

## Module 6: Digital Media and Society

<b>Stage</b>							1
<b>Semester</b>							1
<b>Module Title</b>							Digital Media and Society
<b>Module Number</b>							6
<b>Module Status</b>							Mandatory
<b>Module ECTS Credits</b>							5
<b>Module NFQ level</b>							9
<b>Pre-Requisite Module Titles</b>							None
<b>Co-Requisite Module Titles</b>							None
<b>Capstone Module?</b>							None
<b>List of Module Teaching Personnel</b>							Orla Butler
<b>Contact Hours</b>					<b>Non-contact Hours</b>		<b>Total Effort (hours)</b>
36					64		100
<b>Lecture</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminar</b>	<b>Assignment</b>	<b>Placement</b>	<b>Independent Work</b>	
12	12	12		24		40	
<b>Allocation of Marks (Within the Module)</b>							
	<b>Continuous Assessment</b>	<b>Project</b>	<b>Practical</b>	<b>Final Examination</b>	<b>Total</b>		
<b>Percentage Contribution</b>	50			50	100%		

## **Intended Module Learning Outcomes**

On successful completion of this module the learner will be able to:

1. Demonstrate and apply an in-depth understanding of relevant sociological, cultural and communication theory to their own work practice.
2. Critically evaluate the major impact that creative and digital media technologies have had on society and demonstrate an ability to map future change.
3. Engage in critical and strategic assessment of the issues posed at the social and cultural levels of the development of creative and digital media technologies and suggest how best the interests of different groups can be safeguarded.

## **Module Objectives**

This module examines the impact of Digital and Creative media on contemporary society. Examining theories from sociological, cultural, and communication perspectives, the learner is able to conceptualise and contextualise the impact digital media has on society, its products and services.

With the development of the web and particularly with ubiquitous access through mobile technologies, the web is becoming central to information processing in society. What are the implications of this for society, and for developers of digital media content? The module seeks to develop a questioning culture amongst the learners who develop a holistic view of how technology shapes the world we live in and the world they live in shapes the technology we develop.

## **Module Curriculum**

### **Theoretical Frameworks**

Theories of Society, Information: Networked; Post-Industrial – the work of Webster; Castells, Bell and Postman.

### **Cultural contexts**

Contemporary Theories of Culture and Society: Modernity and Post Modernity, Structuralism and Post- structuralism

### **Understanding Society in Digital age**

Technology and work; deskilling, automate vs. informate, creative class.  
Education and digital technology  
Digital Divide

### **Contemporary Culture in a Global Society**

Disassociation and unequal globalization, new representations

and identities, virtual communities, self-expression, disenfranchisement; generational divide.

### **New theoretical contexts**

Rapport between theories of digital media and the practice of digital media, in both industrial and artistic contexts. Significance of digital media theory to issues connected with the future of society.

### **Reading Lists and other learning materials**

#### **Recommended Reading:**

Blogs, Wikipedia. Second Life. And Beyond	Bruns A.	Peter Lang Publishing	2008
The Rise of the Network Society 2 <sup>nd</sup> Edition	Castells M.	Wiley Blackwell	2009
The Virtual Community: Homesteading on the Virtual Frontier 2 <sup>nd</sup> Edition	Rheingold H.	MIT Press	2000
Alone Together	Turkle S	Basic Books	2011
The Shallows: How the Internet is changing how we Think, Read and Remember,	Carr N.	Atlantic Books	2011
Here Comes Everybody: How Change Happens When People Come Together	Shirky C.	Penguin	2009

### **Secondary Reading**

Additional reading is recommended by the lecturer, appropriate to each topic. Learners are asked to actively discuss these chosen readings in class.

### **Module Learning Environment**

Lectures are carried out in class rooms / lecture halls in the College.

### **Library**

All learners have access to an extensive range of physical and electronic (remotely accessible) library resources. The library monitors and updates its resources on an on-going basis, in line with the College's Library Acquisition Policy. Lecturers update reading lists for this course on an annual basis as is the norm with all courses run by Griffith College.

## Module Teaching and Learning Strategy

The module is taught through a series of lectures and tutorials. The learners are asked to complete readings which are then be discussed in tutorials. Participation in these discussions is essential as the learners are asked to think about technology and how it is affecting their World. If they are to become developers of new technology content then they need to have an understanding of the interaction of technology and society

## Module Assessment Strategy

In assessing the learners we use both a continuous assessment element and an end of module exam. Learners are expected to engage in research and discussion worthy of level 9 assessment requirements. There is a presentation on a topic related to the module content and an individual essay.

Element No	Weighting	Type	Description	Learning Outcomes being assessed:
1	10%	Group Presentation	Learners are asked to research a topic, prepare a presentation and present to the class	1,2
2	40%	Essay	An individual essay on a module related topic	1,2
3	50%	Closed Book Examination	End of module examination	1,2,3