TECH1502-18 Introduction to Community Media

Workshop Twelve: Community Media Reporting Research

1. Discussion – Community Media Reporting
- Visit https://communityreporter.net/

"The Institute of Community Reporters was established in 2012 by People's Voice Media to act as a representative body for trained Community Reporters across the UK and Europe. The Institute's aim is to provide a space for people to tell their story of their lived experiences and share their stories and experiences with each other and with a wider audience. We use these stories to challenge perception and allow people to describe their own reality. Stories are curated and used to create conversations of change workshops where the different perspectives are shared to develop the co-production of new practices." https://communityreporter.net/about-us

- What are the different styles of community reporting outlined on this site?
- Why do you think this kind of community media reporting activity is popular?
- What do you think of the level or type of insight being displayed?
- What do you think people get from participating in these community media reporting projects?
- How do these reports get shared?
- Does the form of media make a difference in the way that people participate in community media reporting?
- Can you identify any similar projects or activities?
- Have you ever undertaken a similar activity?

2. Discussion - Review of the Learning Outcomes of the Module
- Consider what each of these outcomes means in practice, and how you might demonstrate your experiments and trials of these practices and thinking styles?
- How might you self-evaluate you progress as you try out the different types of activity?
- How might you encourage feedback about your activities and who from?
- What form of feedback and reflection do you think best suits your personal learning style?
- Have you reviewed your MBTI Personality type and adapted any of your learning activities to better suit your personal preferences for learning?

At the end of this module you will be able to demonstrate that you can:
- Use and evaluate key terms and concepts associated with community and collaborative media, and to use these terms and concepts to undertake critical assessments and interventions in debates associated with of community media practices, organisation and policy.
- Plan, produce and share - responsibly and ethically - content and media products within a community media group or network.

This will require that you demonstrate:
- An awareness and knowledge of the underlying concepts associated with community media.
- An ability to interpret and evaluate terms and concepts associated with community media.
- An ability to present data and evidence about community media principles and practices and to interpret that evidence using academic concepts.
- An ability to produce media content (images, sound, text) using media production technologies which can then be distributed using broadcast, social or interactive community media.

- An ability to evaluate different problem-solving approaches related to social media production techniques and the media used by participants in community media networks.
- An ability to relay information and communicate observations and findings from investigation into community media production practices.
- An ability to try new learning practices and ideas, and to develop new skills for reflexive and self-evaluative learning.
- An ability to manage and organise individual and group projects and to exercise personal responsibility in the completion of individual and group tasks and objectives.

3. Component Three Community Media Reporting Group Project (30%)
- Visit the DMU Commons Wiki TECH1502 Page.
- Read through the details of the third assignment - https://wiki.our.dmu.ac.uk/w/index.php/TECH1502_Introduction_to_Community_Media#Component_C_.E2.80.93_Community_Media_Reporting_Group_Project_.2830.25.29
- Double check that you are part of a group and that you are clear what your project is, that you have contact information and clear methods of sharing ideas, information and undertake project planning.
- Discuss in your group how you might provide evidence thought this project for you to be individually assessed based on your blogs.

You are being assessed on your ability to:
- Research information about the activity your community media reporting project is based on.
- Share and collaborate as a group to develop your community media reporting.
- Present and manage information to users of your community media reporting project.
- Reflect on the process of developing your community media reporting project.
- Keep an individual reflective account of your community media reporting project.

Can you create a Check-List of the assignment requirements?
- What does the assignment brief ask you to complete?
- In what way does the assignment brief expect you to use the DMU Commons Wiki?
- How will you keep track of the different elements and types of social media that you are expected to use?
- How will you demonstrate that you have incorporated the research you undertook for coursework B into this assignment?
- How often do you need to write and post blogs?
- What is the form that these blogs are expected to take?
- What have you learnt from looking at the wiki pages and blogs of learners in previous years?

4. Creative Planning Techniques

- Will any of the techniques included here be of use to you as you develop your social project?

1.1. Planning Your Assignment - Higher Education Assignment Toolkit
"These resources will help you to prepare an assignment that meets the requirements of higher level study. We designed them to suit different approaches to learning so you're sure to find something here that will interest you. Fire up your assignments with HEAT!" http://www.library.dmu.ac.uk/Support/Heat/

1.2.   Planning a Project

Gantt charts, critical path analysis, SMART objectives and estimation skills are just some of the topics covered in this free course, planning a project, to help you understand how to plan for a project. You will gain an appreciation of the range of planning techniques available and the situations in which it is appropriate to use them. http://www.open.edu/openlearn/money-management/management/business-studies/planning-project/content-section-0#

1.3.   Creative Community Engagement

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

1.4.   Mind Mapping & Visualisation

Mind Maps: Pattern notes or mind maps can be particularly helpful when you are developing your ideas and planning your assignment. You can see your ideas and how they're linked together. Make it even more helpful by using colour and images! http://www.library.dmu.ac.uk/Support/Heat/index.php?page=512

1.5.   What is a Mind Map?

A Mind Map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness – in a single, uniquely powerful manner. In so doing, it gives you the freedom to roam the infinite expanses of your brain. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. http://www.tonybuzan.com/about/mind-mapping/

1.6.   How to Make a Mind Map: Creative Examples for High School Art Students

Many Art students begin the year by brainstorming possible ideas, topics or themes for their Art projects. This article features 23 creative mind map examples and other visual brainstorming illustrations to inspire high school Art students. http://www.studentartguide.com/articles/how-to-make-a-mindmap-creative-ideas

1.7.   Making a Mind Map

People have been using visual methods of representing, organizing and understanding information since ancient times. In the 1970s, researcher and educator Tony Buzan formally developed the mind map. Its colourful, spider- or tree-like shape branches out to show relationships, solve problems creatively, and help you remember what you've learned. This article will walk you through planning a mind map, constructing it by hand, and looking at the pros and cons of many mind-mapping software programs now on the market. http://www.wikihow.com/Make-a-Mind-Map

1.8.   MS Visio

Visio top features: Simplify and communicate complex information with data-linked diagrams that you can create in just a few clicks. Visio makes diagramming simple. Whether you want to quickly capture a flowchart that you brainstormed on a whiteboard, map an IT network, build an organizational chart, document a business process, or draw a floor plan, Visio helps you work visually. https://products.office.com/en-gb/visio/microsoft-visio-top-features-diagram-software

1.9. Microsoft DreamSpark

Students and staff can download software and learning materials from Microsoft. Login via the UK Access Management Federation with your Single Sign On details. https://msdnaa.tech.dmu.ac.uk/

1.10. Digital DIY and Creative Society: Video Series

These six videos explore the culture and ethos of Digital DIY. Each video looks at a key aspect that emerged during the case study research, in terms of broad social impact and through the first-hand accounts of leading voices within the field. Interviewees were chosen to represent a cross-section of makers, innovators, entrepreneurs who are closely involved with DiDIY activities, creativity and creative platforms, both online and offline. The videos aim to provide insight and understanding of this emerging sector from the viewpoint of participants. http://www.didiy.eu/online-videos-didiy-case-studies

1.11. Making is Connecting

David Gauntlett talks about his book 'Making is Connecting' in 5 minutes. 'Making is Connecting: The social meaning of creativity, from DIY and knitting to YouTube and Web 2.0' is published by Polity in April 2011. https://www.youtube.com/watch?v=SPuV1PvDlqE

5. Activity - Blogging

- Start a new blog post that can be shared on DIY-DMU.
- Based on the evaluation and discussion that you have undertaken in this session, can you identify the skills, knowledge and experience that you would like to develop in order to enhance your project planning activities?
- Can you list the things that you are good at, and what evidence you have for this?
- Can you suggest areas of improvement and how you might develop your skills in this area?
- Is it useful to share and discuss your development goals with other people?

References: