

Media Studies and Digital Media Skills

Module Title	Media Studies and Digital Media Skills									
Module NFQ level (only if an NFQ level can be demonstrated)	8									
Module number/reference	TBC									
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Higher Diploma in Politics and Society									
Stage of parent programme	Award									
Semester (semester1/semester2 if applicable)	1									
Module credit units (FET/HET/ECTS)	ECTS									
Module credit number of units	10									
List the teaching learning and assessment modes	The module will be taught in-class and assessed by continuous assessment (100%).									
Entry requirements (statement of knowledge, skill and competence)	As per course entry requirements.									
Pre-requisite module titles	No									
Co-requisite module titles	No									
Is this a capstone module? (Yes or No)	No									
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) If staff not in post at present, specify qualifications and experience required	A minimum Level 9 qualification in Media Studies and/or Social Science with teaching and/or research competence in the area.									
Maximum number of learners per centre (or instance of the module)	25									
Duration of the module	12 weeks									
Average (over the duration of the module) of the contact hours per week (see * below)	3									
Module-specific physical resources and support required per centre (or instance of the module)	Lecture hall, white board, computer, and projector. Library Resources									
Analysis of required learning effort										
Effort while in contact with staff					Contact Hours for the Module					
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					

36	1:10						214			250
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Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				100%

Module aims and objectives

This module is divided into two parts. The first part of the module introduces learners to key concepts and theories in media studies and the changing nature of media, including the power of media, challenges for media regulation and the ownership and control of media. This section will also explore the relationship and role of the media in democracy, with reference to the freedom, responsibility, and accountability of the press.

The second part of the module equips learners with a diverse range of transferrable skills in digital and social media to enable the application of learning to the virtual environment.

Minimum intended module learning outcomes

On successful completion of this module, learners should be able to:

1. Demonstrate core knowledge of theories, concepts, and frameworks of analysis regarding media, politics and citizenship. (MIPLO 1, 3, 8)
2. Critique social, political and cultural theoretical perspectives on media, citizen power, and civil society in Ireland and internationally. (MIPLO 1, 2, 4, 8)
3. Demonstrate practical skills and competencies in digital media skills, web development software, social networks, ICT-based strategies and tools. (MIPLO 3, 5, 6)
4. Build a multi-faceted and integrated online website and manage a social media presence. (MIPLO 6, 7, 8)

Rationale for inclusion of the module in the programme and its contribution to the overall proposed Programme Learning Outcomes

The media plays a particularly important role in contributing to and shaping the nature of debate in democratic societies. Digital media is positioned as integral to advocacy, activism and empowerment in the 21st century and digital skills are critical to civic engagement.

This module blends media theory and digital media skills, which allows for an appreciation of the relationship between media, civic engagement and social change in practice. Learners are offered an opportunity to explore social and political issues in a variety of media forms. The structure of this module allows learners to firstly gain an understanding of media theory and knowledge by introducing learners to key concepts, theories frameworks regarding media, politics and citizenship. Learners then develop practical skills to enable the application of their learning to the virtual environment. The combination of theory and practice in this module fosters critical media literacy skills and develops learners' skills in researching and analysing media.

This module provides a contextual grounding and practical foundation for several modules in the programme. This module is relevant to *Contemporary Politics and Public Policy* as well as *Pedagogy for Politics and Society* (through the development of online tools and digital strategies) which can produce a positive civic outcome in both community and pedagogical settings.

Information provided to learners about the module

College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module Moodle Page and Module Handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography, and list of learning resources.

Module content, organisation and structure

This module explores the key concepts and theories and frameworks of analysis within politics and society in the context of media and active citizenship.

It will support learners to integrate knowledge of social and philosophical theory. The module will work on developing media and political literacy, as well as digital skills as part of conduct qualitative and quantitative analysis of evidence and data through a media lens. It will also provide a basis for the transfer of knowledge, skills and competencies to other modules.

Indicative module content:

Part 1:

1. *Theoretical Perspectives on Media*
2. *Contemporary and New Media*
3. *Critical Media Literacy*

Part 2:

4. *Digital Media Skills*
5. *Media Analysis and Research Methods*
6. *Case Studies on Democracy, Power & Media*

Part 1: Theory of the Media

Introduction to Media and Society: Theoretical Perspectives

Functionalist, Marxist, Feminist

The Changing Nature of Contemporary Media

Characteristics of different types of media; control of information; challenges for media regulation

Democracy and Media:

Freedom of the press; social responsibility of the press; the accountability of the press; Case Studies

The Power of Media:

Media ownership and control; Media advertising; Media elites; Media targeting strategies; Origins of media content; Media reach and influence (from local to global)

Researching and Analysing Media

Quantitative and Qualitative Analysis; Case Studies

Critical Media Literacy:

Citizen Journalism, Misinformation, Fake News

Part 2: Digital Media Skills:

Potential of Media:

Analysis of the role of media in political movements and campaigns on a global scale. Media in activism, advocacy and empowerment; online petitions.

Digital Skills 1:

Curation and maintenance of online presence.

Digital Skills 2:

Familiarization with key website builders and domain management. Techniques in employing meta data for search engine optimization (SEO).

Experience and skill in web development software through project learning (weebly, wix, squarespace) and establishment and use of an online social networking profile (Facebook, Twitter, YouTube)

Module teaching, learning and assessment strategy

The module teaching and learning strategy is based on the core objectives of introducing learners to the field of media studies inclusive of historical and contemporary academic theoretical analysis and conceptual frameworks. The module focuses on the development of learner capacity to engage in the formation of their own world-view and perspectives on the complexities of media tactics and strategies and the relationship between media and the socio-political context. Consequently, the teaching and learning strategy adheres to the philosophy and practice of transformative, collaborative and critically reflective learning approaches inclusive of the following methods: Lectures, peer learning achieved through face-to-face classroom discussion, presentations and interactive group discussion, group exercises, case studies, video.

Lectures will include group discussion / projects, interactive presentations, and peer learning, while tutorials will be used for formative learning. Activities are coordinated in-class and on the VLE to facilitate collaborative group work.

Key to the teaching strategy is that learners will work independently as individuals and in groups to produce oral, digital and written work. This enables learners to develop self-directed research and communicative skills that will be further enhanced in later stages.

Learners will be obliged to engage meaningfully in class discussions and to contribute vocally where appropriate as well as make one presentation during the term.

Lectures will allow the learner to embed key concepts relating to media and society. By the end of the module, learners should understand the dynamic changes in society and the significance of contemporary media to wider discussions on politics and society.

Learners will access class notes, powerpoints, and relevant articles and documents on Moodle, which will act as the digital interface for the course. Essays will be returning digitally using Turnitin feedback system.

A range of weblinks will also be accessible through Moodle, including documentaries, archival footage, and links to other primary sources of relevance to the course. This will facilitate learning outside the classroom.

Module summative assessment strategy

The module assessment strategy is based on a balance between theoretical and practical learning; building knowledge, skills and competencies relevant to media studies, critical analysis, independent argument and presentation skills. Learners will be provided with opportunities to discuss and consider the theories presented in the context of their experience and knowledge of media.

The summative assessment requires the research and development of a blogpost (20%) and the development of an Online Presence (80%). The Online Presence constitutes both formative and summative assessment in the ongoing application of accrued theoretical knowledge and a summative evaluation of the implementation of learned skills in the finalised created profile of the chosen article topic. Learners will be asked to develop an Online Presence to host a blogpost and social media account. The social media presence and blogpost will be included as part of the final E-Portfolio in the Pedagogy module. The Online Presence will be part of a cross-modular assessment with *Pedagogy for Politics and Society*.

Summative Assessment:

Written Assignment (20%) (MIMLO 1, 2)

Learners will be asked to write a 1000 word blogpost on one of the following topics:

- Critical /Digital Media Literacy
- Comparative Analysis of Media & Press
- Media Ownership
- Citizen Journalism
- Fake News

Development of Online Presence (80%) (MIMLO 3, 4).

Learners will be asked to develop a strategic and focused Online Presence to host a blogpost and social media account. See Appendix 3 for the assessment rubric.

Nature of assessment materials

Assessment	Weighting	MIMLO
Written Assignment	20%	1, 2
Online Presence	80%	3, 4

Timetabling, Learner Effort and Credit

Timetable	Learner Effort	Credit
3 hours face to face, one night per week for 12 weeks	250 hours combined contact hours, learning and assessment	10 ECTS

Work-based learning and practice-placement

N/A

E-learning

N/A

Module physical resource requirements

Classes will be delivered in standard lecture theatres. Requirements include projectors, whiteboards, audio-visual equipment, and WiFi. Access to the Learner Gateway and Library resources are also a requirement.

Reading lists and other information resources

Essential Reading (Selected Chapters):

Croteau, D. and Hoynes, W. (2019) *Media/society: technology, industries, content, and users*.
 Devitt, J. (2021) *A little bit of Media analysis*. McAndrew Books.

Thousand Oaks, California: SAGE Publications, Inc.

Herman, E. and Chomsky, N. (1968) *Manufacturing Consent: The Political Economy of the Mass Media*. London: Bodley Head.

Supplementary Reading:

Croteau, D. and Hoynes, W. (2012) *Media/Society, Industries, Images and Audiences*. California: Pine Forge Press.

Fiske, J., (1990) *Introduction to Communication Studies*, (2nd edition). London, New York: Routledge.

Ouellette, L., (2013) *The Media Studies Reader*. New York, London: Routledge.

Grossman, L. (2009) Iran protests: Twitter, the medium of the movement. *Time*.

<http://www.time.com/time/world/article/0,8599,1905125,1905100.html>

Xiong, Y., Cho, M. and Boatwright, B. (2019) Hashtag Activism and message frames among social movement organisations: Semantic network analysis and thematic analysis of Twitter during the #MeToo movement, *Public Relations Review*, 45(1), p. 10-23.

Online Resources/Websites:

Media Literacy Ireland: <https://www.medialiteracyireland.ie/>

Press Council Code of Practice: <https://www.presscouncil.ie/code-of-practice>

Reporters Without Borders (RSF): <https://rsf.org/en>

Media Bias Fact Check: <https://mediabiasfactcheck.com/>

The Representation Project: <https://therepproject.org/>

Learners will be asked to engage with content written by high-quality journalists and/or academics.

- News Media:
- Newsfeed and Political Commentary
- Print-Newspaper Websites
- Irish News
- TV/News Channels

Ethical Considerations

N/A

Re-Assessment Procedures

All details regarding compensation, penalties for late submissions, policy around repeat examinations/assessments, pass standards at programme, module, and assessment level, max completion period are outlined in the College's [Regulations in Relation to Assessment and Standards](#). Where a learner does not successfully complete the module, they will have the opportunity to repeat the assessment in line with the College's [Regulations in Relation to Assessment and Standards](#).