



Universitat de Lleida

DEGREE CURRICULUM  
**CREATION OF CONTENTS IN  
NETWORK**

Coordination: SUAU GOMILA, GUILLEM

Academic year 2023-24

## Subject's general information

<b>Subject name</b>	CREATION OF CONTENTS IN NETWORK			
<b>Code</b>	101957			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Audiovisual Communication and Journalism	1	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	SUAU GOMILA, GUILLEM			
<b>Department</b>	PHILOLOGY AND COMMUNICATION			
<b>Teaching load distribution between lectures and independent student work</b>	<p>During the course the so-called "master classes" will be combined with individualized tutorials, debates and individual and group work. Each student must carry out a series of individual exercises, carry out the indicated tasks, deliver the practices and carry out the final evaluation test.</p> <p>Only students who have attended at least 80% of the sessions and who have delivered all the previous works will be able to take the final test.</p>			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan / Spanish			
<b>Distribution of credits</b>	Total credits: 6 Classroom hours: 60 Autonomus student work: 90			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SUAU GOMILA, GUILLEM	guillem.suau@udl.cat	6	

## Subject's extra information

Attendance is mandatory and students are required to arrive on time.

Absences must be justified with proof of medical, work or internship recognized by the UdL sent in PDF format by private message to the Virtual Campus with the subject "Justified".

Students will have to commit to comply with the UdL Code of Ethics.

The media sphere is in a process of continuous change since the popularization of the internet, the digitization of the media and the emergence of digital social networks. In this new media sphere where social media and traditional media coexist, we find ourselves in the historical epoch where it is easier and faster to access information, but, paradoxically, it is also a time of proliferation of fake news and journalistic techniques of dubious ethics like 'clickbait'. As Mark Deuze (2009) said, we do not live with the media, but in the media and citizens are subjected to an immense amount of inputs, due to the current infodemic in which we live. In this course we will study the digitalization of the media and its challenges, strengths, weaknesses and opportunities, as well as reflect on media consumption habits and analyze the structure of the current hypermedia sphere.

## Learning objectives

Reflect on the current media sphere and on the challenges, strengths, weaknesses and opportunities of cyberjournalism.

Know the main concepts and theoretical perspectives in the study of online media.

Understand the basic concepts that intervene in the processes of communication and construction of journalistic content, with emphasis on the digital field.

Analyze the changes that social media have caused in communication and in the media sphere.

Know and apply communication tools and digital journalism for the production of journalistic content.

Analyze and create professional and quality content adapted to social networks and the digital sphere.

## Competences

### General

CG3. Apply theoretical knowledge in practical activity.

CG4. Develop knowledge of applied computing and digital systems.

CG5. Develop information management capacity.

### Specific

CE13. Identify and apply the theoretical and practical foundations of audiovisual communication and communication on the Internet.

CE14. Identify and apply the specific narrative and expository logics and skills of audiovisual and interactive content of an informative and non-informative type..

CE15. Develop creative capacity in audiovisual, multimedia and interactive production of different genres.

### Transversal

CT3. Acquire training in the use of new technologies and information and communication technologies.

## Subject contents

From masmedia to social media, a tour of the main media changes from the 70s to the present.

Basic principles of journalism in digital media.

New models of journalism and forms of content dissemination: fast vs slow journalism. Citizen journalism and content curation.

Journalistic content in digital social networks. Analysis and creation of content in digital social networks and interactive platforms.

Algorithmic communication, artificial intelligence and communication control.

Tools for the analysis and creation of content on interactive digital platforms.

Journalism in crisis and emergency situations through digital social networks.

The challenges of journalism in the face of polarization and hate speech in social media.

## Methodology

**Master classes.** Presentation of the contents of the subject orally by the teacher.

**Colloquia.** Opinion exchange activities among students under the direction of the teacher.

**Directed debate.** Promote oral expression and comprehension in a collective conversation in which the topic can be prepared, but not the development of interventions.

**Seminar.** Work sessions of a rather small group that investigates a topic through dialogue and discussion, under the direction of the teacher to deepen on some specific topics.

**Team work.** Learning activity that has to be done through collaboration between the members of a group.

**Written work.** Activity consisting of the presentation of a written document.

**Case study.** Method used to study an individual, institution, problem, etc. contextually and in detail.

## Development plan

**Wednesday, September 27**, debate in class from the '[Ibai Ilanos: mucho broadcasting y poco networking](#)' Carlos Scolari (2021).

**Wednesday, October 25**, the analysis of a media outlet that uses slow journalism must be delivered and presented in groups of 6 people. Work between four and six pages.

**Wednesday, November 15**, students will have to submit individually an autoethnography about their media consumption habits that contains a critical reflection on their use of the media. It will be necessary to answer at least the following questions: Has my media consumption changed since I started my degree? And does my media consumption allow me to be a highly informed citizen and future professional in the media field? Work between one and two pages.

**Wednesday, November 22**, they will have to deliver and present, in groups of 6 people, the analysis of the social media of a local, national, or international media outlet. Work between six and eight pages.

**Wednesday, December 13**, we will debate the proposed readings of 'The invasion of algorithms' (2021) by José Antonio Gabelas-Barroso, 'Algorithm, the savvy intern in the media' (2022) by David Corral; ; 'CHATPGPT: FROM TURING TEST TO THE BARICCO TEST' and '10 THESES ON AI' by Carlos Scolari (2023).

**Tuesday, December 19 and Wednesday, December 20**, students will have to present, in groups of 6 or 7 people, the journalistic blog, in a preliminary but advanced version, that they will have created throughout the course and which must have a minimum of two entries. between 1 and 2 pages of word each per group member. In addition,

original multimedia content (audio, video and image) must be created for the blog. The final delivery will be on January 8.

**All deliveries will be made through the Virtual Campus. The professor reserves the right to include new debates on current readings that are of interest for this subject, always notifying students at least one week in advance and making the reading available through the Virtual Campus.**

## Evaluation

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

**If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.**

<b>Attendance and participation in class 20%</b> Participation in the debates proposed in the classroom is a fundamental part of this percentage of the grade.	
<b>Analytical block 20%</b>	<i>slow journalism analysis 10%</i>
	<i>social media analysis 10%</i>
<b>Creative and reflective block 40%</b>	<b>Autoethnography 10%</b>
	<b>blog presentation 10%</b>
	<b>blog creation 20%</b>
<b>Final exam 20% (Tuesday, January 16 at 4:00 p.m. in classroom 1.03)</b>	

Students who have attended at least 80% of the classes and have done all the assignments and the exam and have a median grade of less than 5 will be able to make the recovery. The only recoverable part of the subject is the creative and reflective block, therefore, students who fail will have until February 2 to submit an individual reflection work on the challenges and opportunities of artificial intelligence in the field of communication. It will be especially valued that the reflection is based on the readings and debates held in the classroom throughout the semester and on other sources consulted by the students.

## ALTERNATIVE ASSESSMENT

Students who have been granted the alternative assessment will have until January 15 to submit the following assignments:

<b>Test block 20%</b>	I work on the relevance, challenges and opportunities of content verification in the journalistic field. This reflection can be related to the evolution of journalistic formats such as slow-journalism or content curation.
<b>Analytical block 20%</b>	<i>slow journalism analysis 10%</i>
	<i>social media analysis 10%</i>
<b>Creative and reflective block 40%</b>	<b>Autoethnography 10%</b>
	<b>blog presentation 10%</b>
	<b>blog creation 20%</b>

**Final exam 20% (Tuesday, January 16 at 4:00 p.m. in classroom 1.03)**

In relation to recovery, the same applies as in the ordinary evaluation.

## Bibliography

Apablaza-Campos Alexis, Morales Vargas Alejandro, Lopezosa Carlos, Salvat Josep y Codina Luís (2020). Social Media Live Streaming (SMLS) en medios digitales: el uso de Periscope, Facebook Live y YouTube Live en cibermedios chilenos. *Digitos: revista de comunicación digital*. 6:219-38. DOI: 10.7203/rd.v1i6.145

Aparici, Roberto y Martínez-Pérez, Jorge (2021). *El algoritmo de la incertidumbre*. Gedisa: Barcelona.

Arroyas-Langa, Enrique; Pérez-Díaz, Pedro; Pérez-Escolar, Marta (2022). El debate público en la red: polarización, consenso y discursos de odio. *Comunicación Social: Barcelona*.

Campos-Domínguez, Eva y García-Orosa, Berta (2018). Comunicación algorítmica en los partidos políticos: automatización de producción y circulación de mensajes. *El profesional de la información*, 27(4), 769-777. <https://doi.org/10.3145/epi.2018.jul.06>

Fengler, Susanne; Eberwein, Tobias; Mazzoleni, Gianpietro y Porlezza, Colin (Eds.) (2014). *Journalists and media accountability. An international study of news people in the digital age*. Peter Lang Publishing

Franco, Guillermo. (2008). *Cómo escribir para la Web*. Knight Center for Journalism in the Americas. <https://journalismcourses.org/wp-content/uploads/2020/08/How-to-write-for-the-Web-esp.pdf>

Greenwood, Sue (2017). *Future Journalism. Where We Are and Where We're Going*. Routledge.

Guallar, Javier (2014). *El content curator*. Editorial UOC.

Jaraba, Gabriel (2015). *Twitter para periodistas: cómo usar con profesionalidad el microblogging para sacar partido de la red*. Editorial UOC. <http://www.digitaliapublishing.com/a/38008>

Jenkins, Henry, Ford, Sam y Green, Joshua. (2015). *Cultura Transmedia: La creación de contenido y valor en una cultura en red*. GEDISA.

Keen, Andrew (2016). *Internet no és la resposta*. Catedral.

Le Masurier, Megan (2018). *Slow Journalism*. Routledge.

McChesney, Robert (2015). *Desconexión digital: cómo el capitalismo está poniendo a internet en contra de la democracia*. El Viejo Topo.

Morales-Vargas, Alejandro, Pedraza-Jiménez, Rafael y Codina, Luís (2022). Calidad web en medios digitales: revisión bibliográfica sobre métodos e indicadores de evaluación general y atributos de confianza. *Revista Latina de Comunicación Social*, 80, 39-63. <https://www.doi.org/10.4185/RLCS-2022-1515>

Noguera-Vivo, José Manuel (2015). *Todos, todo: manual de periodismo, participación y tecnología*. Editorial UOC.

Pelliser-Rossell, Nel·lo y Oleaque-Moreno, Joan M. (eds.) (2019). *Mutaciones discursivas en el siglo XXI: La política en los medios y en las redes*. Tirant Humanidades.

Pérez-Soler, Susana (2017). *Periodismo y redes sociales: claves para la gestión de contenidos digitales*. Editorial UOC.

Peters, Chris y Broersma, Marcel (Eds.). (2017). *Rethinking Journalism Again. Societal role and public relevance in a digital age*. Routledge.

Puentes-Rivera, Iván, Campos-Freire, Francisco i López-García, Xosé (Coords.) (2018). *Periodismo con futuro. Media XXI*.

Redondo, Myriam (2018). *Verificación digital para periodistas: manual contra bulos y desinformación internacional*.

Editorial UOC.

Sáez, Albert. (2015). El Periodisme després de Twitter: notes per a repensar un ofici. Tres i Quatre.

Salazar, Idoia y Benjamins, Richard (2022). El algoritmo y yo. GuIA de convivencia entre seres humanos y artificiales. Anaya: Madrid.

Salvatierra, Ramón (Coord.). (2016). Ciberperiodismo en Iberoamérica. Ariel.  
<https://www.fundaciontelefonica.com/cultura-digital/publicaciones/479/>

Sampedro, Víctor (2018). Diéutica digital. Para adelgazar al Gran Hermano. Icaria Editorial.

Sánchez-Calero, María Luisa i Limón-Naharro, Pilar (2017). La construcción de la noticia y el papel de los social media y los Periodismos Ciudadanos en la gestión de la información de desastres o catàstrofes naturales. Egregius.

Sanjurjo-Rebollo, Beatriz (2015). Manual de Internet y redes sociales: una mirada legal al nuevo panorama de las comunicaciones en la red, con especial referencia al periodismo digital, propiedad intelectual, protección de datos, negocios audiovisuales, ecommerce, consumidores, marketing online y publicidad digital. Dykinson.

Sehl, Annika; Cornia, Alessio; Nielsen, Rasmus Kleis (2018). Public Service News and Social Media. Reuters Institute for the Study of Journalism.

Suau Gomila, Guillem; Mora-Rodríguez, Michael; Pont-Sorribes, Carles (2022). Twitter como herramienta de comunicación de emergencias: análisis de los perfiles institucionales y propuestas de mejora a partir de los atentados de Barcelona y Cambrils de 2017. Estudios sobre el Mensaje Periodístico, 28(2), 433-446.  
<https://doi.org/10.5209/esmp.77692>

Tranche, Rafael (2019). La máscara sobre la realidad: la información en la era digital. Alianza Editorial.

Van-Dijck, José (2019). La cultura de la conectividad: Una historia crítica de las redes sociales. Siglo XXI Editores.

Villar-Rodríguez, Jorge (2016). Gestión y planificación de redes sociales profesionales: Todo lo que debes saber para gestionar correctamente redes sociales corporativas. Deusto.

Zuazo, Natalia (2018). Los dueños de internet: Cómo nos dominan los gigantes de la tecnología y qué hacer para cambiarlo. Debate.

## Observatories and publications criticizing the media

- Ética Segura: <http://www.fnpi.org/es/etica-segura>
- European Journalism Observatory: <http://en.ejo.ch/>
- Mèdia.cat: <http://www.media.cat/>
- Poynter.org: <http://www.poynter.org/>
- Columbia Journalism Review: <http://www.cjr.org/>
- Project Censored: <http://projectcensored.org/>
- The Media Blog: <http://www.themediablog.co.uk/>

## Websites and blogs of the sector

- Mediagazer: <http://mediagazer.com/>
- Nieman Lab: <http://www.niemanlab.org/>
- PressGazette: <http://www.pressgazette.co.uk/>

- Pew Research Center: <http://www.journalism.org/>
- Journalism.co.uk: <https://www.journalism.co.uk/>
- Reuters Institute for the Study of Journalism: <http://reutersinstitute.politics.ox.ac.uk/>
- Clases de Periodismo: <http://www.clasesdeperiodismo.com/>
- Comunicació21: <http://comunicacio21.cat/>