Transmedia journalism or when 1+1+1+1 = 1

Integrated Journalism Workshop

Main Issue:

In this tipsheet we can find recommendations on how to include transmedia/crossmedia/ multiplatform production routines into regular subjects in journalism teaching curricula.

The tipsheet refers to Recommendation no. 1 in the IJIE State of the Art analysis (Ten Tips Guide): "Develop training for crossmedia platforms and collaborative work. This can be done thanks to common editorial projects whether in internal laboratory newsroom settings or in collaboration with external media companies."

First of all we should consider what is transmedia in journalism? Jenkins (2006) describes transmedia storytelling as, "an immersive participatory and inclusive narrative in which the different elements can be found scattered through different distribution channels," which means coordination is key (Jenkins,2006). For a transmedia narrative to be considered as such, we estimate that some or all of the resources involved will have to assume the construction of a part of the story or narrative of a wider world and do it in the context of a cooperative relationship with other media (Scolari et al., 2010). The transmedia narrative progresses through the platforms thanks to the involvement of the audience, which becomes an accomplice of the authors.

Reassuring the background of these transformations, the European Journalism Training Association (EJTA) highlighted the following competences related to transmedia:
(I) Public Participation - Making use of user-generated content or knowledge, whether or not through social media or internet communities
(III) Product content - Navigation - Offering a relevant and reliable content, whether or not through in-depth research, and putting it in a meaningful context
(IV) Product form - Storytelling - Using narratives in an attractive and user-friendly way to knit together fragmented observations to construct meanings
(V) Platform - Cross-media - Dividing content over different media in the most effective way while stimulating interaction

Website: http://www.upf.edu/pra/en/3383/21328.html

Keywords: multimedia, production, innovation, team work, industry

Courses:	Study program:	Level:	Students
Integrated Journalism Workshop	Journalism Degree	BA	80

Short description: Taller Integrat de Periodisme (Integrated Journalism Workshop) is the most popular subject of the third year of the new degree. This subject gives the students 24 credits, it is worked on throughout the whole academic year and they do an in-person class assignment three mornings a week, aside from the work the do on their own at any day, at any time.

The physical classroom, where this activity takes place, is the Integrated Newsroom, where up to 80 students, all the third year Journalism students, can produce material on different platforms.

Each group/media is led by a specialised professor. There is also a team of "young professors 2.0", who make sure there is a transverse coordination between the different production platforms. During the week there is constant contact between the representatives of the four groups, but there is one especially important event: an editorial board-like meeting where the professors come together with two students from each group to pool the tasks that they have been doing. This meeting contributes enormously to the achievement of appropriate coordination, a generous circulation of suggestions and, ultimately, to be able to talk knowledgeably about editorial integration.

To do	Topic	Teaching method
To implement the workshop approach, it is important to have a physical space to allow free flow of journalists-students, between the different media. The classroom can be separated with mobile panels into several sections: a large computer room, a press composition room, two radio stations, a television set, and their respective technical controls. When the workshop takes place, everything is open. It is physically open and it is also open in the sense of promoting the free flow of ideas and initiatives.	Integrated Newsroom	To foster the polyvalence of young journalists through designing a teaching system, in which the joint training of television, radio, press, and internet can be carried out. To do so, it is recommended to occupy the same physical space (integrated newsroom), which can help students and teachers to take advantage of synergies of multiplatform distribution and basic editorial coordination. It is also recommended that the workflows of the different media are the most similar as possible in order to produce multiplatform or cross-media contents.
Work with a CMS platform that incorporates elements of the different phases of media integration. It provides an integrated production environment, coordinate agendas, sources.... In addition to the integrated diffusion, cross promotion or coordinating publication schedules so the audience can follow the story path.	Coordination /editorial platform	The students' begin with integrated content to determine what the best way to tell a story is or what is the most appropriate media for each perspective of the news. Teams of 8 students, 2 for each media prepare a transmedia feature that will be published in each media specification and then be collected in the Cetrencada website. Follow up and complementation with social media will be done by other teams.

| To do	Topic	Teaching method
The course should incorporate the routines and conditions of professional simulation and real-world skills, creating mechanisms as close as possible to situations that the future journalists will find later. For instance, making products that will be disseminated through the public space.	Professional simulation	The project-based learning method focuses on a task that goes beyond the classroom. Students must prepare a feature, interview, etc. for the media they are presently working on based on the requirements of the external media where it will be published: choice of topics, approach and execution. The timeframes are set since the beginning of the course, therefore, students work on longer deadlines, compared to their "brother" media where they are going to publish. News pieces, features etc. are produced, re-written, corrected and finally sent to the corresponding external media for publishing.

To avoid	Topic	Why?
Don't try to go all in, when there are not enough resources. Just start with bi-media. One traditional/legacy media with internet.	Bi-media	When trying to reach full convergence, or all platforms or channels, when there are not enough resources or the students are not mentally ready yet, the result will not become a transmedia feature and will take more time and resources than trying to do a separate feature for each media.

OPEN QUESTIONS / DISCLAIMERS
When the conditions are not optimal, the best solution is to start by combining at least one traditional media and online, and then progressively keep adding the others. What is important is to prepare the mind-set of future graduates that they might work in any media.

Recommended resources

- [LDShake platform for coordination](#)
- [Ldshake3.upf.edu/cetrencada](#)
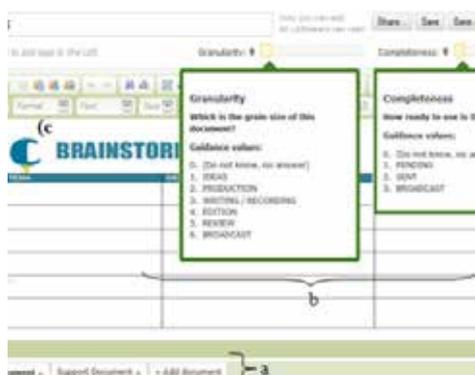
Topic/Learning outcome

LdShake is a social-network oriented platform, originally raised to support teacher's communities interested in sharing and co-editing learning designs: from resources or activities descriptions to teaching units.

LdShake provides the required authoring tools for the creation, co-edition and sharing of documents that serve as a starting point to work on a common theme from different perspectives. Besides text and image, these documents enable users to embed videos and audios, which also allows a cross-platform and multimedia connection (video, radio and both online and print press).

Contact:

Instructor/Contact person:
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Bonus material:

Short quote from instructor

"We keep one eye on the editing, and the other on the evolution which is happening in our business environment in the convergence process of editing. We do not know at which pace this process will evolve. But what we do know is that, in the future, the journalists' work will either be versatile or they will cease to be journalists. Careful, this does not mean (the doubt would offend) that we have decided to create "one-man journalists". This simply means that we hope that our future graduates can go around the world showing good professional muscles, from the way they work the contents to the diversity of channels through which they have to put out those contents."

Teaching environment:

Testimonial from a student

Comments from students regarding their use of the software system LdShake as a coordination platform between the different media:

"I think it will be useful to work in a more coordinated way with the other teams for integrated reporting, and thus the communication between media will be easier."

"A Google Docs, but one that allows a better organization and management of the components of each group."

"Being able to share documents, see what others have shared and also to see what the previous groups have done, as a reference".

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