1. **Title of the module**

MSTU5001 Social Media and Participatory Culture

1. **School or partner institution which will be responsible for management of the module**

School of Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA Media Studies and associated programmes

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge and critical understanding of key theoretical approaches to the analysis of social media and user generated content.

8.2 Demonstrate basic knowledge about key events, movements and figures in the digital age.

8.3 Analyse a range of digital texts, taking consideration of issues of content, format and audience.

8.4 Produce critically informed interpretations of social media texts.

8.5 Critically analyse the ways in which different social groups may interact with digital communication practices.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Communicate effectively, using appropriate vocabulary, ideas and arguments in both a written and oral form.

9.2 Read critically, analyse and use a range of primary and secondary texts.

9.3 Employ information technologies to research and present their work.

9.4 Demonstrate the ability to deliver polished and well-structured writing in the English language, including: expression of complex ideas, arguments and subtleties of meaning and proper bibliographic referencing

1. **A synopsis of the curriculum**

The digital sphere has given voice and meeting spaces to communities and activist groups, enabling social action, art and change. It has also been used by reactionaries, nationalists and the far-right groups to amplify hate filled messages. Analysing platforms that may include Facebook, Twitter, Uber and Wikipedia, the module engages with concepts such as participatory and collaborative culture, sharing economies, democracy and surveillance.

Students will engage in sourcing, analysing and critiquing social media content by way of a Digital Portfolio. This work will be contextualised by an essay that situates students’ multimedia exercises within key debates in online culture. To facilitate this, lectures and seminars will explore various case studies - from mainstream politicians’ use of social media in campaigning, to the intensification of hate speech in the cyber sphere, to the ethics of using unpaid journalists and the economy of sharing - in order to encourage students to engage critically with the relationship between politics, economics, personal expression and art making practices in the digital age.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Cloudry, N., & Hepp, A. (2017) The Mediated Construction of Reality. Cambridge: Polity Press.

Gerbaudo, P. (2012) Tweets and the Streets: Social Media and Contemporary Activism. London: Pluto Press.

Jane, E. (2017) Misogyny Online: A Short (and Brutish) History. Los Angeles: Sage.

Jenkins, H. et. al. (2015) Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce and Politics. Cambridge: Polity Press.

Jenkins, H., & Ford, S. (2013) Spreadable Media: Creating Value and Meaning in a Networked Culture. New York: New York University Press.

Lindgren, S. (2017) Digital Media and Society. Los Angeles: Sage.

Miller, V. (2011) Understanding Digital Culture. London: Sage.

Siapera, E. (2018) Understanding New Media: 2nd Edition. London: Sage.

1. **Learning and teaching methods**

Contact hours: 33

Private Study Hours: 267

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

Digital Portfolio (60%)  
Essay (2500 word) (40%)

13.2 Reassessment methods

Like-for-Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* |  | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| *Lecture* | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| *Seminar* | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Digital Portfolio* | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |
| *Essay – 2500* | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students will study international digital platforms including Twitter, Wikipedia and Youtube. Similarly, they will examine case studies of digital art and activism from across the globe. Though there may be a particular focus on Western media stemming from the United States, the UK, Australia and Canada, the module will also scrutinise movements from farther afield, which may include the Middle East, Asia and Africa: for example the “Arab Spring” and “Bring Back Our Girls”.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 03/12/19 | Minor | Sep 2020 | 7, 12-14, 17 | No |
|  |  |  |  |  |