LIVING AND WORKING ON THE WEB
UOSM2008
STUDY GUIDE 2018

The module is designed to help prepare you for contemporary/future employment priorities in an increasingly digital and networked business world. We are therefore placing an emphasis on working online and in getting you to consider your own use of technology and the development of your own social networks for professional purposes. *This means that you will be developing your own blogs and also working in real time on a short online course (MOOC) developed by the module team at Southampton in partnership with FutureLearn.* The MOOC, called Learning in the Network Age, is open to anyone, but you will have a special responsibility to get involved, share ideas, and develop discussion to support your learning on this module. Please click on the link above in order to gain access to this course.

In taking this approach we are asking you to re-think many of the ways you may have come to see learning. We are hoping that you come to see the process as active, participative and collaborative, based on a community that shares ideas both offline and online.

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

The module blog is http://blog.soton.ac.uk/UOSM2008/

Your own blogs will be linked to the module blog so that it displays everyone's work in one place. We will arrange this for you at the start of the module.

Additional resources are posted on ScoopIt and our Innovation in Higher Education blog

Tutor

Nic Fair is a member of the Web Science Institute and Southampton Education School. He has been teaching adult learners in a wide range of contexts for over sixteen years. Before joining the education sector he worked for 4 years in a number of London advertising agencies. Please contact nsrf1g12@soton.ac.uk or @nic_fair on twitter.

Manuel León is a Lecturer in Online Learning and Teaching with around 15 years of teaching experience, and nearly 5 years of experience in online learning. Manuel has participated in a considerable number online learning projects, mainly around MOOCs, Continuous Professional Development courses, and blended learning modules. His research interests are learning analytics and professional development for teaching online, about which he has around 30 publications.

Briony Gray is a researcher in the final year of her PhD in ECS. She studies a combination of Geography and Web Science in the field of disaster management. She also works part time for large European Open Data projects and initiatives that support startups and new businesses.

Module Learning Outcomes

Having successfully completed the module, you will be able to:

1. Be proactive, confident and flexible adopters of a range of web and mobile technologies for personal, academic and professional use
2. Appreciate the broad scope of contemporary digital literacies and the challenges and opportunities associated with such activities.
3. Apply a critical approach to the study of online behaviour in a professional and a personal capacity.
4. Effectively draw upon a range of free digital tools to support your online educational and career development activities.
5. Showcase your digital skills portfolio to attract the attention of potential employers.

Timetable

PLEASE NOTE THIS IS AN ONLINE MODULE WITH WEEKLY SUPPORTING DROP-IN FACE-TO-FACE SESSIONS.

The tutorials do NOT provide the substantive module content – this is for YOU to curate, share, comment and reflect upon with your colleagues via your blogposts, the MOOC and in small face to face groups. The tutorials provide general guidance and support, **which will be a key aspect in the early stages of the module**. The tutor will provide you with individual feedback on your blogposts topic by topic throughout the module.

The deadlines for submitting your blogposts is 4pm on the day listed below. For example your answer to the Intro question should be posted on your blog by 4pm 12/2/2018, you should then read, write a comment on and undertake discussions about the posts of at least 2 of your classmates during the following days (the earlier the better as this allows more time for discussion to develop). After that, you will need to submit your Intro reflection post and your self-assessment by 4pm 19/2/2018.

FULL DETAILS OF ALL TIMINGS/DEADLINES AND EXPECTATIONS CAN BE FOUND IN THE TABLE BELOW – IT IS VITAL THAT YOU REFER TO THIS OFTEN!

Note: there are 2 compulsory sessions which you MUST attend.

DATE	SESSSION	LEARNER ACTIVITIES	MOOC ACTIVITIES
Wednesday 31st Jan 2018 10-12:00 85/2207	**COMPULSORY** Introduction - how the module works, setting up your blogs, expectations, assessments and outputs.	Read module guide, set up blogs, post introductory "about me" message. Complete pre-module survey.	Set up a FutureLearn account and sign up for the Learning in the Network Age course.

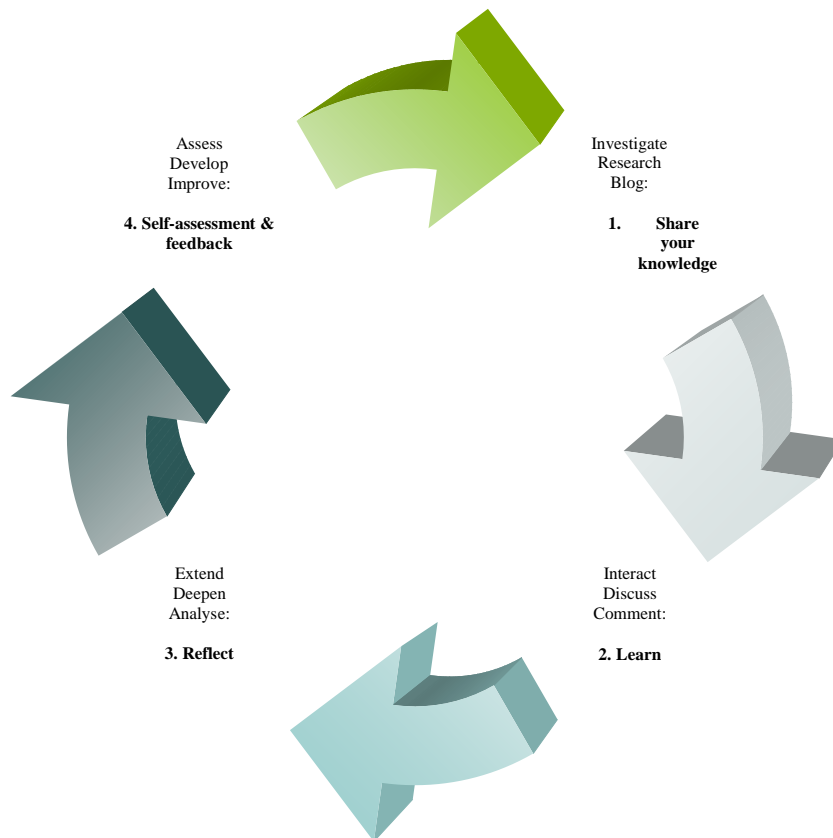| Friday 2nd February 15-17:00 44/1041	**DROP-IN** Troubleshooting for any technical issues with set up.	Set up your Wordpress blog. Sign up with FutureLearn and register on the 'Learning in the Network Age' MOOC. Submit completed google form with your blog, gmail, futurelearn and twitter details. Complete your current skills audit (the 'self-test').	n/a
Friday 9th February 15-17:00 44/1041	**DROP-IN** Troubleshooting continued. Discussion of Introductory Topic – Digital Residents and Visitors	Draw upon the results of your self-test and the concept of digital "visitors" and "residents" to evaluate your current digital literacies in an introductory blogpost.	n/a
Monday 12th February 4pm	**POST** Introductory Post	Post your answer to the Introductory Topic question.	n/a
Tuesday 13th - Thursday 14th February	**READ, COMMENT, DISCUSS**	Intro Topic: read and comment on the work of (at least) two other students.	n/a
Friday 16th February 15-17:00 44/1041	**COMPULSORY** How to use the self-assessment system. How to write a good reflection. How to make the most of the MOOC.	Intro Topic: reflection post and self-assessment.	n/a
Monday 19th February 4pm	**SUBMIT** Intro Topic Reflection and self-assessment	Intro Topic Reflection and self-assessment	n/a
w/c 19th Feb	**Topic 1**	Start reading and researching for topic 1 (see MOOC)	Start MOOC and progress through week 1 - **especially steps 1.11 to 1.13**
Friday 23rd February 15-17:00 44/1041	**DROP-IN** Creating visuals, slideshows and infographics	Topic 1: Continue to work on the development of your answer to topic 1 question.	Progress through the MOOC steps for week 1 – **especially steps 1.11 to 1.13**
Monday 26th February 4pm	**POST** Topic 1 Post	Topic 1: post answer to topic 1 question	n/a
Tuesday 27th – Thursday 1st March	**READ, COMMENT, DISCUSS**	Topic 1: read and comment on the work of (at least) two other students.	n/a

Friday 2nd March 15-17:00 44/1041	**DROP-IN** Creating videos and animations	Topic 1: reflection post and self-assessment.	n/a
Monday 5th March 4pm	**SUBMIT** Topic 1 Reflection and self-assessment	Topic 1: Reflection and self-assessment	n/a
w/c 5th Mar	**Topic 2**	Start reading and researching for topic 2 (see MOOC)	Progress through MOOC week 2 - **especially steps 2.2 to 2.5**
Friday 9th March 15-17:00 44/1041	**DROP-IN** Troubleshooting / creating continued. Discussion of Topic 2.	Topic 2: Continue to work on the development of your answer to topic 2 question.	Progress through MOOC week 2 - **especially steps 2.2 to 2.5**
Monday 12th March 4pm	**POST** Topic 2 Post	Topic 2: post answer to topic 2 question	n/a
Tuesday 13th – Thursday 15th March	**READ, COMMENT, DISCUSS**	Topic 2: read and comment on the work of (at least) two other students.	n/a
Friday 16th March 15-17:00 44/1041	**DROP-IN** Troubleshooting / creating continued. Discussion of Topic 2.	Topic 2: reflection post and self-assessment.	n/a
Monday 19th March 4pm	**SUBMIT** Topic 2 Reflection and self-assessment	Topic 2: Reflection and self-assessment	n/a
19th Mar – 15th April	EASTER HOLIDAYS		
w/c 16th April	**Topic 3**	Start reading and researching for topic 3 (see MOOC).	Progress through MOOC week 2 - **especially step 2.6**
Friday 20th April 15-17:00 44/1041	**DROP-IN** Troubleshooting / creating continued. Discussion of Topic 3.	Topic 3: Continue to work on the development of your answer to topic 3 question.	Progress through MOOC week 2 - **especially step 2.6**
Monday 23rd April 4pm	**POST** Topic 3 Post	Topic 3: post answer to topic 3 question.	n/a
Tuesday 24th April – Thursday 26th April	**READ, COMMENT, DISCUSS**	Topic 3: read and comment on the work of (at least) two other students.	n/a
Friday 27th	**DROP-IN**	Topic 3: reflection post and self-	n/a

April 15-17:00 44/1041	Troubleshooting / creating continued. Discussion of Topic 3.	assessment.	
Monday 30th April 4pm	**SUBMIT** Topic 3 Reflection and self-assessment	Topic 3: Reflection and self-assessment.	n/a
w/c 30th April	**Final Reflection**	Start developing your final reflective post.	n/a
Friday 4th May 15-17:00 44/1041	**DROP-IN** Troubleshooting / creating continued. Reflective writing.	Continue working on final reflective post. Redo the 'self-test' and analyse your improvements.	n/a
w/c 7th May	**Final Reflection**	Continue working on final reflective post.	n/a
Friday 11th May 15-17:00 44/1041	**DROP-IN** Troubleshooting / creating continued. Reflective writing.	Continue working on final reflective post.	n/a
w/c 14th May	**Final Reflection**	Continue working on final reflective post.	n/a
Friday 18th May 15-17:00 44/1041	**DROP-IN** Final session module wrap-up.	Continue working on final reflective post. Complete post-module survey.	n/a
Friday 18th May 4pm	**SUBMIT** Final Reflection (no self-assessment required).	Final reflection	n/a

How the module works

You will be studying this module through a combination of drop-in tutorials, self-study and other online/offline interactions with your tutors, fellow students and learners on the MOOC who may be based anywhere in the world. Your skills will be developed through curating, sharing and discussing content and reflecting on your learning.

The basic overview of the learning process in this module is summarised in the graphic below:

Assess
Develop
Improve:

**4. Self-assessment &
feedback**

Investigate
Research
Blog:

1.   **Share
your
knowledge**

Extend
Deepen
Analyse:

3. Reflect

Interact
Discuss
Comment:

2. Learn

The materials provided by the tutor and on the MOOC simply introduce the challenges posed by each topic. You are expected to find and analyse your own sources and research widely for each topic. This can include academic sources and underline reliable online sources (e.g. videos, web sites, blogs etc). You then share the knowledge you have gained in your blog post which answers the topic question. Then the deep learning occurs through reading, commenting, discussing and reflecting on the blog posts and knowledge of your classmates for each topic.

It is important to emphasise that the focus is on sharing, contributing, discussing and reflecting.

Unlike traditional classrooms, in online classes most of the learning will occur as a result of interacting with your classmates and your knowledge is constructed and expanded as a result of your interactions with your peers, the materials and the tutors. The more you put in the more you will get out!

It is VITAL that ALL your posts, comments and reflections are correctly referenced. The references should also be hyperlinks to the original sources. All images, videos or other visual elements must be referenced. The topic post and the reflection MUST include a bibliography at the end.

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 on top of the assignments. Consequently we are very strict about the posting deadlines.

Your work plan for each topic should look like this:

1. **Read the Topic Question and Starter Sources posted by us and attend any drop-in sessions you choose**

This short Topic Post (found under 'Important Announcements' on the module blog page) will indicate the materials that you are expected to read for each topic, and will also suggest 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.

2. **Explore & Share: Respond to the set question (max 300 words)**

You are expected to post a reply to the set question ON YOUR BLOG by the prescribed deadline. **This initial response will be graded and count towards your final module mark (except for the introductory topic).** You should use this post as an opportunity to:

1. demonstrate your ability to research and reference diverse sources,

2. show that you can present academic-standard information and ideas in a range of forms (e.g. text, image, audio, video, graphic…..)

3. share your personal experiences,

4. and synthesise the knowledge you have collated into a clear and thought provoking post that shows your deep understanding of the material and its application to specific cases.

3. **Debate & Discuss: Comment on the work of other students (2 x 150 words max)**

AFTER your first posting, you should read the posts of fellow students, and comment on a minimum of TWO of them 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" or "great post, thanks!" 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 comment on the Original Post (OP) by doing one or more of the following:

- 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 and develop the ideas in the OP.
- Challenge the OP's views where it conflicts with evidence you have found

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

4. **Reflect & Grade: Reflective summary of each topic (max 300 words)**

At the end of each topic, you will blog your reflections of the key points concerning:

How your understanding of the topic has developed as a result of reading, commenting on and interacting with your peers and their blog posts. What exactly have these activities added to your initial understanding of the topic? You may also reflect on the development of your digital skills and your thoughts on the learning process.

You MUST include a link to each of the specific comments that you have made on the posts of the other students at the end of your reflection 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!

This reflection will be graded and count towards your final module mark.

After posting your reflection you should then **grade yourself** for this whole topic using the marking criteria form which will be on your private GoogleDocs page (see example below). You will highlight the criteria which you think you should score for your work. Subsequently, you will be able to compare these with your tutor's marks and learn from any differences.

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.

Assessment

You should submit your responses by the deadlines provided in the table above. You should reference a minimum of 2 sources (in addition to the sources we have provided) of supporting evidence to your answer from authoritative sources (peer reviewed journals, textbooks or respected blogs or videos, for example).

Postings are not academic essays, blogging style is more informal. **But this still means it should be clearly written, logically-structured, informative, in good English and be spell-checked**.

The postings you make on the blog for the Introductory Topic are NOT formally assessed. You should treat this topic 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.

Module Timetable

1. **Online interactions**

Topics	Assessment	Answer set question (max 300 words)	Reflective summary, with links to your two comments (max 300 words)	% of overall module assessment
Intro Topic: Draw upon the results of your self-test and the concept of digital "visitors" and "residents" to evaluate your current digital literacies.	Formative	Yes	Yes	None
Topic 1: LIVING ON THE WEB Evaluate the impact of your Digital Differences on how you interact with the Web.	Summative	Yes	Yes	20%
Topic 2: LEARNING ON THE WEB Evaluate how to assess	Summative	Yes	Yes	20%

the reliability and authenticity of online information.					
Topic 3: WORKING ON THE WEB

Compare and contrast the benefits/drawbacks of a single online identity versus multiple personal/professional online identities. | Summative | Yes | Yes | 20% | |

2. **Final Reflection**

Task	Content	% of overall assessment
Write a 900 word reflective blog post which:	Provides 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/planned 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.)

Reflect upon what you have learned during the module about living, learning and working online and how you plan to take this forward into the future. | 40% |

Feedback

We will provide you with feedback comments on your work topic by topic throughout the course on your private GoogleDocs page, by highlighting and commenting on these specific criteria. When you submit your work you should highlight on the table (example below) the categories where you believe your work should be graded. You will be able to compare your tutor's subsequent feedback with your own self-grading and learn from any differences.

Living and Working on the Web Marking Criteria

Evidence of skills:	None	Remembering	Describing / Understanding	Analysing / Critical thinking	Creating / Evaluating / Synthesising
Mark Band:	-40	40-49	50-59	60-69	70+
Relevance of answer to set topic question and depth of understanding displayed	No understanding shown.

Post does not answer the question. | Minimal understanding shown.

Post provides partial answer to the question. | Satisfactory understanding shown.

Post provides a satisfactory answer to the question. | Considerable understanding shown.

Post provides a good answer to the question. | Comprehensive understanding shown.

Post provides a full answer to the question. |

		Arguments are weak / limited. Post is entirely descriptive.	Arguments are thoughtful but limited. Post is mainly descriptive.	Arguments are competently developed. Post is mainly analytical / critical	Arguments are fully developed, and original. Post is mainly evaluative / creative / critical.
Use of appropriate sources of information beyond those provided in the course notes	Lack of engagement with course sources. Unsupported arguments / personal opinion only. Minimal or no references used.	Minimal engagement with course sources. Source(s) used provide minimal support for the argument presented. Most sources poorly referenced / attributed / linked.	Only engagement with course sources. Source(s) used provide satisfactory support for the argument presented. Most sources satisfactorily referenced / attributed / linked.	Some additional relevant sources used. All course sources used. Source(s) used provide competent support for the argument presented. All sources competently referenced / attributed / linked.	Many additional relevant sources used. All course sources used. Source(s) used provide comprehensive support for the argument presented. All sources fully referenced / attributed / linked.
Relevance and depth of understanding displayed in comments on the work of other students	No understanding of original post shown. Comments have no relevance to the original post. No comments made.	Minimal understanding of the original post shown. Comments have limited relevance to the original post and are not questioning. Comments did not lead to dialogue.	Satisfactory understanding of original post shown. Comments are mainly descriptive / supportive with a focus on the appearance of the original post more than the content of the post. Comments did not lead to dialogue.	Competent understanding of original post shown. Comments are questioning but are mainly unsupported / personal opinion based. Comments could lead to dialogue.	Comprehensive understanding of original post shown. Comments directly question and/or challenge ideas in the original post with supporting evidence. Comments led to dialogue.
Extent to which the reflective summary incorporates learning from the work of other students	Summary is missing. Summary is entirely repetitive of previous posts. Summary is not reflective.	Summary is mainly repetition of previous posts and/or comments with little reflection on either the learning process or personal development.	Summary is mainly descriptive of the learning process with little focus on the impact on the writer's own views by engaging with other blog posts.	Summary demonstrates a competent understanding of the impact on the writer's own views by engaging with other blog posts.	Summary clearly demonstrates a full and nuanced understanding of the impact on the writer's own views by engaging with other blog posts.
Structure, clarity of writing, word limit	No evidence of structure.	Minimal evidence of logical structure.	Satisfactory evidence of structure, but not always clear	Mainly logical structure.	Clear, logical structure throughout.

			or logical.		
	Language wholly inappropriate.	Language is often inappropriate or causes confusion to the reader.	Language is sometimes inappropriate or causes confusion to the reader.	Language is mainly appropriately used without any confusion to the reader.	Language is appropriately used throughout without any confusion to the reader.
	Posts / comments significantly exceed / fail to meet word limit.	Posts / comments exceed / fail to meet word limit.	All posts / comments within word limit.	All posts / comments within word limit.	All posts / comments within word limit.
Use of supporting digital tools as relevant (eg images, video, audio)	Text only.	Some images / graphics used. Images / graphics do not substantially add to the argument presented. No video used. No images / graphics are self-produced.	Some images / graphics and video used. Some images / graphics and/or video add to the argument presented. No images / graphics / video are self-produced.	A range of images / graphics / video and digital tools used. Most images / graphics / video substantially add to the argument presented. Some images / graphics / video are self-produced.	Wide range of images / graphics / video and digital tools used. All images / graphics / video substantially add to the argument presented. Many images / graphics / video are self-produced.

Please note carefully where your self-grading differs significantly from that given by your tutor. If you have any comments / questions concerning them, please add a comment to the relevant section of the document.

ASSESSMENT TASK 2:	70+	60+	50+	40+	F
Extent of reflection on progress made in developing digital profile from the start to the end of the module					
acknowledgement of what further steps need to be taken beyond the timespan of the module					
Structure, clarity of writing, word count					
Use of supporting digital tools as relevant (eg images, video, audio)					

Reading

This is a fast moving subject area and further reading material will be shared online by the tutors and your colleagues as it becomes available.