Digital Media Publishing Model Course

Combining practical projects of audiovisual production and digital publishing

Selection criteria: The course has been selected as it features a rewarding experience regarding the integration between Television and Internet. Digital Media Publishing (Edición de medios digitales, in Spanish) is a course taught in the fourth year of the degree in journalism at the University of Navarra. It offers students the possibility to combine the final project of this course with the project that they conduct for the Television Production course. Therefore, it allows the possibility to carry out an integrated project involving television and digital media (a Web documentary entitled Solidarios).

University of Navarra, Spain
School of Communication

Website: Faculty: http://www.unav.edu/en/web/facultad-de-comunicacion/home
Course: http://www.unav.es/asignatura/ediciondigitalesfcom/

Study program:	**Level**	**ECTS:**	**Weeks/Topics**	**Students**
Digital Media Publishing / Edición de medios digitales (Degree in Journalism)	4	3	14 weeks	80

Keywords: TV and Digital Integration, Digital Publishing, Web documentary, Webdoc

Short description: The course is part of an itinerary devoted to digital media, which also comprises the courses Multimedia Communication (1st year), Journalistic Documentation (2nd year), Cyberjournalism (3rd year) and Edition of Digital Media (4th year).

The Digital Media Publishing course includes 12 theoretical lectures (of 45 minutes each), structured into 3 modules. The first module is devoted to the professional profiles in the current scenario. Students can also see the transition from elaborating static pages to the widespread use of content management systems (CMSs) such as WordPress. A session devoted to tablets is also incorporated. The second module introduces Bradshaw's "news diamond" and provides insight into emerging formats such as reactions' articles in social media, up-to-the-minute reporting and photo galleries. The third module is oriented to the final project. Students can learn about the specialization in communities and delve into the POST method (know the public, establish objectives, plan the strategy and choose the technology). They are also taught about data journalism, the visualization of information and the sources beyond Facebook and Twitter. Students can apply this knowledge not only to the final project of the course, but also to the final project of their degree.

The theoretical sessions are taught in parallel to the practical coursework. There are some practical tasks and a final project that can be: (1) to create web contents for the documentary that is being carried out in the course Television production (Solidarios) or (2) to develop coverage about a current affairs issue by using blog formats. The projects are individual, but students can elaborate

Short description:	contents about the same topic and collaborate to publish them on the same site. The students that create web contents for the documentary are provided with specific guidelines, bearing in mind the different approaches of audiovisual and digital journalism. In audiovisual there is more space for emotional and personal stories. On the Internet, reports are more focused on contextualizing the information, providing data and offering useful information.

Topic	Practical exercise / application	Learning outcome
Reactions article on the website and social media	Reactions article about an event (San Sebastian Film Festival). Students are provided with pre-published materials of all sorts.	• To get familiar with the advanced and specific formats of disseminating journalistic information through the Internet
Up-to-the-minute reporting	Report about a press conference. Students are shown a taped news conference of the Spanish Council of Ministers and they should report on it using Twitter.	• Identical. To get familiar with the advanced and specific formats of disseminating journalistic information through the Internet
Photo gallery	Edition of a gallery with photographs made by the students themselves. The gallery will be used in the final project, as part of the blog coverage or for the extras of the web documentary.	• Identical. To get familiar with the advanced and specific formats of disseminating journalistic information through the Internet
Final project, option 1: Web documentary (Webdoc)	Starting from an external video report about the stories of people that get together to improve each other's lives and people who have had their lives changed with the help of others, students elaborate on complementary materials. Interactive versions of the videos are created, in which the extra contents are related with specific segments of each chapter of the documentary series. The extra materials can be photo galleries, videos created by the students themselves, external videos, graphics, chronologies, and texts.	• Identical. To get familiar with the advanced and specific formats of disseminating journalistic information through the Internet
Final project, option 2: Blog	News coverage in blog format about issues in current affairs.	• Identical. To get familiar with the advanced and specific formats of disseminating journalistic information through the Internet

Suggested readings

Author	Title/Description of content	Year
Bradshaw, Paul; Rohumaa, Lisa	The Online Journalism Handbook, Essex: Pearson Education. Recommended for its insight into the history and technology of digital journalism, interactivity, data journalism and user generated content.	**2011**
Anderson, C.W.; Bell, Emily; Shirky, Clay	Post-Industrial Journalism: Adapting to the Present. Tow Center for Digital Journalism at Columbia Journalism School. Contextualizes contemporary and future journalism production.	**2012**
Reuters Institute for the Study of Journalism	Digital News Report 2014. University of Oxford. Provides context on digital journalism. The report is co-edited by the studies programme coordinator.	**2014**

Assessment criteria:

70%: Practical coursework
(15% reactions' article + 15% up-to-the-minute report + 40% final project)

20%: Exam
This subject has 12 theoretical lessons (as described previously), where several concepts are taught; for instance, professional profiles, news diamond, POST methodology or data journalism. The exam will assess if there is a core understanding of those concepts.

10%: Participation in the activities proposed in the theoretical sessions

Production examples:
Solidarios is a web documentary about the stories of people that get together to improve each other's lives and people who have had their lives changed with the help of others. Starting from their testimony, students can go in-depth into several realities of the Navarran society with data, stories, and images. 21 teams have elaborated to make the videos for the project (9 in 2013 and 12 in 2014, the interactive contents and extra topics have been carried out by 20 students in 2013 and 27 in 2014). The content can be found in the following website:
https://solidariosdoc.wordpress.com/

Contact:

Instructor/Contact person:
Samuel Negredo, e-mail: negredo@unav.es

Bonus material:

Short quote from instructor

"What is important in Digital Media Publishing is that students acquire knowledge of the professional profiles, the processes, and the main products that characterize news media in the different connected platforms. This reverts into better capabilities to manage the different media and into information that provides an added value."

Teaching environment:

Testimonial from a student

*"Digital Media Publishing has been a challenge to us. It is a very demanding course because we cover different areas. However, the course has been very useful and has provided new knowledge to us.
I would have liked to have had more time to get more in-depth into the topics covered."*