



Unit Title	Content Creation for Social Media
FHEQ Level	Level 5
Unit Code	ABD18202
Credit Value	15 credits
Unit Type	Subject

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	37.5	Independent Study	50
Supervised access to resources	0	Preparation for Assessment	12.5
		Unsupervised Access to Resources	50
Total			150

Unit Description

Branding and advertising are diversifying away from the direct delivery of marketing driven messages into a more open ended exploration of content connected to brands. An increasing number of creative studios now produce purposeful content that expands and responds to brand values to be shared via social media, engineering perceptions around a brand with subtle seduction. In this world, audience engagement can be instantly measured and used to shape the nature of subsequent material. The inherent qualities of different social media channels provide the opportunity to open different narrative strands that can evolve and connect storytelling in dynamic and exciting ways. In this unit we ask you examine the potential of these developments by releasing content into the world to create a conversation around a topic within current affairs or popular culture. Create a narrative that will resonate with an audience and elicit a response.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

Unit Indicative Content

- Creative use of social media platforms.
- Speculation and experimentation.
- Understanding & measurement of audience engagement metrics.

- Reflection and evaluation using a blog.
- Testing experimentation and discussion.
- User testing and research.
- Investigation and understanding of current industry practice models.
- Practical investigation of interaction and user input
- Practical investigation of motion design and time based media.

Unit Aims

- To build and develop a narrative across a number of social media channels
- To understand the inherent properties of specific social media channels
- To understand emerging practice within contemporary communication.
- To explore and speculate on the emerging communication formats.
- To utilize appropriate visual languages to connect media content.
- To evidence audience engagement through user data.

Unit Learning Outcomes

LO 2 Concept/Ideation

Analyse research materials leading to the generation of the ideation and concepts that inform and lead to project development.

Related Principle: ORIGINATE

LO 3 Development/Prototyping

Analyse a range of potential pathways that result in appropriate solutions, informed by an understanding of the principles of the creative process.

Related Principle: INTEGRATE

LO 5 Presentation /Storytelling For Influence

Select and employ effective methods of presentation and communication of projects in considering the audience/client and the purpose of the work, whether in visual, oral or written form.

Related Principle: ADVOCATE

LO 6 Critical and creative mindsets

Analyse conceptions of diverse practice and use this to inform a course of action

Related Principle: ORIGINATE

Learning and Teaching Methods

In Level 05, directed learning is facilitated alongside increasingly self-directed activity. Directed activity includes workshop tasks, lectures and problem solving exercises in the studio. Critique, group discussion and tutorial provide opportunities for directed analysis, examination, exploration and evaluation. Students are expected to challenge established

ideas through semi directed experimentation and informed speculation. They will develop an independent viewpoint through the synthesis of independent discovery and guidance provided by staff. Students receive feedback on their work during critiques, tutorials and group discussion. Feedback will be directed by a tutor, but at Level 5 students may also be required to present their work to industry practitioners and professionals. Peer review and feedback continue to be a valuable tool in our assessment strategy and team-working will facilitate additional opportunities for this to happen. Formal feedback against learning outcomes and assessment is provided at the midpoint of the unit, alongside formative guidance. At the end of the unit summative assessment will take place in response to the submission of specified assessment evidence.

Assessment methods and tasks

Brief description of assessment methods

Assessment tasks	Weighting (%) (one grade or multi-grade unit)
<ul style="list-style-type: none"> Content published via social media A record of online conversation and responses to this content. 	100% (all work marked holistically)
<ul style="list-style-type: none"> Research & reference material and development material. 	

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

- Evidence of a narrative that communicates across social media channels **(LO5, LO6)**
- Demonstrate an understanding of the inherent properties of specific social media channels **(LO2, LO3)**
- Evidence of an understanding of emerging practice within contemporary communication. **(LO6)**
- Evidence of exploration and speculation on emerging communication formats. **(LO6)**
- Demonstrate use and control of appropriate visual languages to connect media content. **(LO2, LO3, LO5)**
- Evidence of audience engagement. **(LO3)**

Essential Reading List

- Coupland, D., Basar S. & Obrist, H, U. The Age of Earthquakes. A Guide to the Extreme Present. London. Penguin 2015.
- Fuchs, C. (2017) Social Media. A Critical Introduction. London: Sage Publications.
- Lindgren, S. (2017) Digital Media and Society. London: Sage Publications.
- McCarthy, S., The Designer as...: Author, Producer, Activist, Entrepreneur, Curator and Collaborator: New Models for Communicating. Amsterdam: BIS Publishers, 2013.

5. Mosco, V (2017) *Becoming Digital: Toward a Post-Internet Society* (SocietyNow). London: Emerald Publishing.

***Other reading matter and reference points will be specified within the project briefs that make up this Unit**