

Module code	MDC401	Level	4
Module title	Digital Media and Society	Credit value	20
Common/Core/Elective	Core	ECTS Credits	10
		Notional learning	200
Courses on which the module is taught	BA (Hons) Media and Communications	Teaching Period	Autumn

1. Module description

In this module you will explore the latest generation of new media communication technologies and apply key conceptual debates to understanding social media. You will examine social media in everyday life, with themes such as self-presentation online social networks and intimacy, privacy and conflict, online participation and activism, and the role of new digital technologies. You will draw on media theory, communication and cultural studies with an emphasis on decolonisation and cultural disruption. You will draw on your own creative skills in order to explore your own human digital condition. The aim is to bring your own experience with digital media (both as an individual and as part of a wider community of practice) into new focus.

2. Learning outcomes

On successful completion of this module you will be able to:

Digital Tools and Data (MLO 06)

Use digital tools and data in familiar and well-defined social media contexts

Discipline Skills (MLO 08)

use established discipline-specific knowledge, techniques and tools for critical analyses of new digital media

Interdisciplinary Perspectives (MLO 09)

identify and contrast applications of social media in a variety of disciplines, to explore the ambiguous nature of media

Human and Environmental Impact (MLO 10)

explore the human, political and technical impact of your digital self in society and culture.

3. Learning and teaching methods

In this module you will learn through interactive and hands-on workshops that will explore new media communication technologies. You will participate of challenges, debates and digital experiences to help you develop a broad understanding of the relationship between digital media and society. Each week you will be producing and analysing digital media products (such as websites, animations, digital art, metaverse, apps and games) and explore the needs of the user and apply digital methods to research digital media in society. You will explore your own digital spaces and your own experience of digital media and share this through presentations and assessments creating an exciting learning community.

Learning hours

Directed learning	48 hours
Workshops/classes	48
Guided/Self-guided learning	152 hours
Total	200

4. Assessment, formative feedback and relative weightings

Assessment 1: Media Product (Podcast)

Weight (%): 50

Word Count or equivalent: 10 minutes

In pairs you will select a topic on a theme of digital media and create and develop a 10-minute podcast. You will select the software you use. You will record a podcast divided in two individual segments and a joint discussion. The podcast needs to include a critical consideration of course theory.

Assessment 2: Project Work

Weight (%): 50

Word Count or Equivalent: 1500 or 5-8 minutes

During the term you will produce various digital media products. Consider your digital media outputs and choose two. Write a situated and reflexive analysis using course theory. You need to ensure that your written analysis include a reflection on your own exploration of your experience of digital media and a discussion on your place within any communities of digital practice. You can write your analysis using word, blogs or other digital media. You need to include links to your chosen digital media within the written analysis.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module

Assessment tasks	MLO6	MLO8	MLO9	MLO10
Podcast	x		x	x
Digital Media Analysis	x	x	x	

5. Indicative resources

Gagrcin, E., 2022. Your social ties, your personal public sphere, your responsibility: how users construe a sense of personal responsibility for intervention against uncivil comments on Facebook in New Media and Society. Sage Journals

<https://doi.org/10.1177/14614448221117499>

Lindgren, S., 2021. Digital Media and Society: A Guide to Methods and Practice. Sage Publications.

Moreno-Almeida, C., 2020. 'Memes as snapshots of participation': the role of digital amateurs activists in authoritarian regimes in New Media and Society. Sage Journals.

<https://doi.org/10.1177/1461444820912722>

Atos 2022. The Digital Society Podcasts <https://atos.net/en-gb/united-kingdom/digital-society/podcast>

Ted 2022. The Pros and Cons of Digital Life. TedTalk Conferences

https://www.ted.com/playlists/26/our_digital_lives [last accessed 2 September 2022]

WEF (World Economic Forum) Digital Media and Society Reports., 2016 Available at:

<https://reports.weforum.org/human-implications-of-digital-media-2016/benefits-and-opportunities/> [last accessed 2 September 2022)

Including Blogs, Videos, Reports, Whitepaper.

Module code		Level	4
Module title	Introduction to Media Production	Credit value	20
Common/Core/Elective	Core	ECTS Credits	10
		Notional learning hours	200
Courses on which the module is taught	BA (Hons) Media and Communications	Teaching Period	Spring

1. Module description

Combining theory and practice, this module introduces you to the skills needed to produce competent and coherent audio-visual storytelling. You will gain a working knowledge of film grammar, introducing industry conventions and the fundamental concepts and disciplines necessary in production. You will also learn about techniques in pre-production planning and digital camerawork, discover how to consider light and sound and post-production practises. Throughout the process we will examine and critique your choices and share peer feedback, continuously focusing on our goal: to create visually coherent work that transmits a message creatively and persuasively.

2. Learning outcomes

Upon successful completion of this module you will be able to:

Collaboration (MLO 01)

explore collaboration and networking opportunities to work on media productions

Professional Development (MLO 03)

identify opportunities for your learning and your personal and professional development

Communication (MLO 05)

communicate your arguments/reasoning, both orally and in writing in multicultural and/or international settings within familiar and well-defined contexts when working on planning and preproduction

Discipline Skills (MLO 08)

use established discipline-specific knowledge, techniques and tools for media production purposes

3. Learning and teaching methods

Practical workshops and example-led seminars will allow you to explore and experiment with a target set of media production techniques to facilitate your own production. You will watch demonstrations of professional techniques, replicate them in small groups and implement the appropriate storytelling technique within correct contexts. You will receive regular formative feedback during practical sessions.

Dedicated production time and self-guided fieldwork will enable you to develop skills in research, interviewing, professional equipment use, teamwork and leadership to solve real-world problems encountered by professional media production teams.

Learning hours	
Directed learning	48
Workshops/classes	48
Guided/Self-guided learning	152
Total	200

4. Assessment, formative feedback and relative weightings

Assessment 1

Project (Group Assessment)

Weight (%): 60

Word Count or Equivalent: 2-4 minutes

Working in small groups, you will produce a video short story on an agreed topic of human interest. You will focus on a relevant and contemporary issue with a social or cultural theme, based on real events and/or people. You will conduct primary research to find your story, which will include observation and interviews to help you depict your subject and engage your audience.

Assessment 2

Online Assessment (Blog)

Weight (%): 40

Word Count or Equivalent: 1200-1500 words

You will critically reflect on the evolution of the project produced in Assessment 1, weighing different aspects of the production. These include your role and how successfully you have performed it, interaction with team members, difficulties and obstacles you met and how these were tackled, the potential of your artefacts as well as any other insights gained during production. You will need to justify your stylistic choice and how it related to the content you chose to present, as well as your ethical decisions throughout the process. The journal will be presented as an online blog, and you will receive formative feedback on it. It should employ rich visual content, professional logic and language, and consistent narrative to outline how you experienced the production process.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module

Assessment tasks	MLO1	MLO3	MLO5	MLO8
Project work	x		x	x
Creative artefact		x	x	

5. Indicative resources

BBC Academy. (2012) How to shoot https://www.youtube.com/watch?v=SY2j_veB-cc
[Accessed 31 August 2022]

BBC Academy. What makes a good interview. <https://bbcacademyfiles.s3.amazonaws.com/assets/PDF/What+makes+a+good+interview.pdf>

FOUST, James C.; FINK, Edward J.; GROSS, Lynne S. (2018) Video production : disciplines and techniques. Routledge. [http://regents.cirqahosting.com/HeritageScripts/Hapi.dll/relatedsearch?CookieCheck=44809.184923993&SearchTerm=~\[!1138051810\]~&PlainTerm=1138051810%20\[Std.%20No.\]&Dispfmt=F](http://regents.cirqahosting.com/HeritageScripts/Hapi.dll/relatedsearch?CookieCheck=44809.184923993&SearchTerm=~[!1138051810]~&PlainTerm=1138051810%20[Std.%20No.]&Dispfmt=F)

Ben Long. (2013) Creative DSLR video techniques. <https://www.linkedin.com/learning/creative-dslr-video-techniques/introduction?autoplay=true&contextUrn=urn%3AlearningCollection%3A6566688926596235264&u=42860412> LinkedIn learning.

Settle, Marc. (2016) Smartphone journalism. <https://www.youtube.com/watch?v=7Fzyvv0DS9I>. BBC Careers [Accessed 31 August 2022]

Singleton-Turner, R. (2011). *Cue & cut: a practical approach to working in multi-camera studios*. Manchester: Manchester University Press.

Module code		Level	4
Module title	Core Concepts in Media and Communication	Credit value	20
Common/Core/Elective	Core	ECTS Credits	10
		Notional learning hours	200
Courses on which the module is taught	Media and Communications, BA (Hons)	Teaching Period	Spring

1. Module description

In what some have defined a “post-truth” world, our daily experiences are increasingly mediated, demanding that we become attuned to the complexities of the relationship between media, identity and politics. This module will develop a comprehensive overview of the interdisciplinary field of media and communications, from its historical origins to key approaches in the study of media texts and industries, including media power; cultural studies; political economy of media; political communications and the public sphere; theories of representation and intersectionality; globalisation and cultural imperialism; and convergence culture and platform capitalism. Offering a thorough insight into key areas of influential and contemporary research, the module will provide a robust understanding of the relationships between media, society and culture. This will enable you to develop the critical thinking skills necessary to research and creatively contribute to today’s dynamic media systems and landscapes.

2. Learning outcomes

Upon successful completion of this module you will be able to:

Decision Making (MLO 04)

Investigate and contrast different ideas, including your own, to inform your decision-making process as media producers and consumers

Discipline Knowledge (MLO 07)

Explain theories, concepts and facts relevant to the study of media texts and industries

Interdisciplinary Perspectives (MLO 09)

Identify and contrast perspectives from different disciplines and socio-cultural contexts in given media and communications scenarios

Human and Environmental Impact (MLO 10)

Explore the impact of media industries and representations on publics, communities and on the environment

3. Learning and teaching methods

A combination of teacher-led and student-led activities in seminars and workshops will challenge your understanding of core concepts in media, communications and culture as well as their applicability in the contemporary media landscape. Merging scholarly rigour and creativity, you will critically engage with a variety of sources, including recent academic research, industry reports, news items, multi-media texts and user-generated content. In

addition to plenary discussions, in-class individual and group presentations, you will share your ideas, findings and analyses through digital platforms such as Padlet, Miro, Quizziz online blogs and learning journals, identifying links between course themes and your own experience as a media user and producer.

Learning hours	
Directed learning	48 hours
Workshops/classes	48
Guided/Self-guided learning	152 hours
Total	200

4. Assessment, formative feedback and relative weightings

Assessment 1

Report

Weight (%): 50

Word Count or Equivalent: 1500 words

You will keep a weekly online journal of your perspectives on module themes. Drawing on these reflections, you will write a theoretically informed report, analysing the significance of key module themes in the contemporary media landscape.

Assessment 2

Essay

Weight (%): 50

Word Count or Equivalent: 1500 words

You will evaluate a current issue in media, communications and culture, drawing on core concepts encountered in the module as well as your independent research.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module

Assessment tasks	MLO4	MLO7	MLO9	MLO10
Report	X	X		X
Essay	X		X	X

5. Indicative resources

BBC Radio 4. *The Media Show*. Podcast. Available at:

<https://www.bbc.co.uk/programmes/b00dv9hq/episodes/downloads>

Boyd-Barett, Oliver and Mirrless, Tanner. (2020). *Media Imperialism. Continuity and Change*. Rowman Littlefield

Burgess, Jean et al., eds. (2018). *The SAGE Handbook of Social Media*. London: Sage

Coded Bias (2021) Directed by Shalini Kantayya [Film]. Netflix.

Hardy, Jonathan. (2014). *Critical Political Economy of Media. An Introduction*. Routledge).

Hooks, b. (2015). *Black Looks. Race and Representation* (2nd ed). London and New York: Routledge.

Kellner, Douglas. (2020). *Media Culture: Cultural Studies, Identity and Politics in the Contemporary Moment*. Routledge.

Sullivan, John L. (2020). *Media Audiences. Effects, Uses, Institutions and Power*. Sage.

Module code		Level	5
Module title	Global Media Industries	Credit value	20
Common/Core/Elective	Core	ECTS Credits	10
		Notional learning hours	200
Courses on which the module is taught	BA (Hons) Media and Communications	Teaching Period	Autumn

1. Module description

This module will investigate media industries, providing you with the practical experience on digital skills and theoretical perspectives on the 'public sphere' of global media and political economy of communication. You will explore how media are shaped globally and locally. Themes may include global co-operation and production, global circulation and local labour, global audiences and entertainment, transnational politics, intellectual property, transcultural communication, sector-based knowledge and skills development.

A synthesis of theory and practice will help you develop real-world insights into the current state of global media industries. A thorough critical grounding of the subject will add the ability to apply knowledge in order to interrogate the future of those industries.

2. Learning outcomes

Upon successful completion of this module you will be able to:

Professional Development (MLO 03)

develop applied skills and knowledge for your professional development in the global media industries

Decision Making (MLO 04)

analyse and reflect on different conflicting views on the reality of global media to inform decision making on practical industry cases.

Discipline Skills (MLO 08)

employ knowledge on the politics of global, transnational and local contexts, and apply a variety of techniques and tools for industry production.

Human and Environmental Impact (MLO 10)

analyse the impact of the creative and media industries on people's local and global relationships and the environment

3. Learning and teaching methods

You will be learning through a series of rich and exciting workshop experiences and group tutorials. You will be introduced to issues and debates in media studies and then explore the organisational and global dynamics of industries such as television, film, music, digital media, online platforms and consider what it is like to work in them. You will also be expected to undertake independent study on various media industries of your choice. Your tutor will provide support and guidance with innovative and creative technology so that you will practice digital learning that reflect those in the current media industries. In the weekly seminars you will engage in a wide range of experiences and tasks: participating in debates,

exhibitions, visits to London media hubs, creating and exploring media content, exploring the ability to tell a story with the use of technology, meeting with industry experts. The tasks you will undertake are aimed at collaborating with world-class media and making sense of fresh ideas to different audiences on global issues impacting us all.

Learning hours	
Directed learning	48 hours
Workshops/classes	48
Guided/Self-guided learning	152 hours
Total	200

4. Assessment, formative feedback and relative weightings

Assessment 1

Presentation

Weight (%): 50

Word Count or Equivalent: 10 minutes

You will make a presentation on two key issues impacting a global media industry of your choice, reflecting on the knowledge and ideas covered in the course. You will need to demonstrate your skills in understanding the two key issues within your chosen industry. The presentation needs to critically reflect the media industry of your choice (for example if you explore journalistic blogging, you could present through the media of a blog and present this in class).

Assessment 2

Online Assessment (Video Blog)

Weight (%): 50

Word Count or Equivalent: 5-7-minute

You will create a video blog of an industry media event reflecting on how it addresses and projects crucial contemporary issues and questions.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module				
Assessment tasks	MLO3	MLO4	MLO6	MLO10
Presentation	X	X		X
Video Reflection	X		X	X

5. Indicative resources

Burgess, D. & Stevens, K., (2021) "Taking Netflix to the Cinema: National Cinema Value Chain Disruptions in the Age of Streaming", *Media Industries* 8(1).
doi: <https://doi.org/10.3998/mij.95>

Christensen, M. (2013). Transnational Media Flows: Globalization, Politics and Identity. *International Journal of Communication*, 7, 2400–2418.
https://doi.org/10.1057/9780230392267_4

- Global Media Industries Speakers Series, University of Texas, available at:
<https://rtf.utexas.edu/global-media-industries-speaker-series> [Last Accessed 2nd September 2022]
- Holt, J. and Perren, A. (2019) 'Media Industries: A Decade in Review' in *Making Media*. Amsterdam University Press. <https://doi.org/10.1515/9789048540150-002>
- Kamerick, K (2011) 'Women should represent women in media' in TEDAbQ
[https://www.ted.com/talks/megan_kamerick_women_should_represent_women_in_med](https://www.ted.com/talks/megan_kamerick_women_should_represent_women_in_media)
[ia](https://www.ted.com/talks/megan_kamerick_women_should_represent_women_in_media) (last accessed 2 September 2022)
- Lemstra, W., Hayes, V., & Groenewegen, J. (Eds.). (2011). *The innovation journey of Wi-Fi: The road to global success*. <https://doi.org/10.1017/CBO9780511666995>
- Rikitiaskaia, M., Balbi, G., & Lobinger, K. (2018). The mediatization of the air. Wireless telegraphy and the origins of a transnational space of communication, 1900-1910s. *Journal of Communication*, 68(4), 758–779. <https://doi.org/10.1093/joc/jqy030>
- The Social dilemma* (2020). USA: Netflix.
- Wallis, R. (2022) 'Britain's Got Talent? A critique of the "Talent Pipeline" Crisis in the UK's Film and Television Industries' in *Media Industries* 9 (1): <https://doi.org/10.3998/mij.282>
- Winseck, D. R., & Pike, R. M. (2008). Communication and empire. Media markets, power and globalization, 1860-1910. *Global Media and Communication*, 4(1), 7–36.

Module code		Level	5
Module title	Interpreting Media	Credit value	20
Common/Core/Elective	Core	ECTS Credits	10
		Notional learning hours	200
Courses on which the module is taught	Media and Communications, BA (Hons)	Teaching Period	Autumn

1. Module description

Increasingly we live in **the mediatized worlds** where individuals are at a crossroads of powers aiming to persuade and influence. In this module, you will engage in media analysis and **use a toolkit** to examine and interpret a variety of media texts, including news, film, television, advertising, popular music, video games and online content. By developing a critical awareness to how meaning circulates across the sites of production, distribution and consumption, you **will gain media literacy and** fundamental analytical **skills** needed by educated citizens and **for professional purposes**. You will use a variety of methods - including semiotics and visual analysis, film and moving-image analysis (mise-en-scène, cinematography, montage and sound), discourse and rhetoric analysis, content and sentiment analysis – in order to develop insight into how signs and meanings are shaped in context and across the fields of political communications, popular culture and social media.

2. Learning outcomes

Upon successful completion of this module you will be able to:

Communication (MLO 05)

Communicate your analyses of media meanings and their circulation, both orally and in writing in multicultural and/or international settings

Discipline Knowledge (MLO 07)

Explain theories, concepts and facts in the field of media analysis to produce critical interpretations of media texts across a variety of platforms

Discipline Skills (MLO 08)

Employ knowledge, techniques and tools of media analysis to produce content in devising a campaign

Interdisciplinary Perspectives (MLO 09)

Investigate and apply perspectives from political communications, advertising, popular culture and social media in multifaceted media scenarios

3. Learning and teaching methods

You will learn through a combination of teacher-led and student-led activities in seminars and workshops, where you will test your understanding of analytical methods in media and communications drawing on examples from news, film, television, advertising, popular music, video games and online content. Working individually as well as in collaboration with your peers, you will learn to express your media analyses in a coherent and

methodologically informed manner in class-based debates, blogs and contributions to online platforms such as Padlet and Blackboard.

Learning hours	
Directed learning	48 hours
Workshops/classes	48
Guided/Self-guided learning	152 hours
Total	200

4. Assessment, formative feedback and relative weightings

Assessment 1

Presentation

Weight (%): 50

Word Count or Equivalent: 5-7 minutes

You will examine a specific media text using one method of analysis and present the findings to the class. Your presentation should explain the essence of your media analysis approach, your media example, and your findings.

Assessment 2

Project Work

Weight (%): 50

Word Count or Equivalent: 2000 words

You will devise a campaign to advertise a media product of your choice to a particular audience. This will be accompanied by a report detailing your creative choices and how they relate to the concept and tools of media analysis encountered in the module.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module				
Assessment tasks	MLO5	MLO7	MLO8	MLO9
Presentation	x	x		x
Project work	x		x	x

5. Indicative resources

Berger, A. A. (2019). *Media Analysis Techniques* (6th edition). Thousand Oaks, CA: SAGE

Aiello, G. and Parry, K. (2020). *Visual Communication: Understanding Images in Media Culture*. London: SAGE

Bednarek, M. and Caple, H. (2019). *News Discourse*. London: Bloomsbury

Danesi, M. (2018). *Understanding Media Semiotics*. London: Bloomsbury

Kuehn, S. A. and Lingwall, A. (2018). *The Basic of Media Writing: A Strategic Approach*. Thousand Oaks, CA: CQ Press

Reuters Institute (2022). *Digital News Report 2022*. Available at:

<https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2022> (accessed 24 August 2022)

Rose, G. (2016). *Visual Methodologies: An Introduction to Researching with Visual Materials*. 4th ed. London: SAGE

Seabrook J. (1997) Why is the force still with us? *New Yorker*. January, 6th. Available at: <https://www.newyorker.com/magazine/1997/01/06/why-is-the-force-still-with-us> (accessed 24 August 2022)

Villarejo. A. (2013). *Film Studies: The Basics*. London: Routledge

Module code		Level	5
Module title	Media Production and Content Consumption	Credit value	20
Common/Core/Elective	Core	ECTS Credits	10
		Notional learning hours	200
Courses on which the module is taught	BA (Hons) Media and Communications	Teaching Period	Spring

1. Module description

Media production has undergone a drastic transformation in recent years. Content is produced differently, consumed differently, and by vastly different and diverse audiences. This module analyses who is consuming media content and offers theoretical and practical tools to understand the media audiences. We will also experience the challenges of designing and conducting a small-scale research project on the audiences. Then, with a sharp focus on the chosen audience, we use professional production tools and environments to create effective and impactful content for targeted groups of digital consumers.

2. Learning outcomes

Upon successful completion of this module you will be able to:

Collaboration (MLO 01)

Collaborate and use appropriate networks to solve challenges in media production

Innovation (MLO 02)

Analyse and develop media products for different audiences, combining curiosity and creativity

Digital Tools and Data (MLO 06)

Use digital tools and data for media production and researching audiences

Human and Environmental Impact (MLO 10)

Analyse the impact of media on audience reception and the influence of audiences on media production

3. Learning and teaching methods

In this module 'learning-by-doing' is employed with practical outcomes to facilitate the creation of your own visual forms of production. You will be exposed to demonstrations of professional techniques which, working in small groups, you will then replicate and gain an understanding of.

Learning is divided into two main areas: Pre-production and production. In a series of hands-on workshops, you will research audiences and produce media content for targeted groups of digital consumers. The pre-production process gives opportunities to form original ideas and use judgement and critical thinking to come to decisions which are then pitched to your peers. The practical execution of those plans will enable you to develop skills in time-management, teamwork, influence and leadership to solve real-world problems encountered by professional production teams.

Learning hours	
Directed learning	48
Workshops/classes	48
Guided/Self-guided learning	152
Total	200

4. Assessment, formative feedback and relative weightings

Assessment 1

Project

Weight (%): 40

Word Count or Equivalent: 1500 words

You will conduct a small-scale research project about audiences of a specific media product, using appropriate method of analysis (survey, interview, context analysis, etc.). This can be presented in a variety of formats (a research paper, podcast, documentary, etc.)

Assessment 2

Media Product (Group assessment)

Weight (%): 60

Word Count or Equivalent: 5 – 20 minutes or 1500 words

In this group assessment, you will create media content to appeal to a defined audience, showing use of the research methods and production techniques covered in practical workshops.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module

Assessment tasks	MLO1	MLO2	MLO6	MLO10
Project work		X		X
Creative artefact	X		X	X

5. Indicative resources

Barbour, R. (2008). *Introducing Qualitative Research: A Student Guide*. London: Sage.

Foust J.C., Fink E.J., Gross L.S. (2018). *Video production: disciplines and techniques*. New York: Routledge.

How television used to be made. ADAPT: Researching the history of television production technology. <https://www.adapttvhistory.org.uk/> [Accessed 30 August 2022]

BBC Academy. (2012) How to shoot https://www.youtube.com/watch?v=SY2j_veB-cc [Accessed 31 August 2022]

Jenkins, H. (2006). *Fans, Bloggers and Gamers: Exploring Participatory Culture*. NY: New York University Press.

Livingstone, S. (1998). 'Audience research at the crossroads: the "implied audience" in media and cultural theory'. *European Journal of Cultural Studies*. Vol.1. No.2. Pp.193-217.

Ross, K., & Nightingale, V. (2003). *Media And Audiences: New Perspectives*. Maidenhead, England: Open University Press.

Singleton-Turner, R. (2011). *Cue & cut: a practical approach to working in multi-camera studios*. Manchester: Manchester University Press.

Module code		Level	6
Module title	Media Ethics and Policy	Credit value	20
Common/Core/Elective	Core	ECTS Credits	10
		Notional learning hours	200
Courses on which the module is taught	BA Media and Communications	Teaching Period	Autumn

1. Module description

This module will evaluate and critically analyse the ethical, legal, political and environmental challenges in media and communications. We will responsibly analyse the most debated issues around ethical decisions and legal standards not only of the media as an industry, but also as the common denominator of creating the current communication trends and practice. Themes could include surveillance, whistleblowing, hacking, fake news, standardisation, monetisation, media ecology, cybercrime, privacy laws and freedom of expression. We will analyse a variety of contemporary case studies to identify core ethical decisions, evaluate their consequences for contemporary media practice, and develop skills for effective and informed decision-making. Debates, discussions, presentations, and industry talks will be used to develop insight into policy trends in our fast-paced world.

2. Learning outcomes

Upon successful completion of this module you will be able to:

Collaboration (MLO 01)

collaborate and build networks to propose solutions for ethical and legal challenges in media and communications

Decision Making (MLO 04)

formulate informed decisions about ethical challenges in media development using critical and reflexive thinking

Interdisciplinary Perspectives (MLO 09)

integrate perspectives on media, ethics, policy and law in analysing the case-studies

Human and Environmental Impact (MLO 10)

evaluate the impact of media and communications development on society and on the environment

3. Learning and teaching methods

In this module, you will view case studies through cross-disciplinary lenses including law, current affairs and ethics. The teaching methods comprise a mix of teaching sessions, hands-on workshops and activities, and independent work. In this module, you will analyse a variety of contemporary case studies to identify core ethical decisions, evaluate their consequences for contemporary media practice, and develop skills for effective and informed decision-making.

Learning hours	
Directed learning	48 hours
Workshops/classes	48
Guided/Self-guided learning	152 hours
Total	200

4. Assessment, formative feedback and relative weightings

Assessment 1

Presentation (Group Assessment)

Weight (%): 50

Word Count or Equivalent: 15-20 minutes

In small groups, you are asked to present the analysis of a specific case-study in media and communications and discuss its ethical, legal and policy-related aspects.

Assessment 2

Portfolio

Weight (%): 50

Word Count or Equivalent: 2000 words

You will produce a portfolio of at least three short texts/visual content. You will demonstrate your ability to review, analyse and challenge theoretical texts on ethical and legal issues within the context of media and communications offering possible critical solutions.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module

Assessment tasks	MLO1	MLO4	MLO9	MLO10
Presentation (Group)	X	X		X
Portfolio		X	X	X

5. Indicative resources

Ess, C. (2015). *Digital Media Ethics*. NY: Polity Press.

Horner, D.S. (2015). *Understanding Media Ethics*. London: Sage.

Lisa Song, ProPublica, and Max Larkin, WBUR-FM. (20 September 2019). "MIT Media Lab Kept Regulators in the Dark, Dumped Chemicals in Excess of Legal Limit." ProPublica. Published online.

Snowden (2016) Directed by Oliver Stone [DVD]. London: Sony Pictures Home Entertainment.

The Great Hack (2019). Directed by Karim Amer, Jehane Noujaim. United States of America: Netflix.

Pritchard, D. (2000). *Holding the media accountable: citizens, ethics and the law*. Bloomington: Indiana U. Press.

Zimmer, M. and Kinder-Kurlanda, K. (2017). *Internet Research Ethics for the Social Age: New Cases and Challenges*. NY: Peter Lang.

Module code		Level	6
Module title	Current Issues in Media: Showcase Portfolio	Credit value	20
Common/Core/Elective	Core	ECTS Credits	10
		Notional learning hours	200
Courses on which the module is taught	BA (Hons) Media and Communications	Teaching Period	Spring

1. Module description

Media and communications is a fast evolving field of study. This module will engage with debates around the latest trends, in order to develop a more informed and sophisticated practice. We will analyse key concepts and apply these to recent global challenges through small projects. These projects will form a portfolio through that will showcase abilities in theoretical, methodological and practical skills proposing solutions to current media challenges.

2. Learning outcomes

Upon successful completion of this module you will be able to:

Communication (MLO 05)

communicate effectively both orally and in writing in multicultural and/or international settings about global issues in media and communications

Digital Tools and Data (MLO 06)

appraise and utilise media tools and data in a variety of professional and social contexts within media and communications

Discipline Knowledge (MLO 07)

critique and synthesise theories, concepts and facts in media and communications relevant to the task

Discipline Skills (MLO 08)

combine and employ a wide range of discipline-specific knowledge, techniques and tools to analyse media challenges

3. Learning and teaching methods

In this module, you learn about current trends, challenges and issues, based on contemporary material updated each year. Each week, you will be presented with a different task, mirroring the day-to-day tasks of the media professionals, from social media managers to journalists. You will learn by producing a media product - blog post, article, review, social media story, etc. - to create a showcase portfolio that you could demonstrate to a potential employer. This portfolio develops your skills and ability to critically evaluate current media trends and challenges and analyse key concepts and challenges in media industries.

Learning hours	
Directed learning	48
Workshops/classes	48
Guided/Self-guided learning	152
Total	200

4. Assessment, formative feedback and relative weightings

Assessment

Portfolio

Weight (%): 100

Word Count or Equivalent: 3000 words/10 minutes

You will produce a collection of short items (blog posts, reports, audio and video podcast etc.) showcasing your ability to identify and analyse current trends and challenges in media and communications. You will be assessed both on your practical ability to utilize digital tools and techniques and on your ability to critique media and communication theories and concepts.

Each summative assessment will be preceded by an opportunity of formative assessment accompanied by formative feedback.

Mapping of assessment tasks for the module

Assessment tasks	MLO5	MLO6	MLO7	MLO8
Portfolio. Part 1	X	X	x	X

5. Indicative resources

Hameleers, M et al (2022) 'You Won't Believe What They Just Said! The Effects of Political Deepfakes Embedded as Vox Populi on Social Media' in *Social Media and Society*: 1-12. Available at: <https://doi.org/10.1177%2F20563051221116346> [Accessed 2 September 2022]

Meta (2021). *The Metaverse and How We'll Build It Together*. Available at: <https://www.youtube.com/watch?v=Uvufun6xer8&t=4s> (Accessed 22 August 2022)

Milan, S. (2020). Techno-solutionism and the standard human in the making of the COVID-19 pandemic. *Big Data and Society*, 7 (July-December), 1–7.

Nosedive. *Black Mirror*. (2016). USA: Netflix.

Redmond, S. (2019). 'The Planned Obsolescence of Nosedive'. In McSweeney, T., and J. Stuart (eds.). *Through the Black Mirror: Deconstructing the Effects of the Digital Age*. London: Palgrave. Pp. 111-124.

Saymour, R. (2019) *The Twittering Machine: How Capitalism stole our Social Life*. London: The Indigo Press

Ted Online (2022) The Power of Social Media. Ted Conferences. Available at: https://www.ted.com/playlists/397/the_power_of_social_media (Accessed 02 September 2022)

Tolentino, J (2020) 'The I in the Internet' in *Cultural Research and Innovation*. CCBLAB. Available at: <https://lab.cccb.org/en/the-i-in-the-internet/> (Accessed 02 September 2022)

