

MODULE 8: Digital Journalism

Stage	2						
Semester	2						
Module Title	Digital Journalism						
Module Number	8						
Module Status (Mandatory/Elective)	Mandatory						
Module ECTS credit	5						
Module NFQ level (only if applicable)	9						
Pre-requisite Module Titles	N/A						
Co-requisite Module Titles	N/A						
Is this a capstone module? (Yes or No)	No						
List of Module Teaching Personnel	Stephen O'Leary						
Contact Hours				Non-contact Hours			Total Effort (Hours)
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
24		12		36		48	120
Allocation of Marks (Within the Module)							
	Continuous Assessment	Project	Practical	Final Examination	Total		
Percentage contribution	100%				100%		

Intended Module Learning Outcomes

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

1. Write and edit content at an advanced level, using integrated journalistic skills, for online and web-print hybrid publications.
2. Identify and have the confidence to exploit opportunities for new media products/services as they emerge.
3. Effectively utilise industry-standard technology at the forefront of the field to produce high quality online content.
4. Critically appraise the online media landscape and the potential of new technologies and audiences.

Module Objectives

The emergence of digital media and development of journalism specifically designed for the Internet 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 digital media world.

The purpose of this module is to enable participants to critically evaluate the techniques and skills of an digital 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 digital media technology and content in a multi-media environment.
- Examine and critically evaluate the trends and potential of online media and its constraints.
- Identify the specific needs and limitations of digital journalism and editorial processes.
- 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' 'user generated content' and 'content curation', 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.

Integration of Broadcast and Online Journalism

This section examines how traditional radio and television media organisations are integrating online media into their workflow, editing, and production processes. This topic also covers design issues and technology and examines:

- 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 digital journalists.

This topic also addresses how learners' own content 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

Beird, J. 2010. *The Principles of Beautiful Web Design*. Sitepoint.

Briggs, M. 2007. *Journalism 2.0: How to Thrive and Survive*. J-lab

Bruns, A. 2005. *Gatewatching: Collaborative Online News Production*. Peter Lang Publishing.

Bull, A. 2010. *Multimedia Journalism: A Practical Guide*. Routledge.

Hodge Silver, A. 2011. *WordPress 3 Complete*. Packt Publishing.

Jones, J. & Salter, L. 2011. *Digital Journalism*. Sage Publications.

Kolodzy, J. (2006) *Convergence Journalism, USA*: Rowman and Littlefield.

McAdams, M., 2012. *Flash Journalism: How to Create Multimedia News Packages*, 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*, Focal Press.

Rosenberg, S. (2009) *Say Everything: How Blogging Began, What It's Becoming, and Why It Matters*, USA: Crown Publishers

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 digital journalism. 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 include 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
- Guest lectures from industry experts

Module Assessment Strategy

The module is assessed by continuous assessment. Assignment work focusses on an online media publication. Learners contribute to this class website, allowing them to demonstrate the technical application of learned theories and principles. Learners are responsible for the promotion of the site in their own social networks, and are required to demonstrate how analysis of Google Analytics shaped the time and type of content they produce.

Element Number	Weighting	Type	Description
1	100%	Continuous Assessment	Contributing to the class website, using new skills and techniques covered each week which guide the content.