University of the West of England BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Digital Media and Society					
Module Code	UZSSJQ-30-3		Level	3	Version	1.2
Owning Faculty	Health and Applied Science		Field		Sociology and Criminology	
Contributes towards	BA (Hons) Sociology					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
Valid From	September 2014		Valid to	September 2019		

CAP Approval Date	20/11/2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to demonstrate: 1. A detailed understanding of a range of sociological approaches to the study of cyberspace (Components A and B) 2. An in-depth understanding of origins and development of material, symbolic and experiential narratives of cyberspace. 3. An awareness of current issues, controversies and trends in the sociology of cyberspace (Components A and B) 4. The ability to reflect critically on the strengths and weaknesses of sociological analysis of computer-mediated social interaction (Components A and B). 5. An awareness of the ethical and methodological issues associated with the practice of sociological research in cyberspace. 6. Understanding of a range of research strategies and methods and ability to assess the appropriateness of their use (Components A and B)
Syllabus Outline	Specific themes and topics may vary from year to year but will include: Theories of cyberspace and computer-mediated social interaction Virtuality and late modernity Narratives of cyberspace and ubiquitous computing The nature of social relations in cyberspace Cyberspace, cyborgification and the body Simulated and augmented realities

	Cyber-surveillance and panopticism
	Self and identity in cyberspace
	Crime in cyberspace (identity theft; race, hate and gender crimes; children at risk; global criminal networks)
	Work and employment in cyberspace
	Communities of space and place, social media and virtual worlds
	Politics, protest and new social movements in cyberspace
	Cyborgs, relational artefacts and humanoid social robots
	Psycho-social perspectives on attachment to mobile technologies
	Digital research methods and new strategies in social research
Contact Hours	Students will spend three hours per week (i.e.72 hours in total*) in workshops and guided tutorials. The workshops will be of two hours duration and will involve both face to face and in-world interaction. Tutorials will last for one hour and will involve both synchronous and asynchronous forms of computer-mediated communication. In addition, there is an expectation that students will spend time engaged in independent reading and/or research. *Workshops = 48 hours; synchronous and asynchronous communications = 24 hours
Teaching and Learning Methods	The teaching and learning strategy for this module is embedded within a situated learning model where learning takes place in the context to which it refers – in this case the internet and world wide web. Where possible teaching and learning will involve computer mediated communication as a vehicle for, and an object of, enquiry based learning. The teaching and learning methods are focused on development of subject knowledge and understanding together with acquisition of work-relevant transferable skills that will enhance the personal and professional development of our students. **Scheduled Learning** The teaching and learning strategy will be realised through workshops organised around the model of the flipped classroom. The latter prescribes a **reversal of traditional teaching** where students gain first exposure to new material outside of the classroom, usually via reading or lecture videos, allowing class time to be used to focus on the work of assimilating, embedding and enhancing knowledge through activities such as collaborative investigation, problem-solving, discussion or debates. The main purpose of flipping the classroom is to shift from **passive** to **active learning** in order to achieve **deep** learning of subject specific knowledge and to enhance development of higher level cognitive skills such as analysis, synthesis and evaluation. **Independent learning** This will include individual and team-based study, completion of essential and recommended reading, preparation for collaborative group-based tasks, case-study preparation, wiki-building, blogging and preparation and completion of formative and summative assignments.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module			30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Seen or unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:

Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

| Reading Strategy | The overall reading strategy for this module is one of guided development. As the module is thematic, set texts will vary over time.

Essential Reading
Any essential reading will be indicated clearly in the module booklet and on Blackboard in the relevant folder. Copies of materials that support particular themes, or links to their locations, will be provided on a week by week basis as those themes arise. These materials and links will be found in the relevant Blackboard folder for that week together with suggested starter locations for further reading. Other essential reading will be provided electronically or in printed study packs.

Further Reading
Further reading is essential for this module, and students will be encouraged to explore at least one of the titles associated with each syllabus topic held in the library on the shelves or in the digital collections. Lists of such titles will be given in the module handbook and will be revised annually. Formal opportunities for students to develop their library and information skills are provided within the module programme. Indicative reading for this module is shown below. |
|---|---|
| Indicative Reading List | Athique, A. (2013) *Digital Media and Society* Cambridge, Polity Press

Bell, D. (2006) *The Cybercultures Reader* (2nd ed) London, Routledge

Boellstorff, T. (2010) *Coming of Age in Second Life* Princeton: Princeton University Press

Boellstorff, T., et al., (2012) *Ethnography and Virtual Worlds* Princeton, Princeton University Press |

Guest, T (2008) *Second Lives: A Journey through Virtual Worlds* London, Hutchinson

Hine, C., ed., (2005) *Virtual Methods: Issues in Social Research on the Internet* Oxford, Berg Publishers

Kozinets, R.V. (2010) *Netnography: Doing Ethnographic Research Online* London, Sage

Nayar, P K (2010) *An Introduction to New Media and Cybercultures* Oxford, Wiley-Blackwell

Orton-Johnson, K & Prior, N., ed., (2013) *Digital Sociology: Critical Perspectives* London, Palgrave-Macmillan

Papacharissi, Z., ed., (2011) *A Networked Self: Identity, Community and Culture on Social Network Sites* London, Routledge

Turkle, S. (2011) *Alone Together: why we expect more from technology and less from each other* New York: Basic Books

Vis, F & Thelwall, M. (2014) *Researching Social Media* London, Sage

Wellman, B & Rainie, L. (2012) *Networked: The New Social Operating System* Cambridge ,Massachusetts, MIT Press

Part 3: Assessment

Assessment Strategy	It is axiomatic that effective assessment must test achievement of the set learning outcomes. In summary, the learning outcomes for this module relate to achievement of sociological understanding of the effects of the society-wide engagement with digital media on institutional and interactional orders. The assessment strategy for this module aims to measure the level of sociological knowledge and understanding achieved by students through a blend of summative assessment (assessment *of* learning) and formative assessment (assessment *for* leaning). **Summative Assessment** **Narrative proposal (1000 words)** will enable students to outline, and to receive feedback on, their plans for a longer piece of sociologically reflective writing focused on their use of digital technology. **Narrative Report (3000 words)** will enable students to produce an experiential narrative of their use of digital technology informed by critically reflective application of the sociological imagination. **Group Presentation** An in-class group presentation will enable students to demonstrate sociological knowledge and understanding of processes of social transformation driven by the wide-spread use of digital media and also to display evidence of an ability to apply such knowledge and understanding to analysis of specific social issues and problems. Practical skills related to the process of collaborative learning will also be enhanced. **Formative Assessment and Feedback** Enquiry based learning tasks will be set throughout the delivery of the module in order to provide opportunities for group learning and for formative feedback. It should be noted that marks from these exercises will not contribute directly to the summative marks for the module. Synchronous and asynchcronous communications (for example presentations, wiki's and blogs) will be assessed and commented on by tutors in the course of the module.

	Assessment criteria used for each element in assessment strategy will be provided for students via Blackboard.

Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		**A:** **50**	**B**: **50**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Group Presentation (Enquiry Based Learning)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
Narrative Proposal (1000 words)	20
Narrative Report (3000 words)	80

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Oral Assessment (Enquiry Based Learning)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
Auto-ethnography (4000 words maximum)	100

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.