



ARTS2095

Digital Technologies and the Self

Term One // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Tara McLennan	t.mclennan@unsw.edu.au	Thursdays and Fridays, 11am to 12pm		93857586

School Contact Information

School of the Arts and Media

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Course Details

Credit Points 6

Summary of the Course

This course explores the ways digital media and technologies shape our collective and individual understandings of 'the self'. It draws on both theoretical and popular accounts of the relationship between technologies, individuals and cultures. You will examine the (dis)continuities between 'old' and 'new' self-making practices such as journaling/vlogging; and self-portraiture/selfies, to consider the ways in which media and technology both shape and are shaped by socio-cultural understandings of identity formation. You will explore the ways that technologies and media platforms constrain some 'selves' and enable others. You will be invited to critically and creatively experiment with various mediums and platforms, to both cultivate digital literacy and query the modalities and affects of your digital presence. In doing so, you will consider the ways that self-making practices intersect with data-gathering practices, design processes, business models, and public policy. Topics include: life-hacking and the quantified self movement, microcelebrity and branding, digital intimacies, and biometrics and surveillance.

Course Learning Outcomes

1. Evaluate a range of digital technologies, including social media platforms and practices.
2. Apply theoretical frameworks in order to explain the impact of media and technology on individual and collective expressions of identity.
3. Demonstrate digital literacy via clear and persuasive communication in multimodal digital contexts (written, verbal, visual, and/or data-based).
4. Design and conduct basic research, both independently and in teams, drawing on academic and non-academic resources.

Teaching Strategies

This course provides an opportunity to develop critical and conceptual frameworks for understanding digital technology and its relationship to the self. A blended learning strategy offers a flexible learning approach, where face-to-face learning is complemented with socially engaged learning online. Students are supported to produce multimodal, interactive work that self-reflexively combines theory and praxis to explore their digital life-worlds.

Assessment

Please Note: All marks are provisional until they have been formally confirmed by the Faculty Academic Quality Committee at the conclusion of each term. Marks may be subject to change for various reasons including the application of late penalties, moderation and the application of academic misconduct penalties.

Assessments must be successfully submitted by the specified due date and time, or it will be deemed late, and a penalty applied. It is the responsibility of each individual student to ensure that any work is successfully submitted by the deadline, and in its correct format/version

Please be aware that ALL assessment tasks are required course components (hurdle components). You MUST attempt each task in order to pass the course. Failure to complete any of these tasks will result in a failure of the entire course, even if your results in the other two tasks might add up to a numerical passing grade.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Short Weekly Online Activities	20%	Every Friday, weeks two to four, by 11:50pm	1, 2
Project (Group Work - Blended Content)	30%	02/04/2021 11:50 PM	1, 2, 3
Independent Creative Research Project	50%	23/04/2021 11:50 PM	1, 2, 3, 4

Assessment Details

Assessment 1: Short Weekly Online Activities

Start date: 19/02/2021 09:00 AM

Length: Total of 750 words for three weekly entries

Details:

Individual

Responding to online content via Moodle

Weeks 2 – 4 inclusive (250 words per entry)

Percentage: 20%

Feedback via LMS

Additional details:

Every week in this subject will include blended learning material that asks for you to interact with a question, idea or DIY research task pertaining to lecture material / readings.

General Overview of A1:

- Responses to online learning materials from weeks 2 to 4 will form Assessment One.
- You will receive a prompt for each entry of Assessment One the Friday in advance of the relevant lecture (i.e. the week 2 prompt will be released on Friday of week 1 to offer ample prep time / opportunity for structured engagement with the lecture and blended content.)
- Each response is due online by Friday at 11:50pm of the relevant week (i.e. week 2 prompts must be completed by Friday of week 2). This provides a week in which to develop each 250 word entry.
- Lateness penalties: Five marks will be deducted from your assessment mark for each day of late submission (i.e. anything submitted after the expected weekly Friday upload).
- The assessment will be completed in its entirety (all three entries) by Friday 12/03/21, 11:50pm

Tips for prep and development for A1:

- It will be important to regularly keep on top of the Moodle content - online peer-work activities will be included to help you build ideas for your three entries. There will be an online calendar for our subject page to keep track of the activities and entry prompts/due dates.
- Attendance at the first two interactive lectures of the term will be helpful in developing your ideas for written responses (as live interactive tasks will be included to stimulate self-reflexive consideration of digital experiences).
- Check out the rubric for Assessment One in advance of completing the task. It will offer concrete details on the requirements of the task, and it acts as a useful guide for editing/drafting your work.
- Feedback: The teaching team will review the first entries from week two and offer general feedback to the cohort as a whole for improving developing your entries over time.
- A checklist for editing your entries will be released on Wednesday of week 3 (03/03/21) for you to use in refining and fine tuning your entries each week.
- Online Drop-In Workshops: The convenor will hold online workshops twice a week (please check Moodle for details). If you have any questions/ideas you'd like to explore in relation to your first assessment, please don't hesitate to drop by to these informal sessions. A short summary recording of the main ideas discussed will be made available to the cohort (just in case you are unable to make the live sessions).

Summary of A1 criteria:

- Your short written texts will be marked based on the following:
 - Engagement: evidence of active use of readings and responsiveness to online prompts for independent learning
 - Understanding: comprehension of theory
 - Writing: clarity and cohesion to the short written texts
 - Referencing: correct use of Harvard referencing (with any referenced material included at the end of each entry)

Submission notes: Please check Moodle for info on how to submit your entries.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Project (Group Work - Blended Content)

Details:

Group

Podcast recorded in tutorials, based on online collaborative preparation.

20 minutes audio

Percentage: 30%

Feedback via LMS

Additional details:

Week 3 includes online activities designed to match you to your group for assessment two. Please be sure to complete these short tasks by Thursday 04/03/21.

General Overview of A2:

- In week 4 you will be assigned to small groups of 3 to 4 people, and from this week's tutorials you'll begin developing your informal panel-conversation podcast.
- Recordings will take place in tutorials from weeks 4 to 7, so that you have ample material from which to edit/refine your final sound file before the due date of Friday, week 7 (02/04/21). You may also decide to meet via Zoom outside of tute times to record more material.
- Your audio content will be informed by online weekly content, course reading material, and...
- ...every Thursday from week 3 to 5, online prompts will be released as springboards from which you can develop your podcast ideas and recordings. Online responses to these prompts are due every Monday 9am of the following week (i.e. the prompt released on Thursday of week 3 is due

by Monday of week 4). These prompts are opportunities for collaboration / workshopping via note taking and reflection.

- Individual lateness penalties: For group members who do not complete the online prompts by each Monday morning, they will receive a reduction of five marks for each day of lateness.
- Your recorded discussions will be mostly unscripted, but will emerge from dot-point notes that you create together in-class/online (consider this a form of improvisational play or banter that has planned foundations). Introductions and conclusions may be scripted.
- The quality of the audio is not being assessed, although the sound will need to be sufficient for the listener to comprehend and you'll need to speak clearly.
- Editing can take place with your choice of editing software (and some suggestions will be posted on Moodle for you to explore together). Instructions for how to submit your sound file will also be available on Moodle.

Tips for Prep and Development of A2:

- Feedback: The teaching team will be overviewing weekly prompt responses in Moodle to spot check for any opportunities for additional support. They will also be chatting with you in tutorial time to support you in developing/refining your podcast work. Be sure to ask them questions about your process and soundboard your ideas.
- Online Drop-In Workshops: the twice weekly workshops will continue online, so please do come by with any questions/ideas you'd like to explore informally with the convenor. As per usual, a summary recording will be provided to the cohort as a whole for those who can't attend the live session.
- Support material on the format of the podcast (in relation to structure, editing and layout) will be provided via Moodle, and you'll be supported during class-time in developing your use of the medium.
- Take a pro-active approach to the online prompts in order to come prepared to each recording session / tute with the background info and a generative springboard for what you will discuss with your group.
- Check out the rubric for Assessment Two in advance of completing the task. It will offer concrete details on the requirements of the task, and it acts as a useful guide for developing/editing your work.
- Remember that it's useful to have beyond 20 mins of recorded conversational material so that you have ample material for editing - the more recorded discussion you generate, the more gold nuggets you may find! Keep generating content so you have plenty to play with later on.
- You are encouraged to regularly engage with online podcasts pertaining to digital technology (and recommendations for audio subscriptions will be provided on Moodle from Week One).

Summary of A2 Criteria:

- What is being graded is the conversational dynamic you create, where each member of the group both contributes to the discussion and demonstrates listening skills by creating space for each group member to participate. This involves awareness and practical skills in asking critically informed questions, offering speaking points for stimulating discussion, and actively responding to the ideas of your group with thoughtful use of ideas from the course.
- ***The group as a whole will be marked on:***
 - Active participation/responsiveness: group dynamics via the contribution of ideas/questions; responsiveness to one another as a team.
 - Background research: collaborative use of online course material and discussion prompts to explore theories in relation to digital experience.
 - Presentation/Delivery: engagement of your listening audience through creative use of the podcast medium/genre and effective editing.
 - Insight: group exchanges that form a critical/creative perspective on the relations between theory/ideas/lived experience.

Submission notes: Please check Moodle for info on how to submit your group project.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Independent Creative Research Project

Details:

Individual

Research Project (supported with tutorial workshopping)

4 minutes digital content plus 750-word writing OR 2,500-word essay

Percentage: 50%

Feedback via LMS

Additional details:

There are two parts to this assessment - online prompts/activities for developing ideas (10%), and the final submission of your independent project (40%). Your springboard for inspiration: explore some aspect of how digital technology and the self are mutually constitutive as both cultural concepts and experiential phenomenon.

General Overview of A3:

PART ONE: Online Prompts (10%)

- Part one of this assessment involves responding to weekly online prompts that guide and

stimulate your thinking on part two (the independent project itself).

- These prompts will be available every Thursday from week 7 to week 9. They are due by Monday 9am of the following week (i.e. the week 7 prompt on Thursday is due on Monday of week 8).
- Timely completion of these online tasks (and meeting the word count of 150 words for each response) is required to receive 10% of this final assessment grade.
- These activities are simply work-in-progress on key aspects of your research, not finished products. We will be marking these based on completion and word count alone.

PART TWO: The project (40%)

- The online prompts **and** in-class workshopping will be used towards progressively developing and refining your Individual Research Project.
- You must choose your own topic and focus of research, based on themes/theories that have emerged over the term (although be cautious not to repeat work canvassed in your group podcast, this assessment should stretch your thinking and knowledge in new directions).

You may choose from the following options:

Non Traditional:

- Video
- Photo Art Project/Essay
- Interactive Website
- Game Concept Design
- App Concept Design
- N.B. All the above also require a 750 word piece of accompanying academic writing.

Traditional:

- Essay (2,500 words)
- Illustrated Essay (2000 words plus approx. ten illustrative images)

N.B. If you would like to do something not listed here, please speak to your tutor in tutorial and discuss your idea. You may be asked to send them what you agree to via email so that there is a record for future reference. Please discuss this with your tutor prior to submission to ensure that you are submitting a project of an appropriate scale.

If you choose a non-traditional format:

- Your submission must include a minimum of 750 words of academic writing that directly addresses the course topic(s) with which you are engaging. This piece of academic writing should discuss theories and concepts from the course topic(s) that informed your work **AND** demonstrate knowledge/research on the ways your chosen digital medium reflects these concepts. You should not discuss how you created the other part of your submission or your creative process.
- You must reference at least four academic sources (including one on the medium you are using).

You are strongly encouraged to do your own additional research, however there is no minimum number of 'other' sources. What you do with the sources matters much more than how many there.

If you choose a traditional essay:

- Your writing should discuss theories and concepts from the course topic(s) **AND** demonstrate knowledge/research on the ways specific digital mediums/platforms reflect/challenge the concept of the 'self.'
- You must reference at least six academic sources (including one on the medium/platform you're exploring). You are strongly encouraged to do your own additional research, however there is no minimum number of 'other' sources. What you do with the sources matters much more than how many there.

Tips and Prep for Development of A3:

Please Note: A creative/non-traditional research project calls for active exploration of digital representation as **a self reflexive means of querying the relationship between technology and the 'self'**. As such, it's recommended that you leave yourself plenty of time for experimentation and development of the independent task - you will need time to play with different digital forms and their relationship to the course material, so begin reflecting on the genre/medium you would like to explore from the start of term.

- Tutorial Workshopping - from week seven onwards, tutorials will include extensive workshopping on your projects. Make the most of these opportunities to develop/refine your project with the support of peers and your tutor - ask questions, explore possibilities! Remember you are welcome to discuss modifications or alternatives with your tutor during the workshopping process of Assessment Three.
- Feedback: you will not receive individual feedback on your online written prompt responses, but the teaching team will review everyone's online work from weeks seven to nine and offer general feedback in-class for improving developing your projects over time.
- A checklist for double checking you have completed part one (10%) of the project will be released on Thursday 22/04/21.
- Online Weekly Drop-In Workshops continue up until Friday 23rd - please come by to these sessions or check out the recording summaries for ideas/tips on how to develop your work.
- Detailed information on each of the project options (traditional and non-traditional) will be made available on Moodle. Check out the resources on how to make the most of the genre/medium you are exploring in your work. Choosing Your Project Format No option is "easier" or "better" than any other. A traditional essay can do just as well as a video. You should make a choice based on what interests you and the skills you want to develop or put to use.
- Please note that due to the public holiday in week 8, the Monday tutorial will be offered online activities in lieu of in-person workshopping. If you are in the Monday tute, you may also wish to join the week eight drop-in workshops to consolidate your work.

Summary of A3 Criteria:

- For Part Two (the project, 40%) you will be assessed on:
 - Communication and presentation: clarity and coherence in the expression and communication of ideas; including but not limited to appropriate grammar, punctuation, etc. and, if applicable, visual layout, image or video editing, interaction design, etc.
 - Conceptual understanding: ability to show an understanding of relevant issues, concepts, and perspectives addressed by the course topics, including in any non-traditional format used in the assessment.
 - Structure and coherence: development of an articulate and coherent perspective on digital technologies and self-representation, whether conveyed as a traditional essay argument or in an alternative format.
 - Effective reading and research: productive engagement with sufficient scholarly and nonscholarly resources, from the course and your own research.
 - Referencing: adherence to proper referencing conventions, using Harvard in-text or similar.

Submission notes: Submission includes one TurnItIn upload, and potentially one alternative submission mode (depending on your choice of creative project). See Moodle for details.

Resources

Prescribed Resources

Please see Moodle page for all compulsory and bonus resources

Recommended Resources

Please see Moodle page for all compulsory and bonus resources

Course Evaluation and Development

Students are invited and encouraged to supply informal feedback on the term as it progresses, and the formal review process takes place at the end of term. Please keep an eye out for the student feedback forum on our subject Moodle page to offer any constructive suggestions, ideas or reflections as we move through the course.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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Accessed at: <https://www.pexels.com/photo/black-smartphone-3207442/>

CRICOS

CRICOS Provider Code: 00098G

Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.