Creativity & Digital Media Skills

7.1   Module Overview

Module Number		**Module Title**	Creativity and Digital Media Skills					
Stage of Principal Programme			**Award**	**Semester**	1	**Duration.** *(Weeks F/T)*	12	**ECTS**	5
Mandatory / Elective (M/E)	E	**Hours of Learner Effort / Week**	2					

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	24
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other • Independent reading, engagement with VLE, research and preparation of assessments	✓	101
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Politics, Sociology, Social Science or closely cognate area	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2   Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO **On completion of this module a learner will be able to:**	**Related MIPLO # AH**
1. Demonstrate core knowledge of theories, concepts, and frameworks of analysis regarding creative arts, media, and citizenship.	1
2. Critique social, political and cultural theoretical perspectives on media, citizen power, and civil society in Ireland and internationally.	7
3. Demonstrate practical skills and competencies in digital media skills, web development software, social networks, ICT-based strategies and tools.	6

4. Build and maintain multi-faceted and integrated online website.	6

7.3   Indicative Module Content, Organisation and Structure

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

Indicative module content:

Part 1: Theory of the Media
1. *Introduction to Media and Society: Theoretical Perspectives*
The Changing Nature of Contemporary Media
Characteristics of different types of media; control of information; challenges for media regulation

2. *Democracy and Media:*
Freedom of the press; social responsibility of the press; the accountability of the press; Case Studies

3. *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)

4. *Critical Media Literacy:*
Citizen Journalism, Misinformation, Fake News

Part 2: Digital Media Skills:
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)

7.4   Work-based learning and practice-placement *(if applicable)*
N/A

7.5   Specific module resources required *(if applicable)*
IT Lab

7.6	Application of programme teaching, learning and assessment strategies to this module

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 writing a blogpost (20%) and the development of an Online Presence (70%). 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 presentation.

In keeping with the principles of UDL, material will be made available in a variety of modes on the VLE; text, video, podcast, with lecturer's slides posted the day before so that learners may download in advance, should they wish. Lectures, peer learning achieved through face-to-face classroom discussion and interactive online group discussion board, group exercises, case studies, video.

Written Assignment
Learners are asked to write a blogpost on one of the following topics:

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

Learners must demonstrate their capacity to communicate in both visual and written forms using digital means (meeting MIMLOs 1, 2). This assessment will also have a formative aspect as learners must deliver their presentation in a tutorial where they will receive feedback from their peers and the tutor. In line with the principles of UDL, learners will be given the opportunity to present in groups or individually.

Curation and Maintenance of an Online Presence
This assessment requires the research and the development of an Online Presence (80%). The Online Presence constitutes both formative and summative assessment in the ongoing application of accrued theoretical and practical knowledge (meeting MIMLOs 3, 4) and a summative evaluation of the implementation of learned skills in the finalised created profile of the chosen article topic. This module provides a practical skills component for modules across the programme through the development of online tools and digital strategies.

7.7	Summative Assessment Strategy for this module	
MIMLOs	*Technique(s)*	*Weighting*
1, 2	Written Assignment	20%
3, 4	Curation and maintenance of an Online Presence	70%
	Attendance	10%

7.8	Sample Assessment Materials

1. **Written Assignment (20%)**

Learners will be asked to write a short blog (1500 words) on **one** the following topics:

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

The blog should:
   I.   Explain and provide an overview of **one** of following topics:
   II. Demonstrate, through case study analysis and reference to literature, an understanding of this topic.
   III. Analyse the challenges and strengths associated with the topic.

   2. Development of Online Presence (70%)
Learners will be asked to develop a strategic and focused Online Presence on the same theme as the Written Assignment, to host the Written Assignment as a blogpost.

Sample Assessment Template:
Develop an online resource (website) based on the chosen theme of the blog. The following aspects of the website will be taken into account.
   • Website functionality, links, social media and/or email integration
   • Coherent structure, content structuring across and within pages
   • Appropriate style of written language to online platforms and activism
   • Engaging visuals: images, icons, colour schemes, layout
   • Graphics: effective use of graphics to convey statistical information with a sense of immediacy
   • Quality and relevance of resources used: grey literature, academic literature and other online resources
   • Curation and integration of these sources through reproduction/paraphrasing, linking or referencing
   • Demonstration of creativity and innovation through novel ideas, arresting presentation of content etc.
   • Original content: written, audio, visual, audiovisual

Please refer to the assessment rubric here.
Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9   Indicative reading lists and other information resources

Indicative Core Reading:
Croteau, D. and Hoynes, W. (2019) *Media/society: technology, industries, content, and users*. London: Sage.
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.
Grossman, L. (2009) Iran protests: Twitter, the medium of the movement. *Time*.
http://www.time.com/time/world/article/0,8599,1905125,1905100.html
Ouellette, L., (2013) *The Media Studies Reader*. New York, London: Routledge.
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:
Digital News Report: https://www.digitalnewsreport.org/
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