

Creativity and Social Media

Section A: Headline Information	
Module title	Creativity and Digital Media Skills
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Morgan Buckley
Parent programme(s)	BA (Honours) in Social, Political and Community Studies
Stage of parent programme	Stage 4
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 4, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	N/A
Co-requisite module titles	Social Movements, Activism and Social Change
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	Two hours

Module-specific physical resources and support required per centre (or instance of the module)						Lecture room, white board, computer and projector.				
Analysis of required learning effort										
*Effort while in contact with staff										
Classroom and demon-strations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 5						62 (Directed and self-directed)	39 (Essay prep., writing & continuous assessment)		125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module introduces learners to theories of creativity and the potential of social media mechanisms as they apply to community and non-profit organisations and/or further academic study. It focuses on the analysis, interpretation and affordance of contemporary social and political online phenomena, thereby enhancing the learner’s skills in supporting civic engagement and professional work in a twenty-first century context (IPLO 1). The module builds on current academic scholarship that regards creativity as integral to enhancing existing engagement practices (IPLO 2). It

	<p>presents public and professional engagement online as a core skill alongside the potential for crowdfunding, advocacy and lobbying on a global scale (IPLO 4). The knowledge, skills and competencies accrued in this module prepare the learner for the online reality into which current political, social and cultural issues are facing (IPLO 3). The learners will participate in ethically informed, peer-supported project work that produces a positive civic outcome in addition to its use as a training exercise (IPLOs 5&6). The lectures elucidate creative and innovative processes in relation to the online representation of civil society organisations, which is assessed by submission of online project and essay work (IPLOs 7&8).</p>
Module Aims and Objectives	<p>The module aims to provide the learner with an understanding of the role and importance of creativity and innovation as an effective tool in social, political and community development. It surveys the most influential and effective social media platforms from local, national and international perspectives.</p> <p>The primary objective of this module is to enable learners to develop the knowledge and competence to creatively engage with online communities and to critically analyse the use and potential of social media in social, political and community contexts.</p>
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate core knowledge of theories, concepts, and frameworks of analysis regarding creative arts, media, and citizenship (MIPLO 1, 8) 2. Demonstrate practical skills and competencies in digital media skills, web development software, social networks, ICT-based strategies and tools (MIPLO 1, 4, 7) 3. Critique social, political and cultural theoretical perspectives on media, citizen power, and civil society in Ireland and internationally (MIPLO 2, 3, 4, 7) 4. Build and maintain multi-faceted and integrated online website (MIPLO 1, 4, 5, 7)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>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.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Teaching and Learning Strategy	<p>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</p>

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)

Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	One lecturer.
Module Summative and Formative Assessment Strategy	<p>Continuous assessment based on the development of a strategic and focused Online Presence to represent or access a distinct social movement (70%), written essay (20%) and attendance (10%).</p> <p>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 finalized created profile of a social movement. This assessment is integrated with learning in the co-requisite <i>Social Movements, Activism and Social Change</i> module.</p> <p>The essay (1,500) comprises a summative assessment of knowledge gained throughout the lectures and the relevant creative/social media skills.</p>
Sample Assessment Materials	<p>1. Written Assignment (20%) Learners will be asked to write a short blog (1500 words) on one the following topics:</p> <ul style="list-style-type: none"> • Critical /Digital Media Literacy • Comparative Analysis of Media & Press • Media Ownership • Citizen Journalism • Fake News <p>The blog should:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p><i>Sample Assessment Template:</i> Develop an online resource (website) based on the chosen theme of the blog. The following aspects of the website will be taken into account.</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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 <p><i>Please refer to the assessment rubric here.</i></p> <p>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.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading:</p> <p>Castells, M. (2012). <i>Networks of outrage and hope – social movements in the Internet age</i>. UK: Wiley.</p> <p>Fuchs, C. (2017). <i>Social Media: A Critical Introduction</i>. London: Sage.</p> <p>Gerbaudo, P. (2012). <i>Tweets and the streets: Social media and contemporary activism</i>. London: Pluto Press.</p> <p>Kaufman, J. C., and Sternberg, R. J. (Eds.). (2010). <i>The Cambridge handbook of creativity</i>. Cambridge: Cambridge University Press.</p> <p>Sarkissian, W., and Wenman, C. (2010). <i>Creative Community Planning: Transformative engagement methods for working at the edge</i>. London: Routledge.</p> <p>Other Reading:</p> <p>Bruns, A., Enli, G., Skogerbo, E., Larsson, A. O., and Christensen, C. (Eds.). (2015). <i>The Routledge Companion to Social Media and Politics</i>. New York: Routledge.</p> <p>Gentle, A. (2012). <i>Conversation and Community: The social web for documentation</i>. USA: Xml Press.</p> <p>Hick, S., and McNutt, J. G. (2002). <i>Advocacy, Activism, and the Internet: Community organization and social policy</i>. Oxford: Lyceum Books, Incorporated.</p> <p>Schwartz, E. (1996). <i>Netactivism: How citizens use the Internet</i>. California: Songline Studios Inc.</p>
<p>Module Physical Resource Requirements</p>	<p>Computer room, small group work room, lecture hall, Wi-Fi.</p>