homogenised commonality – into global standardisation” (Levitt, 1986, p. 48).

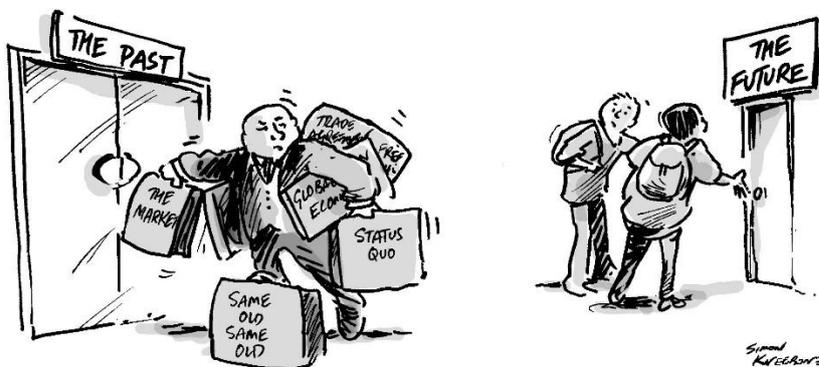
2.1 Future Problems

We need to think about:

- Social problems that will dominate the emerging generation’s experiences.
- How social media plays a role in new politics.
- How can we use social media to develop solutions and do things differently?

Climate change	Automation	Artificial Intelligence	Information Overload	Housing Segregation	Personal Debt	Migration
Climate Denial	Rampant consumerism	McDonaldisation	Globalisation	Carmagedon	Tech-Innovation	Pollution
Urbanisation	Managerialism	Generational Entrenchment	Entitlement	Commercial Concentration	Social Segregation	Inequality
Social Anxiety	Loneliness	Hyper-Celebrity	Political Populism	Class	Transactional Learning	Breakdown of Community
Women’s Empowerment	Social Bullying	Hyper-Individualism	Neo-Fascism	Social-Immobility	Functional Stupidity	Privilege
Post-Broadcast	Obesity	Diabetes	Alcohol Abuse	Medication	Monoculture	Loss of Privacy

2.2 We can’t solve problems by using the same kind of thinking we used when we created them.



<https://www.newint.com.au/blog/status-quo-thinking/future-pic/>

2.3 Media should reflect all society, not just a typically male ruling class

British newspapers are not some relic of a pre-digital Fleet Street either. A report from the Women's Media Center in 2014 found that male journalists in the US made up 63% of bylines in print, online and wire news media. Broadcasters have fared little better and this week the BBC was among those accused by the media regulator, Ofcom of a "woeful" lack of diversity with women, minority ethnic groups and disabled people all under-represented. Stung by a series of damaging rows over ageism and sexism involving the newsreader Moira Stuart and the former Countryfile presenter Miriam O'Reilly in 2012, the then BBC director general, George Entwistle, said: "What the BBC often reflects is the way the world is." Since then, the corporation has appointed a female political editor and introduced a second presenter on Today, though its pay audit suggests that equality is still struggling somewhat off air. <https://www.theguardian.com/media/media-blog/2017/sep/17/the-media-should-reflect-the-whole-of-society-not-just-one-ruling-class-jane-martinson>

2.4 Time's Up: Hollywood women launch campaign to fight sexual harassment

"The initiative, supported by stars such as Natalie Portman and Emma Stone, includes \$13m legal defence fund for women in less privileged professions. Three hundred female Hollywood actors, agents, writers, directors, producers and entertainment executives – including Natalie Portman, Emma Stone and Reese Witherspoon – are kicking off the new year with a coordinated effort to counter systemic sexual harassment in the entertainment business and workplaces nationwide. The initiative, announced with a full-page ad in the New York Times, includes a \$13m legal defence fund to help women in less privileged professions protect themselves from sexual misconduct and the consequences that may arise from reporting it. Entitled Time's Up, the programme was launched with an open letter signed by hundreds of women in show business, including Ashley Judd, Eva Longoria, America Ferrera, Rashida Jones and Kerry Washington, as well as powerful backroom Hollywood figures, including producer Shonda Rhimes, whose credits include Grey's Anatomy and Scandal. "The struggle for women to break in, to rise up the ranks and to simply be heard and acknowledged in male-dominated workplaces must end; time's up on this impenetrable monopoly," part of the letter reads. "If this group of women can't fight for a model for other women who don't have as much power and privilege, then who can?" Rhimes told the New York Times."

<https://www.theguardian.com/world/2018/jan/01/times-up-hollywood-women-launch-campaign-to-fight-sexual-harassment>

2.5 Britain's neighbourhoods are dying, former Downing Street advisor warns

A former Downing Street advisor has warned of the “slow death of our neighbourhoods” after new research showing most people do not know their neighbours well. Research in a new report commissioned by the social network Nextdoor, which aims to link people living in the same area, found that 60 per cent would not feel able to borrow a cup of sugar from their neighbours. Three-quarters would not feel comfortable letting a neighbour look after their pet while on holiday and 63 per cent never borrow or exchange things with their neighbours. <http://www.independent.co.uk/news/uk/politics/know-your-neighbours-how-many-britain-death-downing-street-a7873736.html>

2.6 Commission on Economic Justice urges radical economic shake up, but new government needed to achieve it

Give the Institute for Public Policy Research’s Commission on Economic Justice credit. As well as identifying problems with the British economy – and what it says should be familiar to anyone who’s been paying attention – it also advocates a menu of bold solutions. The problems are, of course, rising inequality, growth in GDP per head of 12 per cent that hasn’t been shared, with real wages falling. Increased casualisation of work, poor productivity, pitifully low investment. The yawning gap between the north and the south has only got wider. Meanwhile, the 1 per cent, and, perhaps more accurately, the 0.1 per cent has largely reacted to this with a shrug, entering the political discourse only at such time as people suggest that it might like to contribute a little more, or accept a little less, or both. <http://www.independent.co.uk/news/business/comment/commission-on-economic-justice-urges-radical-economic-shake-up-but-new-government-needed-to-achieve-a7931911.html>

2.7 'Posh' BBC removes qualifications from CVs of job applicants

The BBC is removing university degrees and school education from the CVs of potential new recruits and may set targets regarding the socioeconomic class of its workforce, after internal findings suggested the broadcaster is too posh. A survey by the BBC found that 61% of its employees had parents who were in or had been in higher managerial positions and professional occupations. This measure is considered an accurate reflection of whether people are from a privileged background. The result is double the national average, suggesting the corporation is significantly out of sync with the general population. The survey also found that 17% of BBC staff and 25% of the BBC management team went to private school, significantly above the UK average of 7%. Furthermore, 52% of staff had parents with university degrees, which is also above the norm. <https://www.theguardian.com/media/2017/sep/15/posh-bbc-removes-qualifications-from-cvs-of-job-applicants>

2.8 Why universities can't see women as leaders

Though the percentage of women appointed to lead universities is creeping up - between 2013 and 2016, 29% of new VC recruits were female – the net gain has been negligible. It's not, sadly, as if higher education is a particular outlier – just 10% of FTSE 100 companies are led by a female CEO, a quarter of the current cabinet are women, and if we're talking national newspapers, a paltry 20% of editors are female. But in a publicly-funded educational setting that has been explicitly committed to equal opportunities for decades now – and with at least equal numbers of men and women studying for degrees – what is stopping highly capable women taking half the seats at the top table?

<https://www.theguardian.com/higher-education-network/2017/mar/08/why-universities-cant-see-woman-as-leaders>

2.9 Where are all the women in higher education leadership?

The number of women in higher education is now equal to, and in many South Asian countries surpasses, men at undergraduate level. Yet, this has not translated into senior appointments and leadership positions within higher education institutions themselves. For example, only three per cent of vice-chancellors in India are women (six of the 13 female vice-chancellors are at women-only institutions). The figure for the UK is only 14%. The number of women working in middle and senior management posts tell a similar story. Furthermore, when women do achieve high office, it is usually in the social sciences, humanities and arts, but not the STEM subjects (science, technology, engineering and mathematics). Is this a matter of institutional bias (perceived or real) or do women exclude themselves from these positions, leaving the way clear for men and perpetuating the imbalance further? Dr Lata Chakravarthy (Director International Business School Bangalore) feels that women themselves are to blame, arguing -- controversially -- that 'they are often not ready to take on the responsibility'. <https://www.britishcouncil.org/voices-magazine/where-are-all-the-women-in-higher-education-leadership>

2.10 Why are there so few female vice-chancellors?

Speaking at The "Missing Women" in Higher Education Leadership conference at Lancaster University earlier this summer, King said that a large part of the problem was the entrenched notion that men were more "natural" leaders than women – something exacerbated by the increasing use of generally male-led headhunting firms, who report to male-led academic boards. "When [they] interview, [they have a] picture of who [they] are going to appoint – and it is a man," King said. Interview panels often offer the view that female candidates are "not quite ready", but the same comments

are not made about men, she claimed. “Why is that? Is it a paternalistic attitude that women are to be protected from the challenges ahead?” she asked. <https://www.timeshighereducation.com/features/why-are-there-so-few-female-vice-chancellors/2006576.article>

2.11 Have Smartphones Destroyed a Generation?

“More comfortable online than out partying, post-Millennials are safer, physically, than adolescents have ever been. But they’re on the brink of a mental-health crisis... To those of us who fondly recall a more analog adolescence, this may seem foreign and troubling. The aim of generational study, however, is not to succumb to nostalgia for the way things used to be; it’s to understand how they are now. Some generational changes are positive, some are negative, and many are both. More comfortable in their bedrooms than in a car or at a party, today’s teens are physically safer than teens have ever been. They’re markedly less likely to get into a car accident and, having less of a taste for alcohol than their predecessors, are less susceptible to drinking’s attendant ills. Psychologically, however, they are more vulnerable than Millennials were: Rates of teen depression and suicide have skyrocketed since 2011. It’s not an exaggeration to describe iGen as being on the brink of the worst mental-health crisis in decades. Much of this deterioration can be traced to their phones.”

<https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

2.12 I asked Tinder for my data. It sent me 800 pages of my deepest, darkest secrets

“With the help of privacy activist Paul-Olivier Dehaye from personaldata.io and human rights lawyer Ravi Naik, I emailed Tinder requesting my personal data and got back way more than I bargained for. Some 800 pages came back containing information such as my Facebook “likes”, links to where my Instagram photos would have been had I not previously deleted the associated account, my education, the age-rank of men I was interested in, how many Facebook friends I had, when and where every online conversation with every single one of my matches happened ... the list goes on.

“I am horrified but absolutely not surprised by this amount of data,” said Olivier Keyes, a data scientist at the University of Washington. “Every app you use regularly on your phone owns the same [kinds of information]. Facebook has thousands of pages about you!” As I flicked through page after page of my data I felt guilty. I was amazed by how much information I was voluntarily disclosing: from locations, interests and jobs, to pictures, music tastes and what I liked to eat. But I quickly realised I wasn’t the only one. A July 2017 study revealed Tinder users are excessively willing to disclose information without realising it. “You are lured into giving away all this information,” says Luke Stark, a digital technology sociologist at Dartmouth University. “Apps such as Tinder are taking advantage

of a simple emotional phenomenon; we can't feel data. This is why seeing everything printed strikes you. We are physical creatures. We need materiality." <https://www.theguardian.com/technology/2017/sep/26/tinder-personal-data-dating-app-messages-hacked-sold>

2.13 Going back to Facebook after four years is a sad and scary experience

So delving back into Facebook after a four-year break is a genuinely daunting experience. It's like stepping off a plane and realising there's a whole other world out there just carrying on without you. I am shocked to realise how much I have no clue about. The transformation of lives I once knew intimately. There are many babies I did not know existed. Last names changed with marriage. Sad death notifications. The shock of profile pages that are now memorial pages. These are things that in the past, even after moving away, one would hear about via text message or phone call or, even further back, through round robin emails and letters, but which now are collated on the internet's notice-board: Facebook. No need for any other town-crying. <https://www.theguardian.com/commentis-free/2017/jul/30/going-back-to-facebook-after-four-years-sad-scary>

2.14 Dominance of Silicon Valley

"Barely more than a year ago the Facebook founder, Mark Zuckerberg, seemed still to be rejoicing in his company's imperial phase, blithely dismissing the idea that fabricated news carried by his platform had affected the outcome of the 2016 US election as a "pretty crazy idea". Now scarcely a week goes by without some Facebook pronouncement or other, either updating the wider world about its latest quest to put its operations beyond criticism or assuring us that its belief in an eternally upbeat, fuzzily liberal ethos is as fervent as ever" <https://www.theguardian.com/commentis-free/2018/jan/01/silicon-valley-eating-soul-google-facebook-tech>

2.15 Antisocial media: why I decided to cut back on Facebook and Instagram

"Because we are all hooked, it can be hard to recognise your social media habits as problematic. The closest I came to an "aha" moment was during a visit to Facebook's headquarters at One Hacker Way, Palo Alto, in 2014, when I worked in advertising. Hearing its sales executives explain how much data Facebook had on its users, all the ways it could target people and get them to click on ads, was terrifying. I haven't posted a personal update on Facebook since. The moment you start thinking about Facebook as a surveillance system rather than a social network, it becomes a lot more difficult to hand it your information."

“It is worth remembering that, before dropping out of Harvard, Mark Zuckerberg majored in psychology. Facebook isn’t so much a feat of computer programming as it is of social programming. It is designed to exploit “vulnerability in human psychology”, as Sean Parker, Facebook’s first president, put it in an interview with Axios in November. “The thought process that went into building [social networks such as Facebook] was all about: ‘How do we consume as much of your time and conscious attention as possible?’” Parker said. “And that means that we need to sort of give you a little dopamine hit every once in a while, because someone liked or commented on a photo or a post or whatever. And that’s going to get you to contribute more content and that’s going to get you ... more likes and comments. It’s a social-validation feedback loop ... you’re exploiting a vulnerability in human psychology. The inventors ... understood this consciously. And we did it anyway.””

“There is a growing mountain of evidence that suggests Facebook negatively affects people’s mental and physical health. We are also beginning to understand, thanks to Facebook’s own experiments, that the network has the ability to manipulate and control our emotions. Then there are its effects on society: it has become clear that Facebook can encourage self-segregation and exacerbate social divides. Indeed, the former vice-president for user growth at Facebook sparked headlines in December for saying that he felt “tremendous guilt” for his work on a platform that he believes is “eroding the core foundations of how people behave by and between each other””.

https://www.theguardian.com/lifeandstyle/2018/jan/01/antisocial-media-why-decided-cut-back-facebook-instagram?CMP=Share_iOSApp_Other

2.16 Hard Questions: Is Spending Time on Social Media Bad for Us?

“According to the research, it really comes down to how you use the technology. For example, on social media, you can passively scroll through posts, much like watching TV, or actively interact with friends — messaging and commenting on each other’s posts. Just like in person, interacting with people you care about can be beneficial, while simply watching others from the sidelines may make you feel worse.

The bad: In general, when people spend a lot of time passively consuming information — reading but not interacting with people — they report feeling worse afterward. In one experiment, University of Michigan students randomly assigned to read Facebook for 10 minutes were in a worse mood at the end of the day than students assigned to post or talk to friends on Facebook. A study from UC San Diego and Yale found that people who clicked on about four times as many links as the average person, or who liked twice as many posts, reported worse mental health than average in a survey.

Though the causes aren't clear, researchers hypothesize that reading about others online might lead to negative social comparison — and perhaps even more so than offline, since people's posts are often more curated and flattering. Another theory is that the internet takes people away from social engagement in person.

The good: On the other hand, actively interacting with people — especially sharing messages, posts and comments with close friends and reminiscing about past interactions — is linked to improvements in well-being. This ability to connect with relatives, classmates, and colleagues is what drew many of us to Facebook in the first place, and it's no surprise that staying in touch with these friends and loved ones brings us joy and strengthens our sense of community." <https://newsroom.fb.com/news/2017/12/hard-questions-is-spending-time-on-social-media-bad-for-us/>

"While Zuckerberg and his colleagues do ethical somersaults, there is rising noise from a group of people who made headlines towards the year's end: the former insiders at tech giants who now loudly worry about what their innovations are doing to us. The former Facebook president Sean Parker warned in November that its platform "literally changes your relationship with society, with each other ... God only knows what it's doing to our children's brains."" <https://www.theguardian.com/commentisfree/2018/jan/01/silicon-valley-eating-soul-google-facebook-tech>

2.17 Our Minds Have Been Hijacked by Our Phones. Tristan Harris Wants to Rescue Them

"Technology steers what 2 billion people are thinking and believing every day. It's possibly the largest source of influence over 2 billion people's thoughts that has ever been created. Religions and governments don't have that much influence over people's daily thoughts. But we have three technology companies who have this system that frankly they don't even have control over—with newsfeeds and recommended videos and whatever they put in front of you—which is governing what people do with their time and what they're looking at" <https://www.wired.com/story/our-minds-have-been-hijacked-by-our-phones-tristan-harris-wants-to-rescue-them/>

2.18 The tech giants operate like cars without brakes. They must be reined in

"Not a day passes without apocalyptic wails against the internet. It promotes paedophilia, grooming, bullying, harassment, trolling, humiliation, intrusion, false accusation and libel. It aids terrorism, cyberwarfare, political lying, fake news, state censorship, summary injustice. It enriches a tiny few, dodges taxes, respects no borders and forces millions out of work. The internet companies, while pretending to be utilities not publishers, manipulate and censor news. They see humans as algorithm

factories, bundled for maximum advertising revenue. The “global village” is no village at all, just trillions of zombie consumers hard-wired to a handset. Who on Earth thought it a good idea?”

“The internet is passing through the robber baron phase of capitalism, as manufacturers did in the 19th century. Then, as now, governments were too scared to regulate companies, which grew big and arrogant, and collapsed. I bet this happens to the internet.”

<https://www.theguardian.com/commentisfree/2017/oct/12/tech-giants-reined-in-internet-state-regulation>

3 What Skills & Approach Do We Need to Survive?

- BT Tech Literacies report. https://techliteracy.co.uk/BT_REPORT.pdf
- Collaboration and community building.
- Creativity and diversity of thinking.
- Social practices and literacies.

3.1 Technical Literacies

“Technology is transforming how we live and work today, offering tremendous opportunity to drive economic growth and prosperity – but without concerted effort there’s a risk that the digital revolution will entrench existing social challenges” (Telecom & Accenture, 2017, p. 4).

“Digital tech is revolutionising the way we live and work. The falling cost of advanced technologies is transforming the way that we live day-to-day. There are eight billion devices currently connected to the internet globally, and the forecast is one trillion by 2030. This rapid uptake of tech is enabling a digital transformation that is taking hold at an exponential pace – the ‘fourth industrial revolution’” (Telecom & Accenture, 2017, p. 9).

“Three in four UK businesses are reporting internal digital skills gaps, with negative repercussions for UK productivity rates, which are currently ranked second lowest among the G7 countries for GDP (Gross Domestic Product) per worker. Over half of UK businesses are already reporting increased staff workloads due to skills shortages, and 29 percent complain of higher operating costs. A wide range of jobs have been forecast to disappear from our economy due to tech disruption over the next two decades, prompting concerns that the remaining roles will be harder to access. Following current trends, nine million low-skilled people will be chasing four million jobs in the UK, alongside a shortage of three million workers to fill 15 million high-skilled jobs, by 2022. This changing skills

profile and the resulting skills shortage could cost our economy £90 billion per year. This impact is likely to be exacerbated by the 50 percent reduction in foreign recruits to the UK expected as a result of Brexit – a potentially damaging trend in a country where currently 10 percent of workers, including a third of those in the tech industry, are international” (Telecom & Accenture, 2017, p. 10).

3.2 Technical Literacy Framework

Competent: Uses digital tech for varied routine tasks, such as online searches, email, messaging, social media, shopping, and managing finances. Has no particular interest in tech, but use it when needed and to make life easier.

Confident: Uses tech confidently, looking for ways to improve working and social life. Can adjust account settings to meet personal needs, use more advanced features and several software applications to be more productive and effective (e.g. Excel advanced features or write a personal blog).

Creative: Uses digital tech to create new innovations, ways of working or business opportunities. These could be new products or services; reducing costs; finding new ways to communicate with customers (e.g. through a YouTube channel); or setting up a digital business.

Expert: Has expert tech skills, such as the ability to use programming languages or data analytics applications. May use these to develop software, like games or apps; or may work in an IT job, in roles such as a software developer, data scientist, or cybersecurity expert. (Telecom & Accenture, 2017, p. 11).

“Recommendation 1: Break the single-minded focus on coding, to inspire a generation of creative-problem solvers that values tech know-how and where it can take them” (Telecom & Accenture, 2017, p. 29).

3.3 Technology Access

“Giving young people from underrepresented or disadvantaged backgrounds meaningful exposure to the jobs of the future would create a generation that knows what it takes to thrive in the modern workplace. And it would help to ensure that socio-economic status and parental background is less of a factor in their future aspirations” (Telecom & Accenture, 2017, p. 31).

“Giving young people new ways to access future-ready skills is not enough on its own. They also need to be inspired to want to build those skills. And parents and guardians need the understanding and support to reinforce that message, so they see it as the new way for their children to get ahead. To be successful, support at home should complement activity in schools – but crucially, it needs to go beyond it, connecting to the things young people love and where their attention is focused... Tech has become slick and invisible, and that cycle must be broken. Industries like sport, music, broadcast and fashion have young people’s attention and therefore are well-placed to use their assets and channels to show the role technology plays today, how human ingenuity and tech come together, and the kinds of jobs that underpin it.” (Telecom & Accenture, 2017, p. 30).

3.4 Tech-Know-How

“In a world shaped by tech, capabilities like **problem solving, judgement, creativity, interpretation, resilience, creativity and communication** will be more important than ever before – all underpinned by tech know-how” (Telecom & Accenture, 2017, p. 29).

“This approach would produce a generation of both digitally skilled and emotionally capable individuals. It has the potential to supercharge social mobility while meeting employers’ needs for ‘work-force chameleons’, who can apply softer skills and solve unstructured problems across a variety of roles” (Telecom & Accenture, 2017, p. 29).

LUKE SKYWALKER vs. KYLO REN 16 Bit

<https://youtu.be/oFfMN6lPnIA>

4 Beyond Broadcast

“Rather than just seeing the internet as a broadcast model, which brings an audience to a website (the ‘1.0’ model), Web 2.0 invites users in to play. Sites such as YouTube, eBay, Facebook, Flickr, Craigslist, and Wikipedia only exist and have value because people use and contribute to them, and they are clearly *better* the more people are using and contributing to them. This is the essence of Web 2.0” (Gauntlett, 2011, p. 7).

4.1 Collaboration and Community Building

“Ideally, societies provide their members with a rich and varied store of narratives to draw on as a starting point for their own identities. A ‘full’ society has ample cultural resources for those seeking answers to existential questions. Its ‘empty’ counterpart has only an impoverished and scanty

supply; the mirror it holds up reflects a stereotypical image. A society that heavily censors cultural expression and presents its members with a standard narrative produces stereotypical individuals” (Verhaeghe, 2014, p. 32).

4.2 Creativity and Diversity of Thinking

“Culture has no causes; it develops and unfolds as a flower which gives us beauty but certainly does not exist for our sake. Culture does not reflect or explain itself: it is supported by faith, a spontaneous sense of meaningfulness, and a desire to exist” (Bauman & Donskis, 2013, p. 174).

4.3 Women-fronted films are top three highest-grossing movies of 2017

For the first time since 1958 films with female actors in lead roles – The Last Jedi, Beauty and the Beast and Wonder Woman – topped North America’s box office <https://www.theguardian.com/film/2018/jan/01/women-fronted-films-top-three-highest-grossing-2017>

4.4 Social Practices and Literacies

“This multi-tasking during media exposures means that, when people split their attention across two or more messages at the same time, the level of concentration used in processing any one message is low or even non-existent. This means that most media messages are processed in automatic, unconscious routines” (Potter, 2013, p. 235).

“Not so long ago, our culture, and thus our identity, was determined by interaction between four key areas: politics, religion, the economy, and the arts, with politics and religion competing for dominance. These days, politicians are fodder for stand-up comedians; religion prompts associations with suicide bombers or sexual abuse; and everyone is an artist. The only thing that still counts is the economy, and here the neo-liberal economic narrative has taken over” (Verhaeghe, 2014, p. 112).

4.5 The Neo-Liberal View of People

“People are competitive beings focussed on their own profit. This benefits society as a whole because competition entails everyone doing their best to come out on top. As a result, we get better and cheaper products and more efficient services within a single free market. This is ethically right because success or failure in that competition depends entirely on individual effort. So everyone is responsible for their own success or failure. Hence the importance of education, because we live in a rapidly evolving knowledge economy that requires highly trained individuals with flexible competencies. A single higher-education qualification is good, two is better, and lifelong learning a must.

Everyone must continue to grow because competition is fierce. That's what lies behind the current compulsion for performance interviews and constant evaluations, all steered by an invisible hand from central management" (Verhaeghe, 2014, p. 112).

4.6 The Global Nomad, icon of Pullman's first TV commercial

<https://youtu.be/rpjbbwSzJJs>

5 How This Module Will Shift Attention

- Focus of lecture on future thinking skills.
- Learning mode is: guidance, debate, discussion – not instruction (i.e. Socratic method).
- Reading and vocabulary.
- Using DMU Talk, Blogs & Wiki to encourage enquiry, debate and shared experience.
- Focus on academic report – with critical thinking at its core.
- Design and innovation process.

5.1 Lecture – Etymology

The noun "lecture" dates from 14th century, meaning "action of reading, that which is read," from the Latin lectus, pp. of legere "to read." Its subsequent meaning as "oral discourse on a given subject before an audience for purposes of instruction" is from the 16th century. The verb "to lecture" is attested from 1590. The noun "lectern" refers to the reading desk used by lecturers. <https://en.wikipedia.org/wiki/Lecture>

5.2 Reasoning and Thinking

"The oldest, and still the most powerful, teaching tactic for fostering critical thinking is Socratic teaching. In Socratic teaching we focus on giving students questions, not answers. We model an inquiring, probing mind by continually probing into the subject with questions. Fortunately, the abilities we gain by focusing on the elements of reasoning in a disciplined and self-assessing way, and the logical relationships that result from such disciplined thought, prepare us for Socratic questioning. Thankfully, there is a predictable set of relationships that hold for all subjects and disciplines. This is given in the general logic of reasoning, since every subject has been developed by those who had:

- Shared goals and objectives (which defined the subject focus)
- Shared questions and problems (whose solution they pursued)

- Shared information and data (which they used as an empirical basis)
- Shared modes of interpreting or judging that information
- Shared specialized concepts and ideas (which they used to help them organize their data)
- Shared key assumptions (that gave them a basis from which to collectively begin)
- A shared point of view (which enabled them to pursue common goals from a common framework)" <http://www.criticalthinking.org/pages/socratic-teaching/606>

“The Socratic method, also can be known as maieutics, method of elenchus, elenctic method, or Socratic debate, is a form of cooperative argumentative dialogue between individuals, based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying pre-
 assumptions. It is a dialectical method, involving a discussion in which the defence of one point of view is questioned” https://en.wikipedia.org/wiki/Socratic_method

5.3 Reading and Vocabulary

- The recommended books give learners both a framework to discuss issues, and a vocabulary to engage in engaged debate and discussion.
- The Resource List accessible via Blackboard has access to electronic versions of many of the recommended books.
- It is expected and assumed that learners will be undertaking independent reading.

Cohen, J. & Kenny, T. (2016) Producing New and Digital Media. Abingdon, Focal Press.

<http://www.routledgetextbooks.com/textbooks/9781138830103/student.php>

Jenkins, H. (et al) (2013) Spreadable Media – Creating Value and Meaning in a Networked Culture, New York University Press, New York.

<http://spreadablemedia.org/>

Jones, R. and Hafner, C. (2012) Understanding Digital Literacies: A Practical Introduction. Abingdon and New York: Routledge.

<http://routledgetextbooks.com/textbooks/author/jones-9780415673150/>

Lindgren, S. (2017) Digital Media & Society, London, Sage.

<http://www.simonlindgren.com/>

5.4 DMU Talk, Blogs & Wiki

- Lecture notes are available as a PDF on the DMU Commons Wiki
https://wiki.our.dmu.ac.uk/w/index.php/TECH1002_Social_Media_Innovation#Lecture_Notes_2017-18
- Each lecture identifies a chapter to read from one of the recommended books.
- Each lecture identifies a documentary or programme to watch about a relevant topic.
- Each lecture is summarised in a short YouTube video.
<https://www.youtube.com/watch?v=0EdQ7uuSgFA&list=PLxgGIVigplHeuJh1--i2lKtAcN0p5aSWU>
- DMU Talk will be used to post examples and ideas of media and events that might be of interests, and to discuss how issues and planning for projects might be understood and defined.
<https://talk.our.dmu.ac.uk/>
- The blogs are for learners to demonstrate, explore and experiment with different forms of social media. <https://diy.our.dmu.ac.uk/>
- No prescriptive list of resources or types of social media will be provided, instead the reflection process values freedom of expression, discussion and contribution.
- Supportive and non-judgemental discussion in your groups and in learners' interaction with tutors is essential.

5.5 Academic Report

“Repertoires... do not belong to individual people and are not located inside their heads. They are a social resource, being available to all who share a language and a culture, and are seen as a tool-kit form which people can assemble accounts for their own purposes” (Burr, 1995, p. 118).

5.6 Design Thinking

“For truly paradigm-shifting innovation, we need other ideas of knowledge as well” (Fisher, 2016, p. 107).

“The design process involves a systematic and highly rigorous method of developing and critiquing ideas in an iterative process that can produce results that have both practical value and radical implications” (Fisher, 2016, p. 107).

“While the design process and design thinking underlies all of this work, most designers have seen those methods not as ends in themselves, applicable to a wide range of human phenomena, but only as a means to the end of producing tangible outcomes, such as a building, a project, or a

website. In doing so, the design community frequently misses the larger value of what it has to offer: a set of skills attuned to producing paradigm shifting innovation, which the world now needs more than ever” (Fisher, 2016, p. 107).

“Design, in terms of the definition that the political scientist Herbert Simon gave it as ‘courses of action aimed at changing existing situations into preferred ones,’ underlies everything we do. Because we have created every aspect of the designed world we inhabit, so too can we construct it answer and take action to change what exists into what we would prefer” (Fisher, 2016, p. 107).

“The design community could – and should – lead that process, since one of the reasons why so much of the world has become so dysfunctional and unsustainable lies in the fact that many of those charged with designing systems, policies, and regulations have had little or no education in the design process” (Fisher, 2016, p. 108).

6 Future Jobs and Roles?

- The jobs you will be doing have not been invented yet.
- The technologies you will be using have not been invented yet.
- The practical changes I have lived through...
- Supportive and contributory process of exploration and discovery.

6.1 A Force for good: why the Last Jedi is the most triumphantly feminist Star Wars movie yet

Among the approving voices is Annalise Ophelian, a documentary film-maker and psychologist whose current project, *Looking for Leia*, is about girls and women in Star Wars fandom. “The Last Jedi depicts women as multi-faceted, multi-generational, multi-racial. There are women in strong leadership positions and women who occupy student/learner positions,” she says. The Last Jedi also contains what Ophelian says is the “first truly Bechdel Test passing scene” in the history of the franchise. “Female heroes are traditionally presented in cinematic isolation. This film gives us women working side by side, women in technical positions, and of course women learning the ways of the Force.” <https://www.theguardian.com/film/2017/dec/18/star-wars-the-last-jedi-women-bechdel-test>



Figure 1 Design Museum Dec 2017

“Citizens cannot just retreat to their own communities. They have to cultivate the virtue of solidarity. This means engaging other communities and voluntary institutions to create common ground to deal with common problems” (Etzioni, 1995, p. 8).

“Integrated Media is an approach to potent community/people change. Different print, audio or video mediums can be combined to develop an integrated media approach that through sensitive community participation and people oriented approach can work wonders across the communities. This integrated approach believes that media is not just means/tool but a very dynamic process”
<https://communitymediaindia.wordpress.com/2012/09/09/integrated-community-media/>

7 Critical Mindsets

7.1 The Backfire Effect: The Psychology of Why We Have a Hard Time Changing Our Minds

“The awareness that personal growth means transcending our smaller selves as we reach for a more dimensional, intelligent, and enlightened understanding of the world, and on the other hand, the excruciating growing pains of evolving or completely abandoning our former, more inferior beliefs as

we integrate new knowledge and insight into our comprehension of how life works. That discomfort, in fact, can be so intolerable that we often go to great lengths to disguise or deny our changing beliefs by paying less attention to information that contradicts our present convictions and more to that which confirms them. In other words, we fail the fifth tenet of Carl Sagan's timelessly brilliant and necessary Baloney Detection Kit for critical thinking: "Try not to get overly attached to a hypothesis just because it's yours."” <https://www.brainpickings.org/2014/05/13/backfire-effect-mcraney/>

“Once something is added to your collection of beliefs, you protect it from harm. You do this instinctively and unconsciously when confronted with attitude-inconsistent information. Just as confirmation bias shields you when you actively seek information, the backfire effect defends you when the information seeks you, when it blindsides you. Coming or going, you stick to your beliefs instead of questioning them. When someone tries to correct you, tries to dilute your misconceptions, it backfires and strengthens those misconceptions instead. Over time, the backfire effect makes you less sceptical of those things that allow you to continue seeing your beliefs and attitudes as true and proper.” (McRaney, 2013).

“If you never change your mind, what's the point in having one?” Edward de Bono.

7.2 Corporate Stupidity

“A central, but often unacknowledged, aspect of making a corporate culture work is what we call stupidity management. Here managers actively encourage their employees not to think too much. If they do happen to think it is best not to voice what emerges. Employees are encouraged to stick with clear cut parameters” (Alvesson & Spicer, 2016, p. 89).

“By cultivating functional stupidity, organisations are able to avoid the costs of critical thinking. Side-stepping troublesome questions enables them to give their staff a sense of order, trust and predictability” (Alvesson & Spicer, 2016, p. 93).

“As we reduce our use of non-renewable resources, we also need to cultivate one of our greatest untapped renewable resources: human ingenuity and creativity. Design and the arts generally attract many creative people, but this community also has an important role to play in helping others re-discover the imagination that almost all of us have as a youth” (Fisher, 2016, p. 108).

“How should we live in the future, knowing that we cannot continue to live as we have in the past, consuming so many resources, creating so much environmental damage, and generating so many inequities? The question of how should we live gets answered, consciously or not, by every architect, with every design” (Fisher, 2016, p. 109).

7.3 Negative Capability

“Perhaps instead of encouraging only optimism, organisations should try to build up a virtue that the poet John Keats defined nearly 200 years ago – negative capability... Keats described negative capability as the ability to be in ‘uncertainties, mysteries, doubts, without any irritable reaching after facts and reason.’ For Keats this meant being able to experience, and recognise experiences, and remain open to the world” (Alvesson & Spicer, 2016, p. 223).

7.4 Observe

“The first thing any good critical thinker does is to observe. This means asking the deceptively simple question: ‘What is going on here?’ To answer this, critical thinkers need to carefully look and listen, and then try to capture what is going on in the situation. Observations need to be open... A good observer looks beyond the categories and sees what people are actually doing” (Alvesson & Spicer, 2016, p. 225).

7.5 Interpret

“Once you have a good understanding of the issues – and can carefully describe them – the next step is to find out how other people understand it. This involves trying to find out how other people talk about an issue, what they think and how they see it” (Alvesson & Spicer, 2016, p. 226).

7.6 Question

Having understood how different people describe the same problem, you need to take the next and final step. That is asking questions about these different perspectives. A critical thinker does not naively accept what they see on the surface. Nor do they blindly accept the views of others. They need to question their views. They do this by asking the question: ‘What the hell is going on here?’” (Alvesson & Spicer, 2016, p. 227).

“This means doing the kind of things that stupidity management typically puts a stop to. It means asking: ‘What are the assumptions we are making here?’, ‘What are the reasons why we are doing this?’ and ‘What are the wider outcomes or broader meanings of this?’” By beginning to ask these

disruptive questions, many of the unseen or unthought issues and problems may begin to come to light” (Alvesson & Spicer, 2016, p. 227).

“The final trap that can raise its head at this stage is naivety. This happens when you take people – or indeed your own observations and ‘solutions’ – at face value. All too often there are deep meanings or broader problems which are lurking behind what you see on the surface. By avoiding scepticism and not asking difficult questions, you are likely to simply end up dealing with symptoms and not getting to the deeper causes” (Alvesson & Spicer, 2016, p. 228).

7.7 Summary – Process over Product

“The shift from distribution to circulation signals a movement towards a more participatory model of culture, one which sees the public not as simply consumers of preconstructed messages but as people who are shaping, sharing, reframing, and remixing media content in ways which might not have been previously imagined. And they are doing so not as isolated individuals but within larger communities and networks, which allow them to spread content well beyond their immediate geographic proximity” (Jenkins, Ford, & Green, 2013, p. 2).

“Participatory communication underscores the importance of ‘process’ over ‘product’ in the context of community communication” (Howley, 2010, p. 184).

Jean-Michel Jarre, Edward Snowden – Exit

<https://youtu.be/YNESMafb5ZI>

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