Universitat de Lleida

DEGREE CURRICULUM
DIGITAL JOURNALISM

Coordination: SUAU GOMILA, GUILLEM

Academic year 2022-23

DIGITAL JOURNALISM 2022-23

Subject's general information

Subject name	DIGITAL JOURNALISM
Code	101981
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Audiovisual Communication and Journalism	3	OPTIONAL	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups	Activity type	PRAULA	TEORIA
	Number of credits	3	3
	Number of groups	1	1

Coordination	SUAU GOMILA, GUILLEM
Department	CATALAN STUDIES AND COMMUNICATION
Teaching load distribution between lectures and independent student work	Classroom sessions: 60 hours Autonomous student work: 90 hours 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 obligatory readings, carry out the indicated works, deliver the practices and carry out the final evaluation test. 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.
Important information on data processing	Consult this link for more information.
Language	Catalan and Spanish
Distribution of credits	Total credits: 6

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 traditional media face a complex and convulsive digitization, in an increasingly complex hypermedia environment, we must reflect on the roles of the media and the challenges they face in the present and in the near future. According to the AIMC, digital media have become the main source of information for citizens, therefore, it is of special relevance to learn to manage and reflect on the creation of multimedia informational content in this environment.

Learning objectives

Identify and reflect on the main problems that journalism faces in its digitization process.

Know the main theories and authors who have reflected on cyberjournalism and analyze the main trends in digital journalism.

Know and compare the different journalistic traditions.

Correctly apply the professional treatment of informative facts and the proper use of journalistic genres and information sources.

Identify and use different platforms and digital tools for the exercise of journalism.

Create multimedia journalistic content.

Master digital information management procedures.

Prepare different types of journalistic pieces for digital platforms, adapting them to the specific needs of each platform or communication medium.

Competences

Basics
CB2. Apply their knowledge to their work or vocation in a professional way and acquire the competencies that are usually demonstrated through the development and defense of arguments and solving problems within their area of study.
CB4. To be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

General
CG3. Apply theoretical knowledge in practical activity.

Specifics
CE7. Identify and apply the ethical principles and professional deontology in the exercise of activities related to the media.
CE10. Identify contemporary traditions in the creation of informative and non-informative discourses.
CE14. Identify and apply the specific narrative and expository logic and skills of audiovisual and interactive content of an informative and non-informative type.

Transversal.
CT1. Acquire an adequate oral and written comprehension and expression of Catalan and Spanish.

Subject contents

Digital journalism in the media ecosystem: challenges and opportunities.

Media ecology and digital journalism.

Comparative media systems. A theoretical approach to the evolution of media groups and conglomerates.

Social networks: allies and risks for an ethical journalistic praxis.

Verification of information and informative sources.

New formats and journalistic languages in the digital field.

Algorithmic communication in the field of journalism.

Fast vs Slow Journalism: New ways of practicing critical journalism.

Disinformation and infodemic: tools to combat these dangers.

Platforms and tools for digital journalism.

Journalism against hate speech and polarization: building bridges in a fragmented society.

Methodology

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

Conferences. Public presentation of a topic by an expert person.

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.

Simulation. Activity in which, when faced with a case or a problem, each student or group is assigned a role according to which they must intervene in the development of the situation.

Development plan

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In groups of four or five people, students will have to demonstrate their ability to use digital tools, creating a blog with journalistic content (reports, news, chronicles, opinion pieces or analysis, etc.) in text, video and radio format. ie media. Each member of the group must contribute to creating a piece of each format on different platforms. Journalistic genres or topics cannot be repeated, in any case.

During the months of March and April there will be two conferences by Dr. Carles Pont Sorribes from Pompeu Fabra University on the experience of refounding the Diari de Barcelona and another by Mr. Marc Angrill on the creation and implementation of a journalistic project.

On March 16 and 17 we will attend the XXIV Journalism Congress of Huesca where we will participate in approximately twelve presentations and round tables of reflection on the current state of journalism by professionals and experts. An example is the programming of last year: https://congresoperiodismo.com/congreso/ponencias/ **Students must submit a paper on this activity**.

Each student, individually, must choose a local, national or international digital medium and analyze every two weeks the content that it publishes in one of its sections. **Every Thursday, the teacher will choose two students at random who will present the analyzed sections of the medium in question. On Thursday, May 25, all students will have to submit their complete analysis of the analyzed media.**

In the month of April, a content verification workshop will be held in digital media and social networks.

Debates will be held on current readings that are of interest for the development of this subject. The readings will deal with the challenges and opportunities of digital journalism, algorithmic communication, comparative media systems and professional ethics. All readings will be available on the Virtual Campus at least one week in advance.

Evaluation

"Students who combine their degree with a full time job or a part-time job with schedules coinciding with classes have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to academic@lletres.udl.cat or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres)".

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.

Attendance and participation in class and conferences 30%

Digital media analysis 20%

Creation of textual, visual and radio content 40%

Exam (June 1, 2023 from 4:00 p.m. to 6:00 p.m. in class 1.21). 10%

If plagiarised material 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'.

Students who have attended at least 80% of the classes and have done all the work and the exam and have an average grade of less than 5 will be able to attend the make-up exam. The recovery will take place on June 19 from 4:00 p.m. to 6:00 p.m. in room 1.21. Approved students will not be able to take this exam.

Bibliography

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Aparici, Roberto i 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.

Bossio, Diana (2017). Journalism and Social Media: Practitioners, Organisations and Institutions. https://link.springer.com/book/10.1007%2F978-3-319-65472-0

Campos-Domínguez, Eva i 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

Canovaca de la Fuente, Enrique (2019). El periodisme digital amb valor: claus per a la sostenibilitat de la prensa. Universitat Autònoma de Barcelona / Universitat Jaume I / Universitat Pompeu Fabra / Universitat de València.

Fengler, Susanne; Eberwein, Tobias; Mazzoleni, Gianpietro i 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

García-Avilés, Jóse Alberto, Carvajal, Miguel i Comín, María (2016). Cómo innovar en periodismo. Entrevistas a 27 profesionales. https://www.academia.edu/30893819/Cómo_innovar_en_Periodismo_Entrevistas_a_27_profesionales

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

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

Hallin, Daniel i Mancini, Paolo (2004). Sistemas mediáticos comparados. Tres modelos de relación entre los medios de comunicación y la política. Editorial Hacer: Barcelona.

Huey, John Nisenholtz, Martin i Sagan, Paul (2018). Resaca. Qué fue del negocio del periodismo. http://vigesimo.congresoperiodismo.com//wp-content/uploads/2018/01/Resaca.pdf

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 i 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.

López-Garcia, Guillermo (2015). Periodismo digital: redes, audiencias y modelos de negocio. Comunicación Social.

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 i 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.

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

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a digital age. Routledge.

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

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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.

Scolari, Carlos i Gaillard, Xavier (2015). Ecología de los medios. Entornos, evoluciones e interpretaciones. Gedisa: Barcelona.

Scolari, Carlos i Rapa, Fernando (2020). Media evolution. Sobre el origen de las especies mediáticas. La Marca: Madrid.

Scolari, Carlos (2021). Las leyes de la interfaz: diseño, ecología, evolución, tecnología.Gedisa: Barcelona.

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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

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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/

Industry news websites

• 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.