

## ISSU9DM – Data, Tools and Methods: Making Sense of our Society

### 1. INTRODUCTION

This module will introduce key concepts and methods of analysis of social media data. Students will be offered the opportunity to learn about the basic models of social data analysis and cutting-edge methods and software for data analysis. The module will introduce concepts such as:

1. Social Network Analysis and how to do it
2. Frequency Analysis and Wordcloud
3. Topic Modelling and Twitter conversations
4. Stemming, Tokenisation and n-grams

The techniques they will learn will be put in the context of various fields such as marketing (how to create a strategy using sentiment analysis of a campaign?) but also literature (frequency analysis of novels for example) and communication (how can we manipulate data to tell the truth but also fabricate news?). Students will work with a range of different digital tools and platforms to gather, organise and analyse social media data

### 2. MODULE AIMS AND LEARNING OUTCOMES

#### (i) Aims

On successful completion of the module, you should be able to:

1. Understand the basics of data analysis
2. Learn some basic tools for social data analysis and research
3. Familiarise yourself with important ethical questions about doing data research
4. Familiarise yourself with the important ethical issue of “data-driven truths”
5. Be able to manipulate data and answer some interesting research questions.

#### (ii) Learning Outcomes

Outline Module Structure

Teaching Pattern

| Learning & Teaching Approach | Scheduled Study Hours | Independent Study Hours | Placement Hours | Fieldwork Hours | Total Study Hours |
|------------------------------|-----------------------|-------------------------|-----------------|-----------------|-------------------|
| Seminar                      | 16                    |                         |                 |                 | 16 hours          |
| Independent study            |                       | 184                     |                 |                 | 184 hours         |

### 3. MODULE STRUCTURE AND ASSESSMENT

Two quizzes that will be made available on Canvas and a Final portfolio.

#### Assessment Pattern

| Assessment Component | Assessment Type | Weighting | Minimum Qualifying Mark (PG Only) | Pass/Fail ? | Compulsory / Optional | Linked to Learning Outcome(s)                             |
|----------------------|-----------------|-----------|-----------------------------------|-------------|-----------------------|-----------------------------------------------------------|
| Assignment 1         | Quiz 1          | 30%       |                                   | N           | O                     | <b>Understand the basics of data analysis</b>             |
| Assignment 2         | Quiz 2          | 30%       |                                   | N           | O                     | basic tools for social data analysis and research         |
| Assignment 3         | Portfolio       | 40%       |                                   | N           | O                     | Experiment and manipulate data to answer social questions |

Compulsory Assessment – if the assessment component is compulsory and you do not attempt the assessment you will be awarded a fail for the module

Optional Assessment – if the assessment component is optional and you do not attempt the assessment you will be awarded 0 for that component. This may lead to a fail in the module depending on the weighting of that component.

## Assessment Criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully.

The [Common Marking Scheme](#) is a description of the level of skills, knowledge or attributes you need to demonstrate to achieve a certain mark in an assessment.

Assessment Criteria and Grade-Related Criteria for module assessments will be made available to you prior to an assessment taking place. More information will be available from the module coordinator

The University takes feedback very seriously and, along with the Students' Union, have developed a [Feedback Policy](#) and [Student Guidance on Feedback](#). Feedback and feedforward can be both informal and formal, and can be provided individually and in groups. It can take many different forms depending a module's requirements and may be provided in the following ways across the module:

### **Participating in and reflecting on:**

- discussions in class about assignments or presentations;
- a practice marking session or commenting on a sample assignment;
- 'drop-in' advice at feedback & guidance sessions;
- discussions in supervision meetings;
- 'clicker' responses in a lecture;
- a debriefing by a professional practitioner or mentor.

### **Reviewing and reflecting on:**

- electronic, written or audio feedback through Canvas;
- verbal or written comments from staff or other students;
- assignment exemplars;
- practice assignments or past exam papers;
- plagiarism similarity reports;
- entries in learning journals on academic/professional experiences;
- ratings on a marking rubric;
- 'generic' feedback to a class on how an exam question was tackled;
- final marks or awards;
- reactions to a presentation;
- comparative performance against peers.

### What you should do with your feedback:

You are responsible for:

- familiarising yourself with module information on how to approach assessments and how, when and where to find your feedback
- accessing and digesting your feedback
- seeking further help and guidance from your tutors and other students

- saving a copy of your feedback for future use
- reflecting on your feedback to celebrate and build on your strengths and to use what you have learnt in your approach to work in the future
- offering constructive and supportive feedback to other students when asked to do so
- using what you have learnt from your feedback in future assessments

When you will receive feedback:

Formal feedback on assessments is expected to be given within 3 working weeks. Our learning management system, Canvas, will be used in the electronic submission, marking and feedback dissemination of coursework.

**6. READING LIST**

Required

Matthew Fuller, Software Studies, Cambridge MA: MIT Press, 2008

Jussi Parikka, A geology of Media, London: University of Minnesota Press, 2015

Recommended

Every week students will be given a list of suggested readings to understand the principles and the methods (as well as the software) used during the workshops.