

Digital Strategy and Positioning of Journalistic Content

Code: 43967
ECTS Credits: 6

Degree	Type	Year	Semester
4316493 Journalism and Digital Content Innovation	OB	0	2

Contact

Name: Santiago Tejedor Calvo

Email: Santiago.Tejedor@uab.cat

Use of Languages

Principal working language: spanish (spa)

Prerequisites

- The module requires knowledge of the main office and internet tools, as well as a medium level of understanding of the English language.

Objectives and Contextualisation

- This module consists of the study of the positioning strategy in the digital market of journalistic products.
- The module allows to understand and analyze the tools of digital positioning that benefit in the practice of journalism today.
- It is proposed to study both elements of digital strategy, as professionals who have joined the media as a result of new needs arising from changes in the journalistic profession, such as community managers and specialists in audience participation.

Competences

- Adapt to new situations, have leadership ability and initiative, while maintaining creativity.
- Apply tools of management, analysis, organisation and planning of information in accordance with objectives and specific information projects.
- Design, create and carry out projects of innovation and research in the area of journalism and digital communication.
- Design, create and develop digital strategies oriented to the positioning of journalistic content.
- Students can communicate their conclusions and the knowledge and rationale underpinning these to specialist and non-specialist audiences clearly and unambiguously.
- That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Understand and analyse the trends and dynamics of change in the communicative, informative and regulatory ecosystem of the media company in the twenty-first century.

Learning Outcomes

1. Creatively interpret and use new narrative forms in the digital environment, applied to news stories.
2. Display knowledge of the media environment, and the evolution and tendencies of the digital media.
3. Independently take creative, responsible decisions that take ongoing work and the work environment into account.

4. Introduce and apply planning and document management processes within the routine of high quality-journalism production.
5. Introduce innovative elements linked to trends in present-day journalism production in journalism production laboratories.
6. Make a critical selection of original trends in digital narration and apply these in an environment of journalism production.
7. Make critical analyses of documentation and information based on case studies put forward.
8. Plan for the creation of different journalistic products based on clearly identifying an environment, a context and a specific audience.
9. Promote creative initiatives to find new spaces and products linked to trends in the news market.
10. Propose strategies and products to the host institution that are related to news-company trends and dynamics.
11. Understand and critically interpret changes in the model for consuming journalism, identifying thematic trends and news markets.
12. Understand and distinguish between technologies and innovation models in journalism projects and products, in order to propose practical solutions for specific problems related to the profession.
13. Understand concepts, theories and models applicable to innovation and production dynamics in journalism projects.
14. Use research tools that promote independent learning towards solving a research problem.

Content

Design and creation of a digital positioning plan

- Digital marketing and digital strategy
- Web Analytics
- Business intelligence

Positioning and search engines

- Search engine positioning
- Content adapted for SEO

Social media strategy

- Adaptability of the message to the distributor of the digital contents
- Analysis of the requirements of the broadcast channels: Apple News, Google News, Facebook

Active audience and participation

- Analysis of online consumption
- Characteristics of the new consumption
- Transmedia and multitasking
- Feedback and user generated content

Audience measurement systems

- Companies and institutions
- Accreditation and transparency systems
- Impact on the advertising market and public relations

IMPORTANT:

- The calendar detailed with the content of the different sessions will be presented on the day of presentation of the subject.

- It will be uploaded to the Virtual Campus, where students will also be able to access the detailed description of the exercises and practices, the various teaching materials, and any necessary information for the proper follow-up of the subject.

Methodology

- The basis of the teaching methodology will be to achieve autonomous learning on the part of the students.
- The academic activity supervised by the teacher, with a constant and active participation of the student, will allow the student to assume the generic and specific competences that arise in the subject, thus achieving compliance with the objectives formulated.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practices	25	1	13, 12, 14, 2, 3, 6
Type: Supervised			
Case studies	10	0.4	11, 7, 9
Tutorials	10	0.4	12, 1, 5, 3, 9
Type: Autonomous			
Works, reports and readings	45	1.8	13, 11, 14, 2, 7, 1, 5, 3, 8, 9

Assessment

The subject consists of the following evaluation activities:

- Activity A, Content test, with 20% on the final grade.
- Activity B, Classroom practices, with 20% on the final grade.
- Activity C, Debates and analysis of cases, with 20% on the final grade.
- Activity D, Course work, with 40% on the final grade.

In order to pass the subject, it is necessary to take a minimum grade of 5 in activities A, B, C and D.

Aspects to consider:

- To pass the subject, all the evaluable tests will have to be done as it is a continuous evaluation.
- In the exceptional case and always after commenting the situation with the teaching team of the subject, it will be possible to work with a different evaluation system.
- In the case that the student does not appear in the middle of the tests, it will be considered as not presented.
- In each part student must have, at least, the equivalent of a five.
- Students will be entitled to the recovery of the subject if it has been evaluated of the set of activities, the weight of which is a minimum of 2/3 of the total grade of the subject.
- To be able to submit to the recovery of the subject, it will be necessary to have obtained an average grade of 3.5.
- The activities that are excluded from the recovery process are the debates and case analyzes.

- In case of second registration, the students may perform a single synthesis test consisting of a theoretical-practical exam. The qualification of the subject will correspond to the qualification of the synthesis test.
- The student who makes any irregularity (copy, plagiarism, identity theft ...) that could lead to a significant variation of the grade of an evaluation act, will be qualified with 0 this act of evaluation. In case of several irregularities, the final grade of the subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Laboratory exercises	20	24	0.96	13, 12, 14, 2, 3, 6
Exam and test	20	12	0.48	13, 11, 2, 7, 4, 3, 8, 9, 10, 6
Oral presentation	20	12	0.48	11, 12, 7, 1, 5, 3, 9
Works	40	12	0.48	13, 11, 14, 2, 7, 1, 5, 3, 8, 9

Bibliography

- AA.VV. (2014). *Escribir para la Red: Reflexiones sobre la nueva (y vieja) escritura informativa 'online'*. Barcelona: Gabinete de Comunicación y Educación.
- AIMC - Asociación para la Investigación de Medios de Comunicación (2017): *19º Navegantes en la Red*. Madrid - España: AIMC. Recuperado de <http://download.aimc.es/aimc/REP2a3z/macro2016.pdf>
- Aparici, R.; García-Marín, D. (2018). Prosumidores y emirecs: Análisis de dos teorías enfrentadas. *Comunicar*, 55(26). Doi: <https://doi.org/10.3916/C55-2018-07>
- Bessi, A. (2016). "Personality traits and echo chambers of Facebook". *Computers in Human Behaviour*. 65 319-324.
- Cabrera, M.A. (Coord) (2010). *Evolución tecnológica y cibermedios*. Zamora: Comunicación Social.
- Castells, M. (2003): *La galàxia Internet: Reflexiones sobre internet, empresa y Sociedad*. Era de la Informació. Barcelona: Random House.
- Castells, M. (2010). *El poder en la sociedad red*. Comunicación y poder. Madrid, Alianza.
- Chartier, Roger. "¿Muerte o transfiguración del lector?". EN: *Revista de Occidente*. Fundación José Ortega y Gasset, Madrid. Nº 239. Marzo 2001.
- Cornella, A. (2004). *Infoxicación: buscando un orden en la información*. Barcelona, Infonomía.
- Cornella, A. (2000). *Infonomía.com: la empresa es información*. Bilbao: Deusto.
- Costa Sánchez, C. (2013). *Narrativas Transmedia Nativas: Ventajas, elementos de la planificación de un proyecto audiovisual transmedia y estudio de caso*. *Historia y Comunicación Social*, 18, 561-574. DOI: http://dx.doi.org/10.5209/rev_HICS.2013.v18.44349
- De la Peña, N. (2010). *Immersive Journalism: Immersive Virtual Reality for the First Person Experience of News*. MIT Press Journals.
- Freire, Juan; Gutiérrez, Antoni (2000). *2010-2020 - 32 tendencias de cambio*.
- Hohmann, James (2011). *Las 10 mejores prácticas para medios sociales. Guías útiles para las organizaciones periodísticas*. ASNE (American Society of News Editors).
- Igarza, R. (2012). *Burbujas de ocio*. Buenos Aires (Argentina): La Crujía.
- Domínguez, E. (2012). *Periodismo inmersivo: Fundamentos para una forma periodística basada en la interfaz y la acción*. Tesis doctoral. Universitat Ramon Llull, Barcelona.
- Fumero, A.; Roca, G. (2007). *Web 2.0*. Madrid: Fundación Orange.
- Jaraba, G. (2014). *Periodismo en internet*. Barcelona, RobinBook.
- Jenkins, H. (2003). *Transmedia Storytelling*. MIT Technology Review. Recuperado de <https://www.technologyreview.com/s/401760/transmedia-storytelling>
- Gilmore, D. (2004). *We the Media*. Sebastopol, California, O'Reilly.
- Kerckove, D. *La piel de la cultura. Investigando la nueva realidad electrónica*. Gedisa: Barcelona, 1999.
- Landow, G. P. (1997). *Teoría del hipertexto*. Barcelona: Paidós.

- Landow, G. P. (1995). Hipertexto. La convergencia de la teoría crítica contemporánea y la tecnología. Barcelona: Paidós.
- Larrondo Ureta, A. (2016). El relato transmedia y su significación en el periodismo. Una aproximación conceptual y práctica. *Trípodos*, (38), 31-47.
- Larrondo Ureta, A. (2008). Los géneros en la redacción ciberperiodística. Contexto, teoría y práctica actual. Bilbao: Servicio Editorial de la Universidad del País Vasco.
- Lasica, J.D. (2002a). "The promise of the Daily Me. From My News to digital butlers: An in-depth look at the different flavours of personalization". EN: *Online Journalism Review*.
- Lévy, P. (2007). *Cibercultura: la cultura de la sociedad digital*. Barcelona: Anthropos.
- Lévy, P. (1999). *¿Qué es lo virtual?* Barcelona - España: Paidós Ibérica.
- Marfil-Carmona, R. (2013). Interactividad digital y estrategias narrativas en la publicidad audiovisual de Manos Unidas y Unicef. *Historia y Comunicación Social*, 18, 169-181. DOI: http://dx.doi.org/10.5209/rev_HICS.2013.v18.43957
- Mishra, S. (2012). "The impact of information and communication technology in state sovereignty: An analysis of cyberutopian and cyber skeptic perspectives". Boston: Tufts University.
- Mioli, Teresa; Nafría, Ismael (2018). *Innovadores en el periodismo latinoamericano*. https://knightcenter.utexas.edu/books/INNOVADORES_ESPANOL.pdf
- Moreno, I. (2002). *Musas y nuevas tecnologías. El relato hipermedia*. Barcelona, Paidós.
- Murray, J. H. (1999). *Hamlet en la holocubierta. El futuro de la narrativa en el ciberespacio*. Paidós, Barcelona. Col. Multimedia 12.
- Negroponte, Nicholas (2001). *El mundo digital: un futuro que ya ha llegado*. Barcelona: Ediciones B.
- Newman, N. (2018). *Journalism, Media, and Technology Trends and Predictors*. Reuters Institute-University of Oxford. [http://reutersinstitute.politics.ox.ac.uk/sites/default/files/2018-01/RISJTrends and Predictions 2018NN.pdf](http://reutersinstitute.politics.ox.ac.uk/sites/default/files/2018-01/RISJTrends%20and%20Predictions%202018NN.pdf)
- Nielsen, R. K., y Graves, L. (2017): "News you don't believe": Audience perspectives on fake news. Reuters Institute for the Study of Journalism. [https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2017-10/Nielsen%26Graves_factsheet_1710v3_F](https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2017-10/Nielsen%26Graves_factsheet_1710v3_F.pdf)
- Orihuela, J. L (2002). "Los nuevos paradigmas de la comunicación", eneCuaderno, (<http://www.ecuaderno.com/paradigmas/>).
- Pajares Tosca, S. (2004). *Literatura digital: El paradigma hipertextual*. Extremadura: Servicio de Publicaciones.
- Parisier, E. (2011). *The filter bubble: What the internet is hiding from you*. London: Penguin.
- Pavlik, J. V. (2005). *El periodismo y los nuevos medios de comunicación*. Barcelona: Paidós.
- Pérez-Seijo, S. (2017). *El periodismo inmersivo en las televisiones públicas europeas*. Universidad Santiago de Compostela.
- Pérez Tornero, J.M.; Martín-Pascual, M.A.; Fernández-García, N. (2017). #MOJO: Manual de periodismo móvil. Barcelona: Instituto RTVE.
- Pérez Tornero, J. M. (2000). *Comunicación y educación en la sociedad de la información*. Barcelona, Paidós. Col. Papeles de Comunicación 27.
- Pisani, F. (2008). *La alquimia de las multitudes*. Barcelona: Paidós.
- Pisani, F. (2006). *La larga cola: ¿abundancia o diversidad?* http://www.francispisani.net/2006/10/la_larga_cola_a.html
- Rheingold, H. (2004). *Multitudes inteligentes. La próxima revolución social*. Barcelona: Gedisa.
- Rubio-Tamayo, J. Gertrudix, M.; García, F. (2017). "Immersive Environments and Virtual Reality: Systematic Review and Advances in Communication, Interaction and Simulation". *Multimodal Technologies and Interact*, 1(21).
- Salaverría, R. (2016). "Redefinir al comunicador". *El profesional de la información*, 25 (2), pp. 163-167. <https://doi.org/10.3145/epi.2016.mar.02>
- S.A (2015). "Digital News Report 2015". Reuters Institute for the Study of Journalism. University of Oxford. https://www.youtube.com/watch?v=3WMMK6OAb_gg
- Tramullas, J. (2016). Hannibal ad portas, o los futuros perfiles profesionales de la información. *El profesional de la información*, 25 (2), 157-162. doi: <https://doi.org/10.3145/epi.2016.mar.01>
- Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Nueva York: Basic Books.
- Turkle, S. (2015). *Reclaiming Conversation: The Power of Talk in a Digital Age*. Nueva York: Penguin Press.

- Tejedor Calvo, Santiago (2007). "Periodismo mashup: Combinación de recursos de la web social con una finalidad ciberperiodística". En: Revista Anàlisi. Departamento de Periodismo. UAB. Servei de Publicacions. Bellaterra, Barcelona. N°35.
- Tejedor Calvo, Santiago (2008). "Ciberperiodismo y web 2.0: El ciberperiodista como creador de "itinerarios" ciberperiodísticos". Revista Etcétera. México.
- Wolton, D. (2000). Internet, ¿y después? Una teoría crítica de los nuevos medios de comunicación. Barcelona: Gedisa.

IMPORTANT: During the course, professor can recommend articles or texts from different weblogs or pages that are of interest.