TECH2503 Community Media Production

Workshop Twelve – Project Planning

1   Activty – Community Media Project Examples
- Visit the following sites and documents, and identify the focus and purpose of each.

- Are there any specific differences and requirements in each of these examples in terms of skills and aptitudes?

- What kind of knowledge and experience do you think that a participant in any of these projects might need?

- What kind of knowledge and experience do you think that an organiser and facilitator of these projects might need?

- What can you take from these projects that you can use in your own project?

1.1   Soundart Radio Projects
"Soundart Radio works with other learning providers, community groups, heritage and arts organisations. We can match your group to just the right sound artist or technical expert to deliver a really inspiring project. We're also a centre for the Arts Award and provide workshops and training for people of all ages and abilities." http://www.soundartradio.org.uk/services/projects/

1.2   Community Media 4 Kenya
"Community Media 4 Kenya (CM4K) is a partnership network comprising our students and marginalised communities, practitioners, NGOs and civil society and government representatives in Kenya. Students join together to raise money and seek to use their skills, expertise, knowledge and enthusiasm to make a difference by sharing these with our Kenyan partners. Adopting a 'training the trainers' approach, the project facilitates capacity building workshops that enable our partners to continue to work on empowering local community voices through digital communications."
http://arts.brighton.ac.uk/projects/community-media-4-kenya

1.3   Role Profile - Community Media Producer (Freelance)
"The post-holder will co-ordinate the main delivery of the project objectives. The aims of the project are:

1.   An increased number of community groups in our area are enabled to make media that advances their aims and objectives. We expect that these will primarily be videos, but they may also be audio programmes or other media forms if relevant.

2.   Community groups involved will participate in the design and planning of their media messages so that the results adequately reflect their aims and values.

3.   Members of community groups better understand the use of media and are able to use that understanding to inform their future activities.

4.   Community groups will be more empowered and feel more confident and able to tackle the issues they feel are important to the local community."
https://www.bristolmedia.co.uk/Media/swcj-data/4763-df-89d4497b9c9cc4fcd0ac3eee7831af1.pdf

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 are able to:

- Use key terms and concepts associated with community and collaborative media.
- Develop, produce and share - responsibly and ethically - content and media products within a community media group or network.
- Evaluate key terms and concepts associated with community and collaborative media to undertake critical assessments and interventions in debates associated with community media practices, organisation and policy.

You will do this by showing that you have:

- An awareness and knowledge of the underlying concepts associated with community media development.
- An ability to interpret and evaluate terms and concepts associated with community media development.
- An ability to present data and evidence about community media development 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 community 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 development and 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 Café (30%)

- Visit the DMU Commons Wiki TECH2503 Page.
- Read through the details of the third assignment - https://wiki.our.dmu.ac.uk/w/index.php/TECH2503_Community_Media_Production#Component_C_-_Community_Media_Cafe_.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 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.

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 community media that you are expected to use?
- How will you demonstrate that you have incorporated the research you undertook for course-work 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   Activity - Creative Thinking
- Can you identify any useful planning and creative development techniques from the examples listed here?
- How can they be used in practice?
- What difference do they make to the planning process?
- How do you know that they are effective?
- How do they fit with the ethos of community media?

Over his past several books, British scholars David Gauntlett has been asking researchers to think more deeply about the nature of "creativity" and its place in our everyday lives. Gauntlett's exploration is central to his most recent book, Making is Connecting: The Social Meaning of Creativity, from DIY and Knitting to YouTube and Web 2.0, which I read recently with a sense of encountering a kindred spirit with whom one can have productive disagreements (as surface later in this exchange) and from whom one can draw core insights. Part of the richness of this book is its expansion well beyond the sphere of things digital to place grassroots creativity and DIY tinkering in a larger historical and philosophical context, one which will be valuable in helping to further clarify the core point that Web 2.0 is simply one model for thinking about what happens when more people have the capacity to produce and circulate media and other cultural materials.
http://henryjenkins.org/2011/08/studying_creativity_in_the_age.html

4.1   Making is Connecting: The 4-minute presentation (2012)
This is a concise video version of a Prezi presentation highlighting some key themes of the book 'Making is Connecting', by David Gauntlett. https://youtu.be/nA-IYHM7u6A

4.2   David Gauntlett full-length Inaugural 2008: Participation Culture, Creativity, and Social Change
'Participation Culture, Creativity, and Social Change': David Gauntlett's full-length Inaugural Lecture at the University of Westminster, November 2008 https://youtu.be/3Ydz888lUmQ

4.3 Overcoming Barriers

Making planning open to many people: "The idea of actively coordinating plans is strong enough that even people who don't have particularly outstanding personalities often have busy social lives, just because they're constantly arranging one outing or another. Meanwhile, someone who is technically more fun or interesting, but more lazy about making plans, may not get to go out as much as they'd like."

- Proposing a skeletal/outline plan to people, then working out the details if they accept.

- Figuring out what other peoples' plans are and then getting on board.

- Plans can take some work at times.

- Avoid rejection.

- Figuring out what to do – be practical.

- Build-in research time.

- Time spent asking people is time well spent.

- Adjusting the plan so it works for everybody.

- Spend time convincing people to attend.

- Set up things necessary for the plan to happen.

- Come up with an original plan or build on someone else's idea.

- Have a semi-solid plan in mind before asking people.

- Once people have accepted your plan, be open to it changing in any way.

- For larger activities, don't get too hung up on certain people attending.

- If no one can come, try again later.

- Be in the loop technology-wise.

- Plant the seeds for future plans.

- Different people can be good at different roles in making plans.

http://www.succeedsocially.com/plans

4.4 Breaking creative blocks - Lateral thinking

Lateral thinking is solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic. The term was promulgated in 1967 by Edward de Bono. He cites as an example the Judgment of Solomon, where King Solomon resolves a dispute over the parentage of a child by calling for the child to be cut in half, and making his judgment according to the reactions that this order receives. https://en.wikipedia.org/wiki/Lateral_thinking

4.5 Prompts and counter-intuitive thinking.

Innovation doesn't happen by thinking the same way everyday. Innovation happens when we think different. The challenge however is that thinking different is counter intuitive. A good way to get your mind thinking in a counter intuitive style is to think of the opposites. To get you in the mindset I'd like you to think of the opposites to each word:

- Black...............White

- Up..................Down

- Big..................Small

- North...............South

- Love................Hate

- Peace..............War

- Fast.................Slow

- Start...............Stop

http://www.innovationblueprint.com.au/blog/2015/12/9/innovation-is-counter-intuitive

4.6   Oblique Strategies
"These cards evolved from our separate observations of the principles underlying what we are doing. Sometimes they were recognized in retrospect (intellect catching up with intuition), sometimes they were identified as they were happening, sometimes they were formulated. They can be used as a pack (a set of possibilities being continuously reviewed in the mind) or by drawing a single card from a shuffled pack when a dilemma occurs in a working situation. In this case the card is trusted even if it appropriateness is quite unclear. They are not final, as new ideas will present themselves, and others will become self-evident."
http://music.hyperreal.org/artists/brian_eno/oblique/oblique.html

4.7   Creative Expression
Trying out different techniques: Creative thinking and reasoning have been identified and highlighted as an essential twenty-first-century skill by many business, education, community and government leaders. As our children grow and develop, introducing them to the idea that the arts involve creative problem solving will teach them how to manage frustration, uncertainty and ambiguity with innovative ideas and solutions. Through the arts, our children can learn how to express their unique identities, while simultaneously developing habits of mind that will help them succeed anywhere, from the playground to the workplace.
http://www.pbs.org/parents/education/music-arts/the-arts-and-creative-problem-solving/

4.8   Having Fun
Creativity is also an intellectual process, a way of thinking, an approach to solving problems. Psychologists have always had trouble determining which intellectual skills are necessary for creativity, although most would agree that these include a tendency to form unusual associations, to relax conscious thought to gain access to more "primitive" modes of cognition, to use analogies and metaphors in reasoning, to form rich visual images, and to ask original questions (Barron & Harrington, 1981). An aspect of the creative process that has been studied frequently in research on the play of preschool children is the ability to engage in what are called convergent and divergent problem solving. https://www.education.com/reference/article/play-creativity-problem-solving/

4.9   Play & Problem Solving
"Bruce (1991) argues that 'free-flow play' is the purest form of play where play is freely chosen by the child and without the confines of external expectation. During this 'pure' play, children will:

- initiate the activity in a meaningful context

- have control and ownership of the activity by imagining, making decisions and

- predictions

- experiment with strategies and take risks in this 'safe' context

- show curiosity

- repeat, rehearse and refine observed social behaviours and skills

- seek pleasure from the essence of the activity.

- All of these processes, integral to play, are also essential for mathematical thinking

- and problem solving.

https://www.corwin.com/sites/default/files/upm-binaries/58992_Tucker.pdf

4.10   Mind Mapping & Visualisation

Brainstorming: In briefest possible terms, brainstorming is a two-person (or small group) way to come up with lots and lots of ideas, some impractical and a few useful, in a short period of time. The goal is to build on each others' notions (left), quickly and without editing.

- **Rule One:** No editing while the session is in play: anything is okay – weird ideas must be added to or built on, not critiqued or killed.

- **Rule Two:** Set a time – 15 minutes, or a half hour – in which the goal is to write down as many ideas as you can.

- **Rule Three:** Editing ideas comes after the end of the play session – and the crazier ones can then be turned over for usability. https://alexanderwwhite.wordpress.com/designer/type-design/brainstorming-and-creative-problem-solving/

4.11   Creative Problem Solving (CPS)

A. Understand and define the problem

- Step 1 Objective Finding (identify the goal, wish or challenge)

- Step 2 Fact Finding (gather the relevant data)

- Step 3 Problem Finding (clarify the problems that need to be solved in order to achieve the goal)

B. Generate ideas about the problem

- Step 4 Idea Finding (generate ideas to solve the identified problem) (ways of thinking about the problem from different angles and perspectives)

C. Find, define, and act on best solutions

- Step 5 Solution Finding (move from idea to implementable solution)

- Step 6 Acceptance Finding (plan for action)

CPS is flexible, and its use depends on the situation. The steps can be (and often are) used in a linear fashion, from start to finish, but it is not necessary to use all the steps. For example, if one already has a clearly defined problem, the process could begin at Step 4) Idea Finding.

4.12   How to Brainstorm

Osborn claimed that two principles contribute to "ideative efficacy": deferring judgment and reaching for quantity. A brainstorming session does not allow for any judging or denigrating anyone

else's ideas, and requires producing the largest number of ideas you possibly can in a set time. Following these principles were his five rules of brainstorming:

1. Have a single specific question to work on.

2. Focus on quantity of ideas – more is better, most is best – in a set amount of time.

3. Withhold criticism – build on each others' ideas, especially the ones that seem impractical. Rather than comment on their viability, use these ideas to create another idea.

4. Weird is good – creativity requires freshness and the unfamiliar, so being uncomfortable or forced to work with wild or unexpected ideas is absolutely part of the process.

5. Combine and improve ideas – good ideas may be combined to form a single better idea. This is a separate step in which you edit and rebuild.

There are three measurable outcomes of a brainstorming session, according to Emily Callaghan, author "Personalities of Design Thinking." They are:

- Involvement The number of contributions a team member offers. Quantity leads to quality and each participant having a range of ideas provides several that may work.

- Satisfaction How much fun the brainstorming session is, which is a wholly subjective assessment. It should be fun because having fun is relaxing and new ideas come from play. Participants often claim brainstorming is one of the most fun parts of their work responsibilities.

- Actionable Ideas How many ideas are generated that are worthy of further development. Generate ideas that can develop into strong solutions. Actionability is an editing process done after the completion of the brainstorming session.

https://alexanderwwhite.wordpress.com/designer/type-design/brainstorming-and-creative-problem-solving/


4.13   MS Visio
There are two popular ways to create brainstorming diagrams. The first is to begin with a main idea and then generate related topics and subtopics hierarchically. However, during a brainstorming meeting where people are contributing ideas in rapid succession, hierarchies aren't always apparent, and you need to capture ideas quickly. The second way, then, is to capture all of those ideas as they're expressed, and later to organize, revise, refine, and share the results.
https://support.office.com/en-gb/article/Create-a-brainstorming-diagram-9c5d5d66-f226-487d-a8b0-7f992649d522

You can download a free version of MS Vision at: https://msdnaa.tech.dmu.ac.uk/

4.14   Flipped Problem-Solving
"In problem solving it's common for people to follow the 20/80 rule: They spend 20 percent of their time understanding the problem effectively, and 80 percent of their time generating and debating solutions. It's far more time efficient and effective to flip that ratio and follow the 80/20 rule instead. The 20/80 approach generally rule looks like the funnel at the near right, where the top end represents the beginning of problem solving and the amount of time on each typical problem solving stage is represented by the width of the funnel at that stage. I've emphasized in larger lettering the way many problem solvers spend their time and energy and put in parentheses steps that are often skipped entirely.
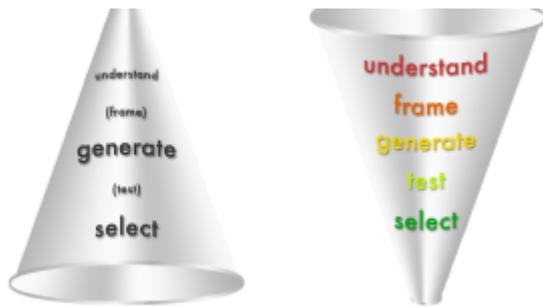
4.15   A better problem-solving funnel

The 80/20 approach yields a funnel like the one below, which conveys two important ideas: Problems often start (top of the funnel) with wide divergence of perspective and ideas for resolution and end (bottom of the funnel), when handled well, with a narrow set of ideas or solutions that you believe can work and are prepared to commit to. The top of the funnel, the wide end, represents the amount of time on each stage. Understanding should be the bulk of the time spent and, done well, the time required for each subsequent step decreases. http://lenski.com/for-better-problem-solving-flip-the-funnel/

Nothing is wasted or too stupid.

Using problems against themselves.

4.16   Edward De Bono – Lateral Thinking

Lateral thinking... is the process of using information to bring about creativity and insight restructuring. Lateral thinking can be learned, practiced and used. It is possible to acquire skill in it just as it is possible to acquire skill in mathematics. https://www.edwdebono.com/lateral-thinking

4.17   Lateral Thinking with Edward de Bono

One of the world's most influential thinkers Edward de Bono and the father of 'lateral thinking' tells Bloomberg UTV's Hindol Sengupta why the recession was a 'thought problem'! https://youtu.be/NTMnEs8BwnY
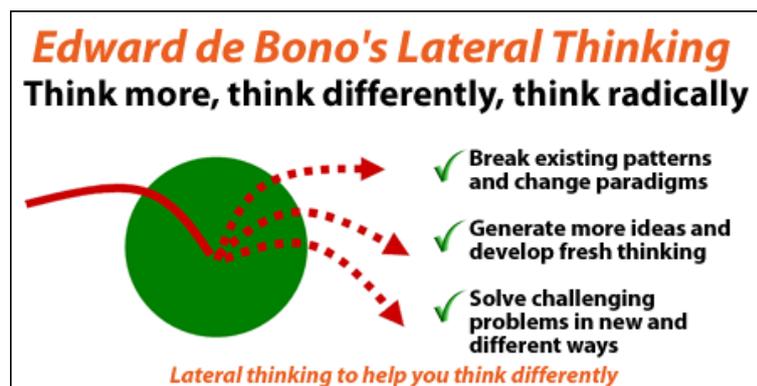
4.18   Edward de Bono's Lateral Thinking

Overview of Lateral Thinking Training: Lateral Thinking™ tools and techniques are the classic "out of the box" thinking that every business strives for nowadays. Lateral Thinking seeks a solution to a stubborn problem through unorthodox methods that would normally be ignored by logical thinking. Lateral thinking techniques encourage thinkers to disrupt logical thought and arrive at the solutions from another angle.

Benefits of Lateral Thinking

- Develop better idea generation and problem solving

- Gain competitive advantage by being vastly more innovative.

- Constructively challenge current thinking and see new opportunities

Who is Lateral Thinking For?

- Those seeking to greatly improve and increase their creativity and innovative potential

- Those responsible for radically improving operational processes, procedures and designs

- Those who wish to move beyond problem-solving to new opportunities and fresh thinking

What You Will Learn

- How to think differently, to arrive at innovative ideas in a structured way

- How to challenge accepted ways of thinking and explore new approaches and alternatives

- How to use random stimuli to open up completely new lines of thinking.

http://www.personalconsultancysolutions.co.uk/Creativity-And-Innovation/Lateral-Thinking-Training.html

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?

6   References