Creativity and Social Media

Section A: Headline Information	
Module title	Creativity and Social Media
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	60%	40%			**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 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).
Module Aims and Objectives	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. 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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Identify, categorise and evaluate a range of creative online community and non-profit organisational strategies (MIPLO 1, 8) 2. Display a full range of knowledge of contemporary social media tools with a critical awareness of the relative advantages and functions of each (MIPLO 1, 4, 7) 3. Analyse and evaluate the potential and impact of local, national and global social media campaigns (MIPLO 2, 3, 4, 7) 4. Build a multi-faceted and integrated online presence for an appropriate organisation or community group (MIPLO 1, 4, 5, 7)
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 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. Diploma Supplement contains module name, code, stage and ECTS.
Module Teaching and Learning Strategy	**Syllabus Content:** Nature of creativity; historical context; contemporary notions of creativity; recent academic trends in creativity research. Collaborative creativity in community settings at local and national level: creative projects fostering social cohesion in communities of shared heritage, identity, ethnicity, faith and interest. The emergence of social media; overview of primary relevant social media platforms, their integration and management; creation of iconic personas and their global top-down influence and power in social media; bottom-up online development of grassroots followings. Analysis of the role of creative media in political movements and campaigns on a global scale. Creativity in activism and propaganda: advocacy and empowerment; online petitions; oppression and terrorism. Ethical issues in creative social media: safeguarding; intellectual property rights; privacy and confidentiality. Development of skills in online self-promotion and publicity: advertisement, dissemination of material to targeted communities. Curation and maintenance of online presence. 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)
	Implementation of creativity and activism theory through other social media platforms (such as Change.org, GoFundMe.com and social media search engines such as social-searcher.com).
	The structure of this module allows learners to firstly gain an understanding of creativity and social media theory and knowledge. Learners then develop practical skills to enable the application of his/her learning to the virtual environment. Thus, they will be competent in critically analysing and impacting on community issues in the online field.
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	Continuous assessment based on the development of a strategic and focused Online Presence to represent or access a distinct social movement (40%) and written essay (60%).
	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 *Social Movements, Activism and Social Change* module.
	The essay (1,500—2,000 words) comprises a summative assessment of knowledge gained throughout the lectures and the relevant creative/social media skills.
Sample Assessment Materials	Online Presence Project: Develop a foundational online presence for a community organisation or group, fulfilling specified aims and intentions of engaging with a virtual audience. Implement and integrate complementary online tools to avail of a variety of opportunities for the community.
	Sample Essay Question: Analyse and evaluate the impact of creativity and social media in the emergence of an appropriate social or political movement that you have studied.
Reading Lists and Other Information Resources	**Essential Reading:** Castells, M. (2012). *Networks of outrage and hope – social movements in the Internet age.* UK: Wiley. Fuchs, C. (2017). *Social Media: A Critical Introduction*. London: Sage.

	Gerbaudo, P. (2012). *Tweets and the streets: Social media and contemporary activism*. London: Pluto Press. Kaufman, J. C., and Sternberg, R. J. (Eds.). (2010). *The Cambridge handbook of creativity*. Cambridge: Cambridge University Press. Sarkissian, W., and Wenman, C. (2010). *Creative Community Planning: Transformative engagement methods for working at the edge*. London: Routledge. **Other Reading:** Bruns, A., Enli, G., Skogerbo, E., Larsson, A. O., and Christensen, C. (Eds.). (2015). *The Routledge Companion to Social Media and Politics*. New York: Routledge. Gentle, A. (2012). *Conversation and Community: The social web for documentation*. USA: Xml Press. Hick, S., and McNutt, J. G. (2002). *Advocacy, Activism, and the Internet: Community organization and social policy*. Oxford: Lyceum Books, Incorporated. Schwartz, E. (1996). *Netactivism: How citizens use the Internet*. California: Songline Studios Inc.
Module Physical Resource Requirements	Computer room, small group work room, lecture hall, Wi-Fi.