Media and Communications 2

Section A: Headline Information	
Module title	Media and Communications 2
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr. Orla Ryan
Parent programme(s)	BA (Honours) in Social, Political and Community Studies
Stage of parent programme	Stage 3/4
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, seminars.
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 3 of the programme or equivalent is required.
Pre-requisite module titles	Media and Communications 1.
Co-requisite module titles	No
Is this a capstone module? (Yes or No)	No – this is an elective module
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)	2 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall
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						101			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	The module provides a learning environment to critically examine and engage with communication models in the mass media of the 21st century. Engaging with major concepts and theories of this changed media environment learners will explore how production, distribution and consumption of mediated communication operates.
Module Aims and Objectives	This module aims to support learners to reflexively examine how meaning is constructed and how contemporary socio cultural concerns and topics are represented through media genres in different mediated platforms. Exploring media convergence of production, distribution and consumption and the liberatory possibilities of this, learners will also reflexively explore digital ethics in light of recent public concerns of media addiction and child safety.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Demonstrate an understanding of cultural theories of representation and apply them to a variety of media texts. (MIPLO 3) 2. Competently examine how current socio cultural concerns are represented through different media genres. (MIPLO 3) 3. Critically reflect on their own relationship to social media and situate their own experience within wider academic engagement with digital ethics and media consumption. (MIPLO 5, 6)

	4. Research and write theoretically-informed assignments and present information in a structured, coherent and appropriate manner. (MIPLO 8)
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 Content, Organisation and Structure	Indicative content • Communication and media theories. • Cultural theories of representation. • Mediated subjectivity. • Digital inequality. • Media and social change. • Safety and the digital Landscape.
Module Teaching and Learning Strategy	The module's teaching and learning strategy is based on the core objectives of introducing learners to theories and conceptual frameworks of communication and media. The module encourages the learner to critically assess the theories and models of communication and globalized media networks and its relationship to their own world view and perspectives. Teaching and learning utilizes critical reflection through prior reading in advance of lecture (flipped classroom), classroom discussion and group exercises.
Work-Based Learning and Practice-Placement	N/A
E-Learning	Use of virtual learning platform, access to weekly online reading material and power point presentations and a range of online learning materials.
Specifications for Module Staffing Requirements	Staff: Learner ratio is typical of the overall programme approach with a maximum of 25 learners. Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
Module Summative and Formative Assessment Strategy	Continuous assessment: One written assignment (500-750 words) deadline 4th week (20%). The first assignment allows early detection of any significant learning issues and needs which can be addressed by lecturer and offers a learner centred approach to assignments. One individual research project with formative guidance and assessment (week 6) and summative assessment of oral and power point presentation of research 70%. Small weekly class assignments based on class content 10%.

Sample Assessment Materials	In the context of 'fake news', discuss the 'Propaganda Model' of media as outlined by Edward Hermann and Noam Chomsky (1988). Assignments are linked to the learning outcomes 1, 2, 3 and 4. Formative assessment will take the form of tutorial where research material, bibliography, images, clips and other relevant material are discussed and strategies for further development discussed.
Reading Lists and Other Information Resources	<u>**Essential Reading:**</u> Hesmondhalgh, D. (2013). *The Cultural Industries,* (3rd edition). UK: Sage, 2013. Nayar, Pramod K. (ed.) (2010), *The New Media and Cybercultures Anthology.* UK: Wiley-Blackwell, 2010. Ouellette, L., (2013). *The Media Studies Reader.* New York; London: Routledge. <u>**Other Reading:**</u> Weekly texts available on Moodle
Module Physical Resource Requirements	Lecture hall / seminar room equipped with internet, projector and speakers.