## Module specification

**When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link: Module directory**

| Module code | CMT437 |
|---|---|
| Module title | Media Production |
| Level | 4 |
| Credit value | 20 |
| Faculty | FAST |
| Module Leader | Dan Pope |
| HECoS Code | 100440 |
| Cost Code | GACT |

## Programmes in which module to be offered

| Programme title | Is the module core or option for this programme |
|---|---|
| BSc(Hons) Music and Sound Technology. BSc(Hons) Television Production and Technology. BSc(Hons) Professional Sound and Video. BA (Hons) Media Production. | Core |

## Pre-requisites

None

## Breakdown of module hours

| Type of Module hours | Amount |
|---|---|
| Learning and teaching hours | 36 hrs |
| Placement tutor support | 0 hrs |
| Supervised learning e.g., practical classes, workshops | 0 hrs |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs |
| **Total active learning and teaching hours** | 36hrs |
| Placement / work based learning | 0 hrs |
| Guided independent study | 164 hrs |
| **Module duration (total hours)** | 200 hrs |

| For office use only | |
|---|---|
| Initial approval date | September 2021 |
| With effect from date | September 2021 |

## Module aims.

To introduce students to a range of techniques allowing the creation of a multi-platform creative profile.

This module has been designed to give students the opportunity to critically analyse emerging online trends used by creative freelance professionals to create a branded online presence of their own.

## Module Learning Outcomes - at the end of this module, students will be able to:

| | |
|---|---|
| 1 | Evaluate current technologies used in online digital content creation. |
| 2 | Analyse emerging online trends, social media platforms and audiences. |
| 3 | Utilise advanced production techniques to deliver content that shows and understanding of 'quality vs. adoption'. |
| 4 | Produce a range of blended digital artefacts creating a multi-platform online presence. |

## Assessment

Indicative Assessment Tasks:
Assessment comprises of three distinct elements.

- A digital research portfolio documenting how production techniques and software have been used in the creation of considered practical responses to keynote lectures and masterclasses (1,000 words)
- The production of a range of blended digital artefacts suitable for a multi-platform online presence which showcase the student's desired career path and creates a 'personal brand'.
- A reflective report that critically evaluates emerging theories and trends surrounding online content production. (1,000 words)

The weighting of the three assessments reflects the focus of the module being upon the development of practical, vocational and employment-relevant skills, coupled with a sound theoretical and academic understanding of current digital content creation processes.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|---|---|---|---|
| 1 | 1-4 | Portfolio | 100 |

## Derogations

None

## Learning and Teaching Strategies

The Active Learning framework (ALF) embraces accessible, engaging and flexible approaches to learning, teaching and assessment in order that students are afforded the very best opportunities to engage actively with their learning.

- Flexible, innovative, relevant and accessible assessment and feedback practices that optimise student engagement and achievement within a healthy learning environment;
- An approach to research informed-teaching that champions active and engaged inquiry and curiosity through useful, active, applied research and scholarship.

Ref Glyndŵr Staff handbook 2021

The module will be delivered to engage with ALF. The ALF model will be used to deliver asynchronous and synchronous lectures and content. Utilising a mixture of formal lectures, tutorials and practical response sessions working in a production setting. Formal lectures will theoretically underpin the module, whilst tutorials and masterclasses provide an opportunity for the student to experiment and evaluate these theories with their own practical responses.

## Indicative Syllabus Outline

- How social platforms differ
- The rise of mobile content consumption
- Creating content targeted to a specific platform
- Online content formatting (quality vs. adoption)
- Understanding the online audience
- Creating a multi-platform presence
- The evolution of blogging and vlogging
- Online portfolio marketing techniques

## Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

**Essential Reads**

*The student is not expected to read whole texts. Suitable sections will be selected by those delivering lectures.*

Horowitz, S. and Poynter, T. (2012). *The Freelancer's Bible.* New York: Walkman Publishing

Vaynerchuk, G. (2018). *Crushing it!* 1st ed. New York: Harper-Collins.

**Other indicative reading**

Illasco, M. and Cho, J. (2010). *Creative, Inc.* San Francisco: Chronicle Books

Handley, A. and Chapman, C. (2012). *Content Rules: How to Create Killer Blogs, Podcasts,*

*Videos, Ebooks, Webinars (and More) That Engage Customers and Ignite Your Business.*

New York, NY: John Wiley & Sons.

Musburger, R. and Ogden, M. (2014). *Single-camera video production*. Burlington, Mass.: Focal Press.

## Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

**Core Attributes**
Engaged
Creative
Ethical

**Key Attitudes**
Commitment
Curiosity
Resilience
Confidence

**Practical Skillsets**
Organisation
Critical Thinking
Emotional Intelligence
Communication