IATL Strategic Project (REF 14-15/SP/Garde-Hansen&Wright)

The Mediated Self Project Interim Report July 31st 2015

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Summary
The Mediated Self Project is a strategic project that seeks to address, through the production of a new Masters level module, the critical skills gap between technology-enhanced learning and the social practices of students who are now the **producers** of **themselves** as entrepreneurial knowledge economy agents in their own networks. We have proposed that the learning styles of digitally literate students, who already negotiate their selfhood to a global audience and the requirements of the digital knowledge economy, represent an emerging demand for universities to integrate the mediated selves of their students into curricular activities.

Aims to date
Our project has been exploring from February 2015-July 2015

- The development of, with the assistance of external experts invited to Warwick and colleagues from ITS and CIM and Theatre Studies, a working definition of 'the mediated self', the forms of knowledge and practice that underpin it and the skills that can be developed to support students in forging selves in the digital economy.
- The development of, with students and academic technologists, the content for this new module, identifying topics, appropriate research and scholarship and themes which reflect the practical and critical dimensions of our proposed approach.
- The development of, through student stakeholder activities and the identification of a nominated academic technologist modes of delivery and assessment that are academically rigorous and not bound by 'traditional' classroom and assignment models

Activities to date (meetings, a conference, workshops and blog postings)
1) Three stakeholder competency group meetings with seven students (Feb, June). We have blogged about one of these on the Centre's blog here.

2) Scoping Workshop March 2015 with internal and external academic experts from Warwick and Cardiff University.

Key Questions for Discussion

What kind of teaching and learning strategy does this module afford/require? -what will we ask students to do?
What kinds of platforms could we use to deliver this module? -how will we ask students to do the work?
What forms of technical support would be required? -do we have the know how?
What practical elements or skills based workshops would enhance the learning? How can we support this?

3) Attendance of Dr David Wright at *Selfie Citizenship*: Visibility, Control and the Mediated Self, Manchester, MMU, April 2015.We have blogged about this [here](#).

4) *Thinking about Content Workshop* June 2015 with internal and external academic experts to focus on the *substance* of the module. This included a presentation from student-stakeholders on their research in developing them module, and reflecting on its content, mode of delivery and assessment.

Workshop participants were:
Internal Staff: Jo Garde-Hansen (CCPS), David Wright (CCPS), Amber Thomas (Academic Technology), Rob Batterbee (Careers & Skills), Jim Judges (Academic Technology), Tamara Ansons (WBS), Sara Lattey (CCPS Industry Professional)
Student Stakeholders: Delano Bart-Stewart, Ira Jrbashyan, Frances Riley, Shiyu Zheng, Valerie Pivan, Anqi Luo, Eleonora Roussos
External Participants: Dr Joe Nicholls (Principal Consultant: Digital Enablement, and [Digidol Prl,oject](#), Cardiff University); David White (Head of Technology Enhanced Learning, University of the Arts, London); Dr Sanjay Sharma (Brunel University)

5) Developing content for the Moodle units
    These have been identified by student as:
        –'Terms & Conditions Apply': Regulating the mediated self
        –Private v Public Self
    –Technical skills sessions (Setting up a Blog; Search Engine Optimisation; Video techniques)
        –Mediating the self: past and present
        –Case Study of prominent 'mediated selves'
        –iBrand: Branding the Self
        –Networking event with successful local and national 'mediated selves'

Interim evaluation

We are on track with our proposed research and are currently organising the final workshop for September 2015 Thinking about Delivery, the Moodle content and library resources, the technical skills sessions with an academic technologist and identifying external contributors to the launch event. The module has also been approved for running in the Spring Term, 2016. So far, it is the contribution of the seven student stakeholders who formed the backbone of the stakeholder competency group that has proved to be the most inspiring aspect of the project. In their evaluations of being involved in the project one wrote:

> *During my research for the project I have come across different theories and practices on creating a digital identity, and it made me think on a more practical scale what kind of a digital self I personally have.*
> *It was a first of a kind experience for me working with academics, and it made me realise the importance of including various specialists in an academic project to create an all-encompassing overview of the subject, without limiting the group to one particular predominant point of view.*

Such a comment speaks to the value of collaborative, inter and trans disciplinary working in developing new teaching and learning opportunities.