**LIVING AND WORKING ON THE WEB**

**UOSM2008**

**STUDY GUIDE 2016**

**Module activity summary**

* Introductory Workshop: 28th January, 4pm in 45/0013
* Weekly labs (drop in for queries, or just a progress chat): Starting 1st February 12 noon in 28/1019
* Online discussions (5 topics in total, one topic per fortnight) full details below

For queries and sharing useful links, use twitter with the hashtag #UOSM2008

The module blog: <http://blog.soton.ac.uk/uosm2008>

Additional resources are posted on ScoopIt: <http://www.scoop.it/u/living-and-working-on-the-web>

## Module Learning Outcomes

After completing this module you should:

1. be proactive, confident and flexible adopters of a range of web and mobile technologies for personal, academic and professional use
2. use appropriate web and mobile technologies effectively to search for, store and curate relevant information
3. be equipped to reflect upon and critically evaluate the information obtained
4. engage creatively and productively in relevant online communities
5. be familiar with the use of collaboration tools to facilitate networking, group work and project management
6. be aware of the challenges inherent in ensuring online privacy and security
7. have developed appropriate communication skills for peer and tutor interaction within an ‘always on’ environment

## Tutors

**Lisa Harris** is Deputy Director of the Web Science Institute and Programme Leader of the MSc Digital Marketing. She is a Chartered Marketer and a certified tutor for the University of Liverpool e-MBA. Before joining the education sector she worked for 10 years in marketing roles within the international banking industry. Please contact [l.j.harris@soton.ac.uk](mailto:l.j.harris@soton.ac.uk) or @lisaharris on twitter.

## Timetable

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **TOPICS** | **LOCATION** | **TUTOR** |
| 4pm  28th January | Introduction - how the module works, expectations, outcomes | 45/0013 | LH/SH/NF |
| 12 noon  1st February (and weekly thereafter) | Drop in workshop if you have queries or problems to discuss | 28/1019 | LH/SH |
| 8 Feb – 21 Feb | Topic 1: Evaluating information quality, digital visitors/residents | ONLINE | LH/SH |
| 22 Feb – 6 Mar | Topic 2: Online identity, privacy, security. | ONLINE | LH/SH |
| 7 Mar – 20 Mar | Topic 3: Employability: networking, social capital and reputation building | ONLINE | LH/SH |
| 18 Apr – 1 May | Topic 4: Challenges/ethics of ‘real time’ social media, inclusion and exclusion, digital citizenship | ONLINE | LH/SH |
| 2 May – 15 May | Topic 5: Open access, IP, creative commons. | ONLINE | LH/SH |
| 16 May | Summary session | 28/1019 | LH/SH |
|  |  |  |  |

**How the module works**

You will be studying this module through a combination of face to face workshops (one at the start and one at the end of the module), self-study and online interactions.

The self-study materials introduce the full range of topics that need to be covered, although additional details will arise through online discussion and collaboration between yourselves and your tutor. One of the strengths of a contemporary learning programme such as this is the high level of interaction where you are required to share your own insights and experiences for the benefit of the group as a whole.

There are also WEEKLY practical drop in sessions scheduled to help you if you have difficulties.

The most important single factor is not to fall behind the class. Once you fall behind and a backlog of unread messages accumulates, it is difficult to follow the discussions while keeping abreast of the assignments. Consequently we are very strict about the assignment schedule and deadlines.

So your work plan for each topic should look like this:

1. **Read the Topic introduction**

This short post will indicate the materials that you should read for each topic, and also sources of further background reading so that you can follow up on any areas where you need more help or explanation or wish to increase your understanding. The materials may include presentations, videos, audio clips, short articles or academic papers. There will also be a set question for you to answer.

1. **Respond to the set question**

You are expected to post a reply to the set question ON YOUR BLOG by the prescribed deadline. This initial response will be graded (except for topic 1). It represents an opportunity to demonstrate your ability to research diverse sources, share your personal experiences, and synthesise the knowledge you have collated into a clearly written and thought provoking posting that shows understanding of the material and its application to specific cases.

It is important to emphasise that the focus is on your contributions, your opinions and your experiences. *Unlike traditional classrooms, in online classes most of the learning will occur as a result of interacting with other students and the knowledge is constructed and expanded as a result of your interactions with the materials, tutor and other class participants.*

1. **Comment on the work of other students**

AFTER your first posting, you should read the posts of fellow students, and respond to TWO of them in their blog comments field in a meaningful and critical manner. The author may then respond to your contribution to their post, as might other students and/or the tutor, so that a discussion thread develops.

You will not receive a passing grade for the module if you do not participate in a meaningful way in the discussion of each topic. Simply saying “I agree” does not count! In short: do not simply react to what others have said, but try to add your views and share your experiences, so that the other members of the group benefit from your messages. Follow-on postings should be significant contributions to the discussion. You may wish to respond to your colleagues’ postings in one or more of the following ways:

* Ask a probing question.
* Share an insight from having read your colleague’s posting.
* Offer an evidence-based opinion or suggestion inspired by their work.
* Validate one of their ideas with an example from your own experience.
* Expand on the ideas in your colleague’s posting.

*Please note that when you critique the content of other students’ answers, the comments should always be constructive and NOT attack the author personally.*

1. **Reflective summary of each topic**

At the end of each topic, post your reflections on your blog of the key points you have learned since you answered the set question from reading the work of other students and interacting with them. What has this activity added to your initial understanding of the topic? *You should include a link please to each of the specific comments that you have made on the posts of the other students so the marker can track the conversations.* Your post should be concise and focused on the key points you have learned - please do NOT attempt to summarise everything that has already been said on the topic!

By the end of each section the whole class should have collaboratively discussed the materials, shared experience and insights, and improved the collective understanding of the subject.

If you are unable to meet these minimum participation requirements due to circumstances beyond your control, you should inform your tutor ahead of time, and ask if it is possible to be granted an extension. You will only get full benefit from collaborative learning in an online classroom if you participate during the set timescales. Failure to meet deadlines slows down the whole class.

**Assessment**

You must submit your initial response to the Discussion Question (400 words ) by the end of Day 7 of each topic.  **Postings are** **not academic essays, blogging style is much more informal**. **But this still means it should be clearly written, in good English and be spell-checked**. You should reference a minimum of 2 sources of supporting evidence to your answer from authoritative sources (peer reviewed journals, textbooks or respected blogs, for example). Subsequently, you are expected to participate with 2 follow-on postings commenting on your peers’ answers by the end of Day 10 of each topic (150 words x 2) and a reflective summary of your learning by the end of day 14 of each topic (300 words). See the separate handout, “Reflective Writing” for more information about this.

The postings you make on the blog for topic 1 are NOT formally assessed. You should treat these two weeks as an opportunity to familiarise yourselves with this approach to study, and gain feedback from your tutor which you can use to improve your future postings.

You are encouraged to make use of related academic and professional journals to supplement the module materials and to assist in the preparation of assignments. Many of these materials can be accessed through the University of Southampton e-library.

### **Module Assessment Summary**

1. **Online interactions (**Please note that Day 1 of each topic is a MONDAY)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Set Question | | Assessment | Answer set question on discussion board (by end of day 7)  Guide: 400 words per topic | 2 x comments on the work of other students (by end of day 10)  Guide: 2 x 150 words per topic | Reflective summary (by end of day 14)  Guide: 300 words per topic |
| 8/2 Topic 1: Explain the concept of digital “visitors” and “residents” drawing upon your own online experiences to date | | Formative | X | X | X |
| 22/2 Topic 2: Discuss the arguments for and against having more than one online identity. | | Summative | X | X | X |
| 7/3 Topic 3: Discuss the ways in which an authentic online professional profile can be developed. | | Summative | X | X | X |
| 18/4 Topic 4: Evaluate the ethical issues raised by the educational use of social media | | Summative | X | X | X |
| 2/5 Topic 5: explain the advantages and disadvantages to a content producer of making their materials freely available online | | Summative | X | X | X |
| Breakdown of marks | |  | 20% | 10% | 20% |
|  | | | |

1. **Portfolio**

|  |  |  |
| --- | --- | --- |
| Task | Content | Percentage of overall assessment |
| Write a 500 word summary blog post which: | 1. Provide the evidence base for the development of your own online professional profile during this module. (For example, links to your twitter account, LinkedIn profile and other relevant online content.) Compare your current online activities with how you used these channels before the module began. You will find the self test carried out in the Introductory session is a useful framework for this. (50% of available marks) 2. Reflects upon what you have learned during the module about living and working online and how you will take this forward into the future. (50% of available marks) | 50%  Submission date midnight on 22nd May |

**Feedback**

We will provide you with written feedback on your work throughout the course by email, based on these specific criteria:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TOPIC BY TOPIC FEEDBACK DURING MODULE (5 TOPICS IN TOTAL) | A | B | C | D | E |
| Relevance of answer to set topic question and depth of understanding displayed (LO3) |  |  |  |  |  |
| Use of appropriate sources of information beyond those provided in the course notes (LO2) |  |  |  |  |  |
| Relevance and depth of understanding displayed in comments on the work of other students (LO7) |  |  |  |  |  |
| Extent to which the reflective summary incorporates learning from the work of other students (LO3) |  |  |  |  |  |
| Structure, clarity of writing, use of supporting digital tools as relevant (eg images, video, audio) (LO1) |  |  |  |  |  |
| Specific evidence of collaboration and sharing of useful information with colleagues (LO7) |  |  |  |  |  |

Additional notes not covered by the above (if necessary)…

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ASSESSMENT TASK 2: DEVELOPMENT OF DIGITAL PORTFOLIO DURING MODULE | A | B | C | D | E |
| Extent of reflection on progress made in developing digital profile from the start to the end of the module (LO1, LO4, LO5, LO6) |  |  |  |  |  |
| acknowledgement of what further steps need to be taken beyond the timespan of the module (LO1, LO4, LO5, LO6) |  |  |  |  |  |
| Structure, clarity of writing, use of supporting digital tools as relevant (eg images, video, audio) (LO1) |  |  |  |  |  |

More generally, you may find the following grade criteria helpful:

Reference : Warren, L. (2011), Digital Skills for Digital Disruption and Value Creation, in Global Knowledge Work Diversity and Relational Perspectives, Eds. K Nicolopoulou , M Karatas-Özkan , A Tatli , J Taylor, Edward Elgar.

*(70%+) and over*

·     Comprehensive knowledge and clear understanding of the module and its principles, concepts and terminology; evidence of extensive additional reading; highly accurate work drawing on a wide range of disciplinary sources

·      Extremely well presented and structured work; convincingly developed arguments using well-chosen supporting evidence; excellent concise logic.

·      High level of critical and analytical ability; capacity to select, question, synthesise and evaluate material; originality of thought; ability to make interdisciplinary comparisons.

Typically evidenced by the generation of novelty through high quality collaborations, which might result in, for example, new networks, new activities or new business models that did not exist prior the module. In addition to the above, might include new content, or new arrangements of existing content.

*(60 - 69%)*

·     Considerable knowledge and good understanding of the module and its principles, concepts and terminology; evidence of wide additional reading; accurate work with few errors or omissions.

·      Very well presented and structured work; relevant arguments well developed and supported by evidence.

·      Considerable critical and analytical ability; clear insights and competent evaluation of material, some evidence of abilities to select and synthesise.

Typically evidenced by generation of novelty through collaboration, including new content, or new arrangements of existing content. Operating through existing networks, or extensions of existing networks.

*(50 - 59%)*

·     Satisfactory knowledge of the module and its principles, concepts and terminology with clear evidence of additional reading; mainly accurate work.

·     Well structured work with some clearly presented supporting material.

·     Good appreciation, application and critical ability; some thoughtful discussion of material.

Typically evidenced by high quality sourcing and critical evaluation of relevant materials in response to questions posed within modules. Interaction is meaningful and proactive, but limited in terms of range.

*(40 - 49%)*

·     Some knowledge of the module and its principles, concepts and terminology, with some evidence of additional reading; reasonably accurate work.

·     Reasonable structure and clarity; assertions supported by some appropriate evidence.

·     Some appreciation, application and critical ability.

Typically evidenced by sourcing of appropriate materials but analysis and evaluation limited. Interaction is limited, passive rather than proactive.

*(39% or less)*

·     Minimal knowledge of the module, lack of relevant material with limited or no evidence of additional reading; inaccurate work with significant errors or omissions.

·     Poor structure, hard to follow; assertions not supported by appropriate evidence.

·     Little or no critical appraisal of material.

Poor quality material ‘cut and paste’ with minimal evaluation and minimal interaction (largely individual activity)