Integrated Journalism Workshop Model Course

Transmedia and professional simulation in class

We decided to describe this course, because:

- Provides the students with professional experience in a controlled environment with professional simulation as a key methodology.
- Students work in all four media (print, radio, TV, and online), separately and also integrating them.
- Students get the chance to publish in regional external media with their own brand.
- The integrated journalism workshop is an all-year-round subject where students learn hands-on the culture, routines, and techniques of all four media newsrooms.

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

Study program:	Level	ECTS:	Weeks/Topics	Students
Journalism Degree	BA	24	30 weeks	80

Keywords: multimedia, group/team, industry, practical, innovation

Short description: Throughout the year, 80 students work in a workshop that simulates the operation of a professional integrated newsroom with a multidisciplinary and transmedia perspective coordinated by a team of 20 teachers coming from academia and the media. There are four key features that characterize it: the convergence of media, university-industry links, internationalization and professional simulation as the backbone of its teaching methodology.

Topic	Practical exercise / application	Learning outcome
Integration of media	Students try the 4 different types of media – over the year in the same physical space: an integrated newsroom. One media for 7,5 weeks and then change to a new medium. Also, during the year, all students try to work in an integrated group of 8 people with fellow students from all 4 types of media. This integrated group works on one multiplatform feature for 3 weeks, in accordance with their other media specific work.	• Transmedia features have been prepared and students have achieved not only team-working competences and technical skills for the specific media they are working, but also they have broadened their minds to think about a feature from the storytelling methods of each media and their audiences.
Collaboration between universities and media companies	The work done by students becomes a real journalistic product that is published and distributed by media companies: El Punt-Avui newspaper, Barcelona-FM radio, VilaWeb on-line news and Barcelona TV under one brand, "Cetrencada", specific for this subject.	• This increases the students' motivation and serves to involve businesses in the training of professionals, thus creating new synergies.
Simulation	The project-based learning method focuses on a task that goes beyond the classroom. Students must prepare a feature, interview, etc., for the type of media they are working on. It must be based on the requirements of the external media where it will be published, in terms of choice of topics, approach, and execution The time frames are set at the beginning of the course, students work on longer deadlines, compared to their "brother" media where they are going to publish. News, features, interviews, editorials... etc... are produced, re-written, corrected and finally sent to the corresponded external media for publishing.	• Students experience real-life situations but with a wider tolerance regarding mistakes/amendment/learning than in internships. They are better prepared to face real media work after that.
Internationalization	Preparing features for the Cetrencada website in other languages in collaboration with Translation Degree students. Some of the best features available in Cetrencada are (after being published), translated, subtitled or dubbed, and adapted (depending on the original media), to be published in the English part of the website to achieve a larger audience.	• On the one hand it aims to break boundaries with the use of ICT, which today allows online communication between students from different countries, as do the Erasmus offline. On the other hand, working with a second or third language enables the development of other transversal competences as intercultural communication, mastery of a second or third language.

Suggested readings

Author	Title/Description of content	Year
Killebrew, Keneth C	Managing news convergence. Pathways to Journalistic Cooperation. For students who want to explore a more contextual background of what they are working with hands-on in the class. It is not mandatory. The book discusses the roles and methods of the future journalist, as well as the functions and work modes of a contemporary converged newsroom.	**2005**
Kolodzy, Janet	Convergence Journalism. Writing and reporting across the news media For students who want to explore a more contextual background of what they are working with hands-on in the class. It is not mandatory. The book discusses the roles of the multimedia journalist and the working modalities in the integrated newsroom. It also provides advice and guidelines for the future journalists.	**2006**
Salaverría, Ramón; Negredo, Samuel	Periodismo integrado: convergencia de medios y reorganización de redacciones. For students who want to explore a more contextual background of what they are working with hands-on in the class. It is not mandatory.	**2008**

Assessment criteria: In accordance with the syllabus report, the subject's assessment will take the following into account:

- Participation in the envisaged activities.
- Individual work (individual contributions to the journalistic production arising from various activities).
- Group work (including teamwork skills and collective contributions to the aforementioned journalistic production).
- "Presentations" or "demonstrations", which refers to the demonstration of specific skills in the use of technologies and in terms of written and oral communication techniques.
- Specialized Teachers from each media will provide a single grade for each student. The final grade will become the mean of all 4 grades.

Production examples:

The characteristic of the link between academia and industry has been materialized through a common journalistic brand, Cetrencada, which unifies four different products that were birthed from a workshop: a monthly publication for newspapers, a half-hour television magazine program, radio programs designed for podcast system, and reports for the digital newspaper. The original brand has provided the entire production of its own personality with chromatic and patterned lines. Furthermore, it has also allowed media as El Punt-Avui, Barcelona Televisió (BTV) or the digital newspaper VilaWeb to rely on the work done in class, acting as platforms for the dissemination of this journalistic product.

In the context of this subject, a web named Cetrencada has also been developed for the centralized broadcasting of all the products and as a window for the integrated reports (at cetrencada.upf.edu).

Assessment criteria:

Newspapers
On Thursday once a month it could be consulted in the online archive:
http://cetrencada.upf.edu/no-26-suplement-cetrencada-per-a-el-punt-avui/

Radio
Barcelona-FM and UPF.Ràdio. Weekly short programs.
http://www.upf.edu/upfradio/programes/categories/seccio-cetrencada.html

TV
BarcelonaTV: four magazines per course:
http://www.btv.cat/alacarta/cetrencada/34348/

On-line
VilaWeb: Every month 7-8 multimedia features are published
http://www.vilaweb.cat/cetrencada

Own website
http://cetrencada.upf.edu/?lang=en

Contact:

Instructor/Contact person:
Francesc Salgado, e-mail: francesc.salgado@upf.edu

Bonus material:

Short quote from instructor

"It is the generation of a new language. We are trying to do it in different areas to see who will rule when it comes to storytelling. And basically when this integration occurs we can elaborate information and issue it through various areas. We are trying; we are testing to see where it goes."

Teaching environment:

Testimonial from a student

"It is one of the most useful subjects for the opportunity to co-operate with real media. This makes you more involved with the work you do. It's our first time working for external media."

"To be able to publish means that you are more motivated because you see that your work becomes something more than a grade."

Tipsheet prepared by Irene da Rocha, UPF