



Register Number:

Date:

**ST. JOSEPH'S COLLEGE (AUTONOMOUS), BANGALORE-27
BCA/BVC- II SEMESTER
SEMESTER EXAMINATION: APRIL 2018
MCT214- MEDIA, CULTURE AND TECHNOLOGY(MCT)**

This paper contains SEVEN printed pages and TWO parts

INSTRUCTIONS TO THE CANDIDATE

- **Answer the questions according to the respective sections you have been assigned to. Write your respective section in your answer script.**
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- **You are allowed to use a dictionary**
- **Stick to the word limit**

SECTION A: ONLINE LIVES- WEB 2.0

I. Read the following passage written by Samuel Gibbs which appeared in *The Guardian* on the 4th of December, 2017.

Facebook launches Messenger Kids app – but parents vet chat contacts

New video and text messenger aims to make connecting with friends and family safe for under 13s, with strict parental approval and screened content

Facebook is launching a new version of its chat app targeting children under 13 with strict parental controls including contact approvals.

The free app, called Messenger Kids, hopes to attract parents looking for a safe online chat service, with a greater level of parental control, child-friendly features, screened content and safety filters to prevent children sharing inappropriate content.

Messenger Kids is a standalone app installed on the child's tablet or smartphone, but controlled from a parent's Facebook account. The child does not have a Facebook account, which is prohibited for those under 13; instead the app operates as an extension of the parent's account. Only parents have the ability to add friends or delete messages.

There are no adverts or in-app purchases and the social network said the child's information will not be used for advertising purposes. Facebook also said it will not automatically move users to the regular Messenger or Facebook when they get old enough, though the company may provide them the option to move contacts to Messenger down the line.

Loren Cheng, a product management director at Facebook, said: “Whether it’s using video chat to talk to grandparents, staying in touch with cousins who live far away, or sending mom a decorated photo while she’s working late to say hi, Messenger Kids opens up a new world of online communication to families.”

Children can start one-on-one or group video or text chats with approved contacts, sending videos, photos, gifs and other creative elements from a library of screened drawing tools, frames, gifs, masks and stickers.

Facebook also said that it will block children from sharing nudity, sexual or violent content, and have a dedicated moderation team to respond to flagged content.

Messages sent to adults or those over 13 appear in their normal Facebook Messenger app. Parents control contacts and other options through their Facebook app on their smartphone.

The app, which is rolling out as a preview to iOS with Android coming later, is only available in the US for the time being. Facebook said it was fully compliant with the US Children’s Online Privacy and Protection Act, and that it had worked with online safety experts including the National PTA and Blue Star Families.

Kristelle Lavalée, a children’s psychology expert and content strategist at the Centre on Media and Child Health at Boston Children’s Hospital and Harvard University, worked with Facebook to develop the app. She said: “The risk of exposure to things [children] were not developmentally prepared for is huge.”

Facebook Messenger Kids “makes parents the gatekeepers” and was designed “with the best of intentions”, Lavalée said.

How – and if – the app ends up getting used remains to be seen. Despite US federal law prohibiting companies from collecting personal information on those under 13 years old without parental consent, millions are already on Facebook, with or without their parents’ permission, says Stephen Balkam, chief executive of the non-profit Family Online Safety Institute.

He said Facebook is trying to deal with the situation pragmatically by steering young Facebook users to a service designed for them.

Messenger Kids offers an opportunity to introduce children to the wider Facebook ecosystem, fending off advances from rivals targeting children and teenagers, while locking parents and family into the social network to communicate with their children.

I(A) Based on your reading of the above passage answer any THREE out of the FOUR questions in 100- 150 words: [3x10=30]

1. Comment on Kristelle Lavelle’s statement on the Facebook Messenger Kids app making the parents “the gatekeepers” of their child’s online activity. Were your parents critical of you joining any Social Networking sites? Elaborate.
2. What according to you is the logic behind Social Networking platforms having specific age limits for its users? Do you think the Facebook Messenger Kids app would be of interest to children below thirteen years of age?
3. The passage refers to Facebook Messenger Kids as “The free app”. However, there is a common saying in the tech world which goes, “if you are not paying for it, you are the product.” Do you agree or disagree with this statement? Provide reasons by reflecting on your personal experience with Social Networking sites?
4. What do the terms ‘friend request’, ‘poke’ and ‘unfriend’ mean to you? According to you, how has Facebook influenced one’s perception of friendships?

II. Answer any THREE out of the FOUR questions in 100-150 words:

[3x10=30]

1. Would you call yourself a Digital Native? Justify your stance. Drawing from your observations, what are some of the mannerisms you have noticed among people who are not all that familiar with modern technology.
2. Write about the various ways in which the web is functioning as a space for people to showcase their talent and creativity. Write your response by providing specific examples.
3. It is often said that one cannot believe everything one reads on the internet. What methods do you use in-order to distinguish between truth and falsehood, when it comes to reading news on the internet?
4. What do you understand by the word 'trolling'? According to you what features of the internet allows this practice to thrive?

III. Analyse the cartoon given below and answer the following question:

[10x1=10]



III(A) Write a response to this cartoon and comment on its relevance to our present times.

SECTION B: WRITING A PERSONAL HISTORY FOR TECHNOLOGY

I. Read the following article written by Max Frankel, which was published in *The New York Times* on November 13th, 1994.

WORD & IMAGE; Liftoff

They call it an information highway, but that's like calling a live person a skeleton. That overused road metaphor may help to explain the invisible technology of the Internet -- how electronic messages are driven from George's home computer along a network of local streets to a web of networks, the Interstate, and back onto local streets to Mary's computer in Moscow (Idaho, Russia or both).

It's an arterial system, but the experience of traveling the net is nothing like a ride in a car. At one level, it's like having a highly efficient telephone and telegraph service, with both private and party lines. At another, it's like flying an information spaceship and docking at other computers to copy lists and texts and pictures and computer programs. And at yet another level, it can feel like an untethered walk in space to visit other travellers -- thrilling, disorienting, unreal. It's not, yet, an easy trip.

More than 40 percent of Times readers own a home computer and are therefore potential net travellers. Less than half of them -- 17 percent of all readers -- own a modem, a small device that sends and receives computer language over the telephone and does with computer files what a fax machine does with paper. A computer with a modem is the first of several essential gateways to the Internet, and the 83 percent of readers without one, therefore, may appreciate a novice's first flight report.

In the first circle of cyberspace, a modem turns a computer into a multifaceted telephone that can send and receive faxed messages and, with commercial software, do research at remote sites, order an airplane ticket or instruct a bank to send out checks. Anyone able to use a computer for more than one basic function can learn to manage these activities. I've paid bills remotely for two years without error or incident, at a cost no greater than that of the postage stamps I no longer lick.

The most popular first-circle offering, however, is E(lectronic)-mail, a swift and sure telewriting service available to individuals through any computer linked to the Internet -- a large company's or university's. It is also available through the computers of commercial "on-line" services, like Pipeline, America Online, Prodigy and CompuServe -- which sell their access for monthly and hourly fees.

E-mail delivers a reasonably private written message of any length to anyone able to plug into the net. (Maybe 30 million people worldwide.) A simple address (aWriter@nytimes.com) directs the message, which can be simultaneously sent to any number of other addressees. When I dial into my on-line service, at home or with a portable computer anywhere, I immediately encounter a list of waiting messages that can be read, answered on the spot, copied, printed, filed or ignored. At the skill level of, say, programming a VCR, anyone can also use E-mail to subscribe without charge to innumerable collections of articles

compiled by distant volunteers on almost any subject -- computers or psychology, travel, cooking or chess. Register an interest in any field and prepare for an information avalanche.

With a commercial on-line service and skills no harder to learn than driving a car, you can also turn a modemized computer into a party line for multiple conversation groups. More usefully, you can turn it into a cyberspace scavenger and wander among the thousands of computers on the Internet, shopping for articles, newsletters, texts and computer programs that commercial and non-profit organizations are hanging on-line. It's like being let loose in the stacks of the Library of Congress and a thousand other libraries. You can stumble over or hunt down copies of Supreme Court decisions or Stephen Sondheim lyrics or software programs that teach a computer to perform special tricks and, with skill and luck, import them into your own computer.

Knowing what's available and learning to find it at affordable hourly rates requires some expert instruction, the continuing advice of printed or on-line guides and plenty of practice. Finding what you didn't know existed, or didn't know you wanted, has become the Internet's most popular sport and will beckon you to the still more difficult challenge of manipulating the controls of other, distant computers.

After sending out electronic scouts to search cyberspace for intriguing information -- ham radio callbooks, the periodic table of elements or the catalogue of a faraway library -- you leave your spaceship and move weightlessly into other computers to search those files from trunk to branch to leaf of information. For example, in cruising through what is known as the World Wide Web, the use of the mysterious looking address [http:// cancer.med.upenn.edu:3000/](http://cancer.med.upenn.edu:3000/) leads to the Health Info-Com Network Medical Newsletter of the University of Pennsylvania; the choice of October 1994 leads to seven newsletters and the click of a button can produce an article on the plague in India or on low-calorie diets. Leave off the 3000 and get the university's Multimedia Oncology Resource with a huge file of articles, advisories and reports on cancer studies.

Now imagine this textual navigation made simpler -- and gradually enriched in coming years with graphics and photographs, even moving images and sound -- and you begin to understand the excitement among the technologically unchallenged. You also begin to understand the uncertainty, even fear, that has spread through the communications industry. Tens of thousands of professional and amateur computer buffs are tossing ideas and experiments into the net, ideas that daily simplify and complexify the information chase. (You can make hundreds of new friends in one night and lose sight of your family for weeks.)

Where it will lead is no clearer than was the fate of the airplane a century ago. I remember growing up with the certainty that soon after World War II we would all be parking a helicopter in the garage and speaking over picturephones. But I never imagined ordering a movie or prize-fight by telephone or sending E-mail from the sky at supersonic speeds. There is no reason to fear that the Internet jet has taken off without you; it's a work in progress. There is every reason to prepare the young to ride it to somewhere.

I(A) Based on your reading of the passage answer any THREE out of the FOUR questions in 100-150 words. [3x10=30]

1. Comment on the manner in which the writer makes aspects of recently introduced technology understandable to his readers?
2. How well are you acquainted with the working and purpose of a Fax machine? Describe any three gadgets that played a pivotal role in the twentieth and early twenty-first century, but has now become obsolete.
3. "Now imagine this textual navigation made simpler -- and gradually enriched in coming years with graphics and photographs, even moving images and sound -- and you begin to understand the excitement among the technologically unchallenged." The features imagined in this sentence have all been turned into a reality today. What changes do you foresee in the gadgets used by you, ten years from now?
4. By using two to three sentences, create your own definitions for the following terms, in-order to benefit a person who is unfamiliar with these functions:
 - SMS
 - Selfie
 - Video chat
 - AI assistants

II. Analyse the two images given below:

CODER
WHO
TOOK
A MAN
TO THE
MOON
AND
BACK



Margaret Hamilton, lead software engineer of the Apollo Project, stands next to the code she wrote by hand and that was used to take humanity to the moon, 1969.



II(A) Answer the following question in 100-150 words:

[1x10=10]

1. Comment on the difference in the use of language in the captions accompanying the two images? What attitude to gender do you find contrasted here?

III. Answer THREE out of the FOUR questions in 100-150 words:

[3x10=30]

1. Remark on the evolution of Wrist Watches over the years. What do the changes signify?
2. 'Hero Honda Pleasure' is a light weight scooter designed for women. Its ad campaigns make use of the tag-line 'Why should boys have all the fun?' What does this tagline signify? What according to you is the co-relation between the vehicle one owns and one's gender?
3. Create a user-friendly instruction manual on uploading a Blog post on WordPress for a first-time user.
4. Do you feel chatting with someone using a 'video calling facility' online give the same satisfaction as having a face to face conversation? Elaborate your response by drawing from your personal experiences.
