

## MODULE 8: Online Media

Stage	2						
Semester (Semester1/Semester2 if applicable)	2						
Module Title	Online Media						
Module Number	8						
Module Status (Mandatory/Elective)	Mandatory						
Module ECTS credit	5						
Module NFQ level (only if applicable)	9						
Pre-requisite Module Titles	None						
Co-requisite Module Titles	None						
Is this a capstone module? (Yes or No)	No						
List of Module Teaching Personnel	Alan Gill, Stephen O'Leary						
Contact Hours				Non-contact Hours			Total Effort (Hours)
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
24		12		36		48	120
<b>Allocation of Marks (Within the Module)</b>							
	Continuous Assessment	Project	Practical	Final Examination	Total is always 100%		
Percentage contribution	50%	50%			100%		

### Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Assume immediate employment as professionally equipped journalists and communications specialists with the capacity to lead teams in print, electronic, radio, TV, publishing, public relations or other related media.
2. Write material at an advanced level that is suitable for radio, TV, the internet and other areas requiring integrated journalistic skills.
3. Operate relevant media equipment to a high technical standard.
4. Identify and have the confidence to exploit opportunities for new media products/services as they emerge.
5. Use industry-standard technology at the forefront of the field to produce high quality online content and websites.
6. Write and edit content to a high professional standard for online and web-print hybrid publications.
7. Demonstrate a critical comprehension in the initiating, design and construction of integrated web-based media sites.

8. Critically appraise the online media landscape and the potential of new technologies and audiences.

## **Module Objectives**

The emergence of the internet and development of journalism specifically designed for the World Wide Web requires the skills necessary to write within this production context. Journalists need to understand the impact and intent of writing for the web, as well as the skills required to produce news and features in a web context. The reporting, writing and packaging of news for online audiences requires an evaluation and understating of the online media world.

The purpose of this module is to enable participants to critically evaluate the techniques and skills of an online journalist. Participants are expected to apply these new skills in a professional way. They reflect on the vitality of the web, acquire new skills and make sense of a transforming industry. In doing so, participants learn to manage and stimulate user-generated content.

This module aims to:

- Develop awareness and analysis of the role and importance of web-based media technology and content in a multi-media environment.
- Examine and critically evaluate the trends and potential of online media and its constraints.
- Acquire a systematic understanding of the principles and methods of good web design techniques and the editing process through producing online sites and content.
- Identify the specific needs and limitations of web-based journalism and editorial processes.
- Establish a competency in the technologies and applications used in designing and distributing web sites.
- Develop the capacity to write online content in and on appropriate contexts and platforms

## **Module Curriculum**

### **Indicative Syllabus**

#### **Introduction and overview**

This introductory section critically analyses the key differences between online and traditional journalism. A history of online journalism including details of pioneers and early adopters is provided. Definitions of key terms, including terms such as 'crowdsourcing' and 'podcast', are given before we begin to assess the impact of new technology on the media.

#### **The Development of New Media and its Impact on Journalism**

This section begins by focusing on the importance of understanding technology and its impact on journalism. There is a particular focus on social media. This section analyses the development, for example, of blogs and Twitter as part of online media. It also equips learners with the skills necessary to build and create a blog and identifies examples of successful ones. This topic also looks at how Twitter is used by journalists and its impact on journalism generally.

## **Web Design Theory**

This section examines Web design theory and addresses the issue of usability and accessibility in web design. The technical elements in this section include:

- HTML and CSS
- Limitations and strengths
- Using Dreamweaver CS5
- Files and digital images on the web.
- Photoshop basics.
- Maintaining a website - using FTP and managing content

This topic also covers design issues and technology and examines:

- Web typography and colour
- Layout and interactive limitations
- Technology and news media
- The characteristics of new media
- The impact of interactivity and hypertextuality on news websites

## **User-generated content (UGC)**

The importance of UGC for journalists and media organisations, types of UG content and why audiences share content is covered in this section of the module. As part of this topic learners analyse some of the most popular forms of UGC e.g. photographs, Twitter, Facebook tagging, wikipedia and DIY social networks.

## **Writing for the web**

This section concentrates on how to write for the web and examine topics such as writing for SEO, multimedia and convergence journalism, as well as research and organisation.

## **Putting it all together!**

This topic examines news reporting methods for the web and covers the following:

- Audio and podcasting
- Video Reporting for the web
- Copyright, Fair Use, Freedom of expression, mobile journalism laws and notes of caution for online journalists.

This topic also addresses how learners' own blog and website can be improved by adopting features covered as part of the module. Case studies, which illustrate the use of technology to enhance audience communication, are used throughout the module to provide a practical illustration of the topics covered.

## Reading lists and other learning materials

### Recommended Reading

- Beaird, J. 2010. *The Principles of Beautiful Web Design*. Collingwood: Sitepoint.
- Briggs, M., 2007. *Journalism 2.0: how to survive and thrive : a digital literacy guide for the information age*. Maryland: Knight Citizen News Network.
- Bruns, A. 2005. *Gatewatching: Collaborative Online News Production*. Peter Lang Publishing.
- Bull, A., 2010. *Multimedia journalism: a practical guide*. London: Routledge.
- Kolodzy, J., 2006. *Convergence journalism: writing and reporting across the news media*. Lanham, Md.: Rowman & Littlefield.
- McAdams, M., 2012. *Flash Journalism: How to create multimedia news packages*. Oxford: Focal Press.
- Meyer, P., 2009, *The vanishing newspaper: saving journalism in the information age*, USA: University of Missouri Press.
- Quinn, S. & Lambie, S. 2007. *Online newsgathering: research and reporting for journalism*. Oxford: Focal Press.
- Rosenberg, S., 2009. *Say everything: how blogging began, what it's becoming, and why it matters*. New York: Crown.
- Silver, A.H., 2011. *WordPress 3 complete: create your own complete website or blog from scratch with WordPress*. Birmingham, UK: Packt Pub.
- Tewkesbury, D. & Rittenberg, J. 2012. *News on the Internet: Information and Citizenship in the 21st Century*. OUP USA.
- Wilkinson, J.S., Grant, A.E. & Fisher, D.J. 2012. *Principles of Convergent Journalism*, Oxford University Press.
- Allan, S. (2006) *Online News: Journalism and the Internet*, (2009), UK and USA: Open University.

### Secondary Reading

- Allan, S. 2006. *Online News*. Open University Press.
- Boczkowski, P. 2005. *Digitizing the News: Innovation in Online Newspapers*. MIT Press.
- Craig, R. 2004. *Online Journalism: Reporting, Writing, and Editing for New Media*. Wadsworth.
- Ess, C., 2009. *Digital Media Ethics*, Polity Press.
- Frauenfelder, M., 2007. *Rule the Web*, Griffin Trade Paperbacks.
- Gillmor D. 2006. *We the Media: Grassroots Journalism By the People, For the People*. O'Reilly Media.
- Gralla, P., 2006. *How the Internet Works 8th ed.*, QUE.
- Jenkins, H. 2008. *Convergent Culture: Where Old and New Media Collide*. NYU Press.
- Kawamoto, K. ed. 2004. *Digital Journalism: Emerging Media & the Changing Horizons of Journalism*. Rowman & Littlefield.
- Lister, M. et al. 2008. *New Media: A Critical Introduction 2nd ed.*, Routledge.
- Morgan, V. (2008) *Practicing Videojournalism*, UK: Routledge.
- OECD. 2010. *News in the Internet Age: New Trends in News Publishing*. OECD Publishing.
- Quinn & Filak, eds. 2005. *Convergent Journalism: An Introduction--Writing and Producing Across Media*. Focal Press.

## Module Learning Environment

The learning environment is designed to both engage the learners and to encourage their critical thinking in relation to online media. This is achieved through lecturers, case studies and practical examples which are designed to stimulate discussions and questions. As this module covers practical aspects of online media, lectures are delivered both in a lecture room and a computer lab.

Learners are also supported with resources to offer structure and guidance. This includes lecture notes, reading materials as well as a detailed module curriculum which includes the learning outcomes, a class schedule, the necessary reading material and the assignment strategy. Participants also have access to Moodle, the College's Virtual Learning Environment (VLE).

## Module Teaching and Learning Strategy

This module is supported with structured web-based resources and applies the use of the programme Teaching Learning and Assessment methodologies. Specifically, the module is delivered using:

- Case Studies
- Formal Lectures
- Participative Lectures
- Workshops

## Module Assessment Strategy

The module is assessed by continuous assessment. Assignment work focusses on two areas. Learners produce a website that demonstrates the technical application of learned theories and principles. Also, learners produce an essay that demonstrates research, analysis and written presentation of a relevant topic. The exam consists of a number of questions that require learners to demonstrate their analytical and problem solving skills and to detail theories and information that have been covered in the syllabus

Element Number	Weighting	Type	Description
1	50%	Project	Creation of a multi-page website that is live on the web which demonstrates key features covered as part of the module.
2	50%	Continuous Assessment	Maintaining a blog using new skills and techniques covered each week which guide the content of the blog post.