

**Workshop on Journalistic Production**

Code: 43966  
ECTS Credits: 9

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

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### Use of Languages

Principal working language: spanish (spa)

### Teachers

Pedro Vicente Ortín Andrés

### Prerequisites

Knowledge of journalism and information production routines, as well as the user level of the basic elements of journalistic production in multimedia formats.

### Objectives and Contextualisation

- This course aims to consolidate, in a practical and innovative way, the contents worked on in the different modules of the Master within a journalistic work structure. Students must design, produce, publish and manage different types of journalistic content and generate innovative communicative proposals in terms of formats, platforms and audiences.
- The course is developed throughout the Master, in the two academic semesters. In this way, the classes will be developed under the working scheme within a journalistic newsroom -or a specialized communication agency- that will oblige the students to plan the short, medium and long term in the generation and production of contents, and to guarantee their optimum management.

### Competences

- Adapt to new situations, have leadership ability and initiative, while maintaining creativity.
- Analyse and evaluate trends in the digital narration of information companies, and be able to propose alternatives for the construction of the story in a digital and interactive context.
- Apply knowledge and experience through the development of a professional routine for journalistic production.
- Apply tools of management, analysis, organisation and planning of information in accordance with objectives and specific information projects.
- Design, create and develop digital strategies oriented to the positioning of journalistic content.
- Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
- 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.
- Work in teams in a coordinated and collaborative manner and demonstrate skills for contributing to interdisciplinary teams.

## Learning Outcomes

1. Analyse and evaluate trends in digital narration in news companies and apply innovative alternatives within a specific product.
2. Appropriately communicate the findings and the fundamental rationale of the research work conducted.
3. Conduct applied research on the market for digital content targeting social networks.
4. Develop a research project that uses the scientific method in solving a particular problem in the area of journalism and digital communication.
5. Handle technological tools for managing and producing digital news content, integrating them into new content-distribution platforms
6. Identify the different formats and platforms for distributing and sharing content, adapting the message in an innovative way.
7. Identify trends in digital content and recognise the characteristics of the new professional environments related to digital news.
8. Make critical analyses of documentation, bibliography and audiovisual information based on case studies put forward.
9. Make innovative, creative and responsible decisions when conducting research for the master's dissertation.
10. Organise, analyse and evaluate information from audience measurement systems to propose content and creative methods for producing and positioning news.
11. Present results of the work done to corporate-sector audiences and the target audience, dynamically and clearly.
12. Present the news products arising from a specific journalism production routine, clearly and attractively.
13. Recognise and decide on the possibilities and formats of digital narration, adapting to specific formats and audiences.
14. Recognise and formulate applied-research problems together with suitable methods for solving them.
15. Recognise the new professional profiles in journalism and their roles in news companies' innovation models and journalistic products.
16. Understand and critically interpret the changes introduced by technology in journalism production and management.
17. Understand and evaluate the potential of the different formats of digital content and narratives within an environment that is interactive, hypertextual and transmedia.
18. Understand the process for solving a research problem, identifying original ideas and integrating previous proposals.
19. Work independently and with self-discipline, under the specific guidance of a tutor, in a competitive workplace.

## Content

### Content Overview

- Organization of a newsroom in the 21st century
- Types of newsrooms, working structures, success models
- Criteria for day-to-day innovation
- Innovative work laboratories and projects in the information environment

- Content production, case studies

**IMPORTANT:**

- The order of the topics indicated may vary according to the final planning of the subject.
- The detailed calendar with the specific contents of each session will be exposed on the day of presentation of the course.
- The content of this subject will be sensitive to aspects related to the gender perspective.
- Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject.
- In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

## Methodology

- The course will focus on debate, practical exercises and the collective construction (between students and teachers) of knowledge around the subject. The course will be developed in an essentially practical way, with the intention of developing journalistic projects with students based on their own design, production and dissemination. The students could receive orders for real products or informative companies that will have to be carried out in the workspaces of both the University and the company. We will use the website [www.somosperiodismo.es](http://www.somosperiodismo.es) (specially).
- The basis of the teaching methodology will be to achieve autonomous learning by students.
- The 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 raised in the design of the subject, within the curriculum.
- The learning activities (practical classes) occupy a prominent role in the framework of the subject.
- The students will attend theoretical classes where concepts will be explained, debates will be developed and materials and cases will be discussed.
- The separation of the group into subgroups of practical nature will allow a varied and very detailed work and exercise of the exercises proposed.
- The virtual campus will be an important tool within the framework of the subject.

**IMPORTANT:** The proposed teaching methodology and evaluation activities may undergo some modifications depending on the health authorities' attendance restrictions.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Laboratory activities	55	2.2	1, 16, 18, 17, 2, 4, 13, 8, 3, 5, 6, 7, 10, 9, 12, 11, 15, 14, 19
Lectures	12	0.48	1, 16, 18, 17, 4, 13, 8, 7, 10, 9, 15
Type: Supervised			
Tutoring and workshops	45	1.8	1, 16, 17, 4, 13, 8, 3, 5, 6, 7, 10, 9, 12, 11, 15, 14
Type: Autonomous			

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Search, selection and reading of bibliography and other resources.	113	4.52	1, 16, 18, 17, 2, 4, 13, 8,
Personal study. Planning and individual work / teamwork.			3, 5, 6, 7, 10, 9, 12, 11, 15, 14, 19

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## Assessment

The course follows a system of continuous assessment, so it is assumed that is mandatory the attendance of students to all training activities mentioned above.

To be able to pass the course, it is necessary:

a) Carry out and submit all the assignments (activities A, B and C). In case of absence for justified reasons of force majeure, the student must present the corresponding proof to the teaching team; otherwise, the activities will be considered as Not Completed.

b) Obtain a minimum grade of 5 in each of the activities. Regarding teamwork assignments, professors may adopt control measures to verify the participation of each member in the common work. Consequently, the grades may be different for members of the same team, which could mean that one or several members pass the evaluation, while the others don't.

### Reevaluation

The student will have the right to the reevaluation of the subject if he/she has been evaluated of the set of activities, the weight of which equals a minimum of 2/3 of the total grade of the subject.

Activities of point A are excluded from the reevaluation process.

### Plagiarism

The student who performs any irregularity (copy, plagiarism, identity theft, etc.) that can lead to a significant variation in the qualification of an evaluation act, will be graded with 0 this evaluation. In case of more than one irregularity, the final grade of the course will be 0.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A) Attendance and participation in classes, debates and presentations	30%	0	0	1, 16, 17, 13, 8, 5, 6, 7, 9, 15, 14
B) Practical activities	50%	0	0	1, 16, 18, 17, 2, 4, 13, 8, 3, 5, 6, 7, 10, 9, 12, 11, 15, 14, 19
C) Submission and presentation of assignments	20%	0	0	1, 16, 17, 2, 4, 13, 8, 3, 5, 6, 7, 10, 9, 12, 11, 15, 14, 19

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## Bibliography

The following is a basic list of the course bibliography. The teaching team may include new resources as the subject develops.

Becker, Beatriz, Waltz, Igor (2017), Mapping Journalistic Startups in Brazil: An Exploratory Study, in Laura Robinson, Jeremy Schulz, Apryl Williams (ed.) Brazil (Studies in Media and Communications, Volume 13) Emerald Publishing Limited, pp.113 - 135

Bro, P. (2018). *Models of Journalism*. London: Routledge.

Chua, E. H. C. (2018). The journalist's new job: Digital technologies and the reader-less quality of contemporary news production. *Ethnography*, 1466138118758113.

Colussi, J., Gomes-Franco e Silva, F., & Rocha, P. M. (Eds.). (2018). *Periodismo ubicuo: convergencia e innovación en las nuevas redacciones*. Bogotá: Editorial Universidad del Rosario. DOI: <https://doi.org/10.12804/th9789587840735>

García-Avilés, J. A., Carvajal-Prieto, M., Arias, F., & De Lara-González, A. (2018). How journalists innovate in the newsroom. Proposing a model of the diffusion of innovations in media outlets. *The Journal of Media Innovations*, 5(1).

JA García-Avilés, M Carvajal Prieto, F Arias Robles (2018). Implementation of innovation in Spanish digital media: analysis of journalists' perceptions. *Revista Latina de Comunicación Social*, 73, pp. 369 to 384.

Jeffrey Kuiken, Anne Schuth, Martijn Spitters & Maarten Marx (2017) Effective Headlines of Newspaper Articles in a Digital Environment, *Digital Journalism*, 5:10, 1300-1314, DOI: [10.1080/21670811.2017.1279978](https://doi.org/10.1080/21670811.2017.1279978)

Maia, M. R., Drumond, R. F., & Aniceto, C. M. R. (2017). Metacritic Practice: A Configuration of New Journalistic Narratives. *Brazilian Journalism Research*, 13(2), 66-89.

Richard Fletcher & Rasmus Kleis Nielsen (2017) Paying for Online News, *Digital Journalism*, 5:9, 1173-1191, DOI: [10.1080/21670811.2016.1246373](https://doi.org/10.1080/21670811.2016.1246373)

Sanne Kruijemeier & Sophie Lecheler (2018) News Consumer Perceptions of New Journalistic Sourcing Techniques, *Journalism Studies*, 19:5, 632-649, DOI: [10.1080/1461670X.2016.1192956](https://doi.org/10.1080/1461670X.2016.1192956)

Tony Harcup & Deirdre O'Neill (2017) What is News?, *Journalism Studies*, 18:12, 1470-1488, DOI: [10.1080/1461670X.2016.1150193](https://doi.org/10.1080/1461670X.2016.1150193)

Utasch, F., & Loebbecke, C. (2017). Intelligent Technologies Shaping Business Models for Journalistic Content Provision: A Concept Matrix. *E-Business and E-Commerce digital commerce (sigebiz)*, 29.

IMPORTANT: During the course we will also work with materials derived from weblogs, websites, media and congresses in the sector.

## Software

The subject develops a content production workshop using online multimedia tools. The work takes place in the computer science laboratories. The virtual sessions will be carried out by Teams or Zoom.