



UNSW Course Outline

MDIA2095 The Networked Self - 2024

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General Course Information

Course Code : MDIA2095

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of the Arts and Media

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Note: The course code for this course was previously ARTS2095

Living in a networked world means that who we are is inseparable from the platforms,

technologies, and infrastructures that surround us. This course develops your reflexive and critical understanding of how identity co-evolves with networked technologies used to express social belonging, shape labour and leisure, texture embodied experiences, and contribute to cultural memories. You will explore how networked media informs what it means to be a social being in a surveillance society, an individual crafting your selfhood through networked practices, and a consumer, producer, and worker under digital capitalism. Along with developing your scholarly understanding of networked identity, you will get hands-on experience with digital tools and environments which constrain, enable or complicate forms of self-representation. Not all communities or social identities have equal opportunity to access or use such systems and tools, which often reproduce inequalities along the lines of race, class, sexuality and gender. The course invites you to ask how digital technologies inform who we can become within the socio-political and commercial power dynamics of networked media environments.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Evaluate a range of digital technologies and practices through both observation and active use of media tools and environments.
CLO2 : Apply theoretical frameworks in order to explain the impact of media and technology on individual and collective expressions of identity.
CLO3 : Demonstrate digital literacy via clear and persuasive communication in multimodal digital contexts (written, verbal, visual, and/or data-based).
CLO4 : Demonstrate the capacity to be an active, independent researcher, and a collaborative team partner in the learning environment.

Course Learning Outcomes	Assessment Item
CLO1 : Evaluate a range of digital technologies and practices through both observation and active use of media tools and environments.	<ul style="list-style-type: none">• Digital Project• Workshopping Task• Independent Creative Research Project
CLO2 : Apply theoretical frameworks in order to explain the impact of media and technology on individual and collective expressions of identity.	<ul style="list-style-type: none">• Digital Project• Workshopping Task• Independent Creative Research Project
CLO3 : Demonstrate digital literacy via clear and persuasive communication in multimodal digital contexts (written, verbal, visual, and/or data-based).	<ul style="list-style-type: none">• Digital Project• Independent Creative Research Project
CLO4 : Demonstrate the capacity to be an active, independent researcher, and a collaborative team partner in the learning environment.	<ul style="list-style-type: none">• Workshopping Task• Digital Project• Independent Creative Research Project

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Please see Moodle for details.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Digital Project Assessment Format: Group	30%	Due Date: 15/03/2024 11:50 PM
Workshopping Task Assessment Format: Individual	20%	Due Date: Week 8: 01 April - 07 April
Independent Creative Research Project Assessment Format: Individual	50%	Due Date: 21/04/2024 11:50 PM

Assessment Details

Digital Project

Assessment Overview

Students work in small teams to create a digital project equivalent to 1800 words. This collaborative project consolidates their understanding of the first four weeks of term.

Feedback via LMS

Course Learning Outcomes

- CL01 : Evaluate a range of digital technologies and practices through both observation and active use of media tools and environments.
- CL02 : Apply theoretical frameworks in order to explain the impact of media and technology on individual and collective expressions of identity.
- CL03 : Demonstrate digital literacy via clear and persuasive communication in multimodal digital contexts (written, verbal, visual, and/or data-based).
- CL04 : Demonstrate the capacity to be an active, independent researcher, and a collaborative team partner in the learning environment.

Detailed Assessment Description

Key Features:

- Record 5-6 mins each week (weeks 2, 3, 4) contributing to a podcast at the end of Week 5.
- Groups will be made in week 1.
- The tone of your episodes will be conversational and intended for an informed scholarly audience via clear engagement with weekly subject resources.

Task Outline

In small groups of three or four, you will workshop and develop a podcast episode that engages with themes from the first few weeks of the term. Use your mobile phones to record your

podcast each week in Weeks 2, 3 and 4 in the tutorials. For the podcasts, you will **respond to prompts** using concepts from the weekly lectures and readings. Compile, edit and finalise them to submit in Week 5.

You are required to engage with the course resources for conversations around key concepts and use your own examples and experiences to discuss them. By the end of Week 5, you have to submit the podcast combining recordings from all three weeks. You could make it linear by taking the interesting bits each week or combine sections thematically for a more interesting podcast.

You are required to write a 300-word self evaluation about your contributions to the podcast. Please be specific. Use the following questions to draft your self evaluation:

1. Your role(s) in the project (eg. note-taker, host, editor, music sourcing) and then the corresponding description of the tasks
2. One thing that you have done well as a group member
3. One thing that you will work on in group projects in the future

Workshopping Task

Assessment Overview

In response to in-class workshopping activities, students submit three short written entries of 250 words each (750 total).

Feedback via LMS

Course Learning Outcomes

- CL01 : Evaluate a range of digital technologies and practices through both observation and active use of media tools and environments.
- CL02 : Apply theoretical frameworks in order to explain the impact of media and technology on individual and collective expressions of identity.
- CL04 : Demonstrate the capacity to be an active, independent researcher, and a collaborative team partner in the learning environment.

Detailed Assessment Description

Key Features:

- Complete the workshop diary in the required format before your tutorial in Week 8 (week starting 1 April).
- Give feedback to two of your group members by filling out the feedback form by Week 8, Friday 5 April.

Task Outline

To complete your Workshop Diary towards Assessment Three (the Independent Creative Research Project). You are required to provide your research question, topics and theories that you will explore and genre of the assessment 3 video. Please fill and submit the forms in Moodle for your workshop diary and peer feedback.

Independent Creative Research Project

Assessment Overview

Students develop a 1500-word essay and accompanying digital project equivalent to 1000 words.

Course Learning Outcomes

- CL01 : Evaluate a range of digital technologies and practices through both observation and active use of media tools and environments.
- CL02 : Apply theoretical frameworks in order to explain the impact of media and technology on individual and collective expressions of identity.
- CL03 : Demonstrate digital literacy via clear and persuasive communication in multimodal digital contexts (written, verbal, visual, and/or data-based).
- CL04 : Demonstrate the capacity to be an active, independent researcher, and a collaborative team partner in the learning environment.

Detailed Assessment Description

Key Features:

- 3-4 mins video intervening in the discourses of the networked self.
- 1500-word academic essay engaging with theories and concepts from the course.

Task Outline

This creative research project will be progressively developed via active engagement with Assessment Two (the workshop diary), and through regular in-class discussion with your tutor/peers. Your springboard for inspiration: to create a video intervention into discourses on the networked self. You must choose your own topic and focus of research, based on themes/theories that have emerged over the term. The ongoing feedback from your tutor and classmates, coupled with your guided relationship with course concepts in the workshop diary, is designed to form the foundations for a strong critical and creative video project.

Your video will sit alongside your complementary 1500-word essay which must incorporate theory introduced via our course materials (i.e. lectures and readings). The essay is

complimentary to the video and not a justification or explanation of the video. Using theories and concepts from the course, the essay must critically analyse the chosen the discourse of the video.

General Assessment Information

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 each assessment is successfully submitted by the deadline and in its correct format/version.

Grading Basis

Standard

Requirements to pass course

All assessment tasks are required course components. Failure to complete any of the assessment 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.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Topic	Tracing the Networked Self
Week 2 : 19 February - 25 February	Topic	Postauthenticity & Performing Identity
	Assessment	Record assessment 1 group podcast responding to the prompt of the week
Week 3 : 26 February - 3 March	Topic	The Digital Body: Human & Non-human
	Assessment	Record assessment 1 group podcast responding to the prompt of the week
Week 4 : 4 March - 10 March	Topic	Memory & Temporalities
	Assessment	Record assessment 1 group podcast responding to the prompt of the week
Week 5 : 11 March - 17 March	Topic	Surveillance, Platform Power & Digital Labour
	Assessment	Compiled Submission of Assessment 1 Group Podcast (15-20 mins) & Self-evaluation
Week 6 : 18 March - 24 March	Other	Flex Week
Week 7 : 25 March - 31 March	Topic	Critical AI & self-making (I): Doubt & preemption
Week 8 : 1 April - 7 April	Topic	Critical AI & self-making (II) : Encoded bias
	Assessment	Submit Assessment 2 Workshop Diary before your tutorial & peer-feedback by Friday 5 April 23:50
Week 9 : 8 April - 14 April	Topic	Detox & Disconnection
Week 10 : 15 April - 21 April	Topic	The Future Networked Self
	Assessment	Assessment 3 due on Sunday, 21April 23:50

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

Please check the timings of lectures and tutorials on the Timetable.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Charu Maithan i		246D		Email for meeting	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and

- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School Contact Information

School of the Arts and Media

Location: Room 312, Level 3 Robert Webster Building

Opening Hours: Monday -Friday, 9am - 5 pm

Email: sam@unsw.edu.au

Phone: +612 9385 4856

web: <https://www.unsw.edu.au/arts-design-architecture/our-schools/arts-media>