

# Advanced Master's Degree Multimedia Journalism and Digital Communication





## Advanced Master's Degree Multimedia Journalism and Digital Communication

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/journalism-communication/advanced-master-degree/advanced-master-degree-multimedia-journalism-digital-communication](http://www.techtute.com/us/journalism-communication/advanced-master-degree/advanced-master-degree-multimedia-journalism-digital-communication)

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# 01

# Introduction

The media have experienced a great advance favored by the evolution of new technologies, which allows greater immediacy and channels in which to transmit information, but also favors that any person, regardless of their specialization, become "news tellers". Therefore, it is important to have qualified journalists capable of adapting to the latest trends in digital communication.





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*Advances in new technologies favor the creation of communication channels that make it possible to reach a wider audience immediately”*

Today's media are constantly changing. Only skilled professionals at the forefront of journalism will be able to keep up with the demands of the market.

This Advanced Master's Degree offers a complete and up to date vision of multimedia journalism and digital communication, an area that is "winning the battle" against traditional journalism, due to its immediacy, the ease of access and the feedback that digital media offer, among other aspects.

The content and structure of this program aims to educate professionals in the field of journalism knowledge, from a multimedia conception of information, which brings together specific knowledge in the areas of specialized journalism, new technologies, the structure of information and the audiovisual field.

Journalism studies are one of the most demanded in all universities, since this profession has a great influence on the population and has gained great prominence since its beginnings. Journalism involves different branches: social, cultural, economic, sports, international, events, conflicts... This makes it necessary for professionals in this sector to specialize in order to tell stories in the most appropriate way in each case and, above all, taking into account the digitalization of the media, due to the great importance it has in the world of journalism.

Throughout this specialization, the student will learn all of the current approaches to the different challenges posed by their profession. A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

This challenge is one of TECH's social commitments: To help highly qualified professionals to specialize and develop their personal, social and labor competencies during the course of their training.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic, and efficient. We will work to keep you motivated and to create in you a passion for learning. And we will push you to think and develop critical thinking.

This **Advanced Master's Degree in Multimedia Journalism and Digital Communication** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ Practical cases presented by practicing experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by remote education
- ♦ Continuous updating and retraining systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-evaluation and learning verification
- ♦ Support groups and educational synergies: Questions to the expert, discussion forums and knowledge
- ♦ Communication with the teacher and individual reflection work
- ♦ Content that is accessible from any, fixed or portable device with an Internet connection
- ♦ Supplementary documentation databases are permanently available, even after the program



*A high level scientific educational program, supported by advanced technological development and the teaching experience of the best professionals"*

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*An educational program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way”*

Our teaching staff is made up of working professionals. In this way we ensure that we deliver the educational update we are aiming for. A multidisciplinary team of qualified and experienced professionals in different environments, who will develop the theoretical knowledge in an efficient way, but, above all, will put the practical knowledge derived from their own experience at the service of the specialization: one of the differential qualities of this Advanced Master's Degree.

This expertise is complemented by the efficiency of the methodological design of this Advanced Master's Degree. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of easy-to-use and versatile multimedia tools that will give you the necessary skills you need for your specialization.

The design of this program is based on Problem-Based Learning: an approach that views learning as a highly practical process. To achieve this remotely, we will use telepractice learning. With the help of an innovative interactive video system, and learning from an expert, you will be able to acquire the knowledge as if you were actually dealing with the scenario you are learning about. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

*We have the best teaching methodology and a multitude of simulated cases that will help you prepare for real situations.*

*A deep and complete immersion in the strategies and approaches in Multimedia Journalism and Digital Communication.*



# 02 Objectives

Our objective is to prepare highly qualified professionals for the working An objective that is also complemented, in a general way, with the promotion of human development that lays the foundations for a better society. This objective is focused on helping professionals reach a much higher level of expertise and control. A goal that you will be able to achieve thanks to a highly intensive and detailed course.







If your goal is to improve in your profession, to acquire a qualification that will enable you to compete among the best, look no further: Welcome to TECH”





## General Objectives

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- ◆ Provide advanced and specialized education in the different emerging Information and Communication Technologies (ICT), in the different professional tasks of the journalistic activity
- ◆ Incorporate the most advanced technological and media tools to achieve a higher degree of knowledge and expert use of the different audiovisual and technological aids
- ◆ Enable the student to generate new models and platforms for professional practice, using the most innovative techniques and methods
- ◆ Encourage and promote the analysis of different specialized journalistic content and information structures in order to be able to address and solve technological and scientific problems
- ◆ Boost the capacity for creativity and innovation when approaching projects on Professional Multimedia Journalism
- ◆ Acquire expert knowledge of the structures and discursive typologies of journalistic communication that contribute to the shaping of today's societies
- ◆ Achieve the necessary knowledge to write and transmit information, through different journalistic genres, in digital support





## Specific Objectives

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- ◆ Deepen the role of journalists in preserving the fundamental right to freedom of the press in today's democratic societies
- ◆ Relate the main characteristics of communication with current social communication platforms
- ◆ Identify the most important aspects of digital communication and their contextualization in society's use of them
- ◆ Develop the optimal skills to apply knowledge in the use of ICTs
- ◆ Obtain a good digital identity through the use of ICTs
- ◆ Mastering new multimedia resources
- ◆ Develop the competences and skills of MoJO Journalism
- ◆ Take advantage of the new communicative possibilities offered by smartphones
- ◆ Acquiring the necessary knowledge to analyze data and statistics of new journalism
- ◆ Develop the spirit of research
- ◆ Develop the ability to analyze problems with the new instruments of multimedia journalism
- ◆ Understand the tools for the analysis, design and implementation of journalistic initiatives based on the specific principles of storytelling
- ◆ Describe the new transmedia and immersive storytelling strategies"
- ◆ Utilize the continuous development of new digital tools and resources such as interactive photos, timelines, maps and graphics
- ◆ Identify the main developments in social media platforms
- ◆ Understand the theoretical and practical bases for the development of the planning of a journalistic project in the new virtual environment
- ◆ Acquire the ability to turn an idea into a project in a solvent way
- ◆ Elaborate projects for the transmission of coherent information in a minimal way
- ◆ Acquire the skills necessary for researching new sources in objective factual reporting and data analysis
- ◆ Explain the news in a concise and precise way, maintaining the interest of the consumer
- ◆ Mastering the skills required for investigative reporting, enabling news to be verified
- ◆ Ensure that news is delivered to the public with full guarantees of quality information
- ◆ Describe the revolution that the communication market is undergoing through technological, economic and social factors
- ◆ Identify the difficulties that the communication industry is experiencing in the adoption of new business models
- ◆ Broaden competencies in the audience measurement models currently in use
- ◆ Describe the implications in the world of journalism
- ◆ Contrast the challenges of the sector in the current configuration of digital communication
- ◆ Know the epistemological bases to execute the fundamental tools for the definition and design of a documentary for the web, starting with the understanding of the role of the webdoc format in non-fiction and contemporary journalistic work
- ◆ Manage the advanced techniques and methodologies of data analysis and visualization of the most common information data in the field of digital journalism
- ◆ Achieve the essential skills to generate and distribute relevant, valuable and attractive digital content for users
- ◆ Know how to create a communicative link between the brand and the consumer

- ◆ Describe the main research trends in social communication, as well as their different models
- ◆ Know and understand the sources of knowledge of scientific research
- ◆ Know and analyze the elements that make up communication
- ◆ Know and understand the origins of the study of communication
- ◆ Analyze the different aspects of the communicative behavior
- ◆ Describe the main concepts of communication in groups and organizations
- ◆ Master the journalistic tradition from its origins to the present day, focusing on the main media outlets, journalists and important news coverage
- ◆ Analyze the types of newspapers that exist and their contents
- ◆ Documenting news processes and handling new technologies related to the treatment of documents
- ◆ Know the main journalistic tools and their selection criteria
- ◆ Express and act on public opinion, using all the methods, languages and technological supports available to journalism today (press, radio, television and networks)
- ◆ Know and analyze the elements of the newspaper
- ◆ Organize complex communicative knowledge in a coherent manner and its relationship with other social and human sciences
- ◆ Relate the main milestones and trends in the history of communication and their impact and influence on society
- ◆ Understand the nature and communicative potential of images
- ◆ Know the determinants of effective communication to large and small audiences, including nonverbal communication and the use of body language
- ◆ Analyze the persuasiveness of advertising through images
- ◆ Have an in-depth knowledge of editorial and journalistic design
- ◆ Analyze the different levels and components that form the Spanish linguistic system, as well as the discursive products that are framed in the different textual typologies



- ◆ Identify similarities and differences between the oral code and the written code
- ◆ Know and master the strategies of coherence, cohesion and adequacy in the elaboration of texts
- ◆ Distinguish the different phases of the writing process
- ◆ Analyze the text and its linguistics
- ◆ Develop an in-depth knowledge of communication in the past and current communication
- ◆ Communicate and inform in the language of the press, through the mastery of its various journalistic genres
- ◆ Make decisions related to information tasks, production and editing, which are manifested in the search for the most current news
- ◆ Elaborate periodical publications both in paper and digital format
- ◆ Write journalistic pieces in due time and form according to the specifications of the different informative (news), interpretative (chronicle, interview and report) and opinion (editorial, column, article, etc.) genres
- ◆ Learn and analyze the journalistic genres
- ◆ Bring knowledge, ideas and debates of informative content to society through the different journalistic modalities and the different media
- ◆ Gain knowledge of the historical evolution of contemporary European and international journalistic modes and traditions based on the analysis and research of the messages they transmit and their social impact
- ◆ Understand the main debates and media events arising from the current situation and from how they are generated and disseminated according to communication strategies and interests of all kinds
- ◆ Learn and analyze the concept of journalistic chronicle
- ◆ Learn and analyze the concept of journalistic reportage
- ◆ Make decisions related to information tasks, production and editing, which are manifested in the search for the most current news
- ◆ Elaborate periodical publications both in paper and digital format
- ◆ Know the tradition and historical background of written communication technology and journalistic design
- ◆ Get to know the initial forms of writing
- ◆ Assess the suitability of new periodical publications
- ◆ Know the particularities that define the magazine as a medium of written journalism, its typology and the segmentation of its market
- ◆ Elaborate periodical publications both in paper and digital format
- ◆ Know the tradition and historical background of written communication technology and journalistic design
- ◆ Analyze and identify the different components of a magazine
- ◆ Know the magazine, its specificities and the publishing market
- ◆ Bring knowledge, ideas and debates of informative content to society through the different journalistic modalities and the different media
- ◆ Appropriately identify and use all kinds of sources that are significant to the study of information and communication
- ◆ Get to know and analyze the information business
- ◆ Understand the structure of the media and their main formats, as expressions of the lifestyles and cultures of the societies in which they perform their public function
- ◆ Understand the importance of the Internet in the research work in the field of Communication Sciences
- ◆ Gain knowledge about the new 2.0 professionals
- ◆ Gain knowledge of digital journalism in its formats and contents

# 03 Skills

Once all the contents have been studied and the objectives of the Advanced Master's Degree in Multimedia Journalism and Digital Communication have been achieved, health professionals will have gained superior expertise and performance in this field. A very complete approach, in a high-level Advanced Master's Degree, which makes the difference.





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*Achieving excellence in any profession requires effort and perseverance. But, above all, the support of professionals, who will give you the boost you need, with the necessary means and assistance. At TECH, we offer you everything you need”*

After passing training the professional will be able to:



## General Skills

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- ◆ Apply to new or unfamiliar environments, within broader (or multidisciplinary) contexts, the concepts, principles, theories or models related to cultural communication
- ◆ Elaborate adequately and with some originality written compositions or motivated arguments, to write plans, work projects or scientific articles, or to formulate reasonable hypotheses in the field of cultural information
- ◆ Make judgments, especially in the professional and academic field of culture and communication, based on criteria, external standards or personal reflections
- ◆ Publicly present ideas, procedures or research reports, to convey emotions or to advise individuals and organizations, especially in the field of cultural journalism
- ◆ Write and transmit the information in digital support







## Specific Skills

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- ◆ Know and analyze the new languages and narratives of radio and television on the internet, video journalism and social networks, as well as emerging trends
- ◆ Plan and generate digital models via the knowledge and use of programs and techniques applied to radio and television
- ◆ Evaluate and analyze the functions and structure of audiovisual and multimedia information
- ◆ Get to know the new tools, informative or communicative production, written or multimedia, based on new information and communication technologies, audiovisual and computer codes for the development of media and digital competence
- ◆ Communicate in the distinct language of each of the traditional media (press, photography, radio, television), in their modern combined forms (multimedia) or new digital media (Internet), by means of hyper-textuality
- ◆ Identify the communication process and analyze the elements that form it
- ◆ Know the main journalistic tools and know how to use them
- ◆ Correct use of images and non-verbal communication
- ◆ Communicate through written texts
- ◆ Distinguish the different journalistic genres and learn how to use them
- ◆ Produce publications in digital format
- ◆ Knowing the opportunities that the Internet offers to journalism

04

# Course Management

This academic program includes the most specialized teaching staff in the current educational market. They are specialists selected by TECH to develop the whole syllabus. In this way, starting from their own existence and the latest evidence, they have designed the most up-to-date content that provides a guarantee of quality in such a relevant subject.



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*TECH offers the most specialized teaching staff in the field of study. Enroll now and enjoy the quality you deserve”*

## International Guest Director

Awarded with the “International Content Marketing Awards” for her creativity, leadership and quality of her informative contents, Wendy Thole-Muir is a recognized Communication Director highly specialized in the field of Reputation Management.

In this sense, she has developed a solid professional career of more than two decades in this field, which has led her to be part of prestigious international reference entities such as Coca-Cola. Her role involves the supervision and management of corporate communication, as well as the control of the organizational image. Among her main contributions, she has led the implementation of the Yammer internal interaction platform. Thanks to this, employees increased their commitment to the brand and created a community that significantly improved the transmission of information.

On the other hand, she has been in charge of managing the communication of the companies’ strategic investments in different African countries. An example of this is that she has managed dialogues around significant investments in Kenya, demonstrating the commitment of the entities to the economic and social development of the country. At the same time, she has achieved numerous recognitions for her ability to manage the perception of the firms in all the markets in which it operates. In this way, she has ensured that companies maintain a high profile and consumers associate them with high quality.

In addition, in her firm commitment to excellence, she has actively participated in renowned global Congresses and Symposiums with the objective of helping information professionals to stay at the forefront of the most sophisticated techniques to develop successful strategic communication plans. In this way, she has helped numerous experts to anticipate institutional crisis situations and to manage adverse events in an effective manner.



## Ms. Thole-Muir, Wendy

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- ♦ Director of Strategic Communications and Corporate Reputation at Coca-Cola, South Africa
- ♦ Head of Corporate Reputation and Communications at ABI at SABMiller de Lovania, Belgium
- ♦ Communications Consultant at ABI, Belgium
- ♦ Reputation and Communications Consultant at Third Door in Gauteng, South Africa
- ♦ Master's Degree in Social Behavioral Studies, University of South Africa
- ♦ Master's Degree in Sociology and Psychology, University of South Africa
- ♦ Bachelor of Arts in Political Science and Industrial Sociology from the University of KwaZulu-Natal, South Africa
- ♦ Bachelor of Arts in Psychology from the University of South Africa

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*Thanks to TECH, you will be able to learn with the best professionals in the world”*

04

# Structure and Content

The contents of this specialization have been developed by the different teachers of this Advanced Master's Degree, with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field. The content of this course enables you to learn all aspects of the different disciplines involved in this field. A complete and well-structured program that will take you to the highest standards of quality and success.

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*Through a very well compartmentalized development, you will be able to access the most advanced knowledge of the moment in Multimedia Journalism and Digital Communication"*

## Module 1. Social Communication Theory

- 1.1. The Art of Communicating
  - 1.1.1. Introduction: The Study of Communication as a Social Science
  - 1.1.2. Knowledge
    - 1.1.2.1. Sources of Knowledge
  - 1.1.3. The Scientific Method
    - 1.1.3.1. The Deductive Method
    - 1.1.3.2. Inductive Method
    - 1.1.3.3. The hypothetical - deductive method
  - 1.1.4. Common Concepts in Scientific Research
    - 1.1.4.1. Dependent and Independent Variables
    - 1.1.4.2. Hypotheses
    - 1.1.4.3. Operationalization
    - 1.1.4.4. The law or theory of hedging
- 1.2. Elements of Communication
  - 1.2.1. Introduction
  - 1.2.2. Elements of Communication
  - 1.2.3. Empirical Research
    - 1.2.3.1. Basic Versus Applied Research
    - 1.2.3.2. Research Paradigms
    - 1.2.3.3. Values in Research
    - 1.2.3.4. The Unit of Analysis
    - 1.2.3.5. Cross-Sectional and Longitudinal Studies
  - 1.2.4. Defining communication
- 1.3. Trajectories of social communication research
  - 1.3.1. Introduction. Communication in the ancient world
  - 1.3.2. Communication Theorists
    - 1.3.2.1. Greece:
      - 1.3.2.1.1. Cicero and the canons of rhetoric
      - 1.3.2.1.2. Quintilian: the oratorical institution
    - 1.3.2.2. The Modern Period: The Theory of Argumentation
      - 1.3.2.2.1. Anti-Reticist Humanism
      - 1.3.2.2.2. Communication in Baroque
      - 1.3.2.2.3. From the Enlightenment to Mass Society
  - 1.3.3. The 20th Century: The Rhetoric of the Mass Media
    - 1.3.3.1. Media Communication
- 1.4. Communicative Behavior
  - 1.4.1. Introduction: the Communicative Process
  - 1.4.2. Communicative Behavior
    - 1.4.2.1. Animal Ethology and the Study of Human Communication
    - 1.4.2.2. The Biological Background of Communication
    - 1.4.2.3. Intrapersonal Communication
    - 1.4.2.4. Patterns of Communicative Behavior
  - 1.4.3. The Study of Non-Verbal Communicative Behavior
    - 1.4.3.1. The Movement of the Body as a Pattern of Communicative Action
    - 1.4.3.2. The Latent Content of Non-Verbal Communication: Deception in Body Movements
- 1.5. The Communicative Transaction
  - 1.5.1. Introduction: The Communicative Transaction
  - 1.5.2. Transactional Analysis
    - 1.5.2.1. The child-self
    - 1.5.2.2. The Father-Self
    - 1.5.2.3. The Adult-Self
  - 1.5.3. Classification of Transactions





- 1.6. Identity, Self-Concept and Communication
  - 1.6.1. Introduction
  - 1.6.2. Identity, Self-Concept and Communication
    - 1.6.2.1. Transactional Micropolitics and Self-Concept: Interaction as Negotiation of Identities
    - 1.6.2.2. The Strategy of Negative Emotions
    - 1.6.2.3. The Strategy of Positive Emotions
    - 1.6.2.4. The Strategy to Induce Emotions in Others
    - 1.6.2.5. The Mutual Commitment Strategy
    - 1.6.2.6. The Strategy of Pity or Understanding
  - 1.6.3. The Presentation of Oneself in Everyday Rituals
    - 1.6.3.1. Symbolic Interactionism
  - 1.6.4. Constructivism
  - 1.6.5. Self-Concept Motivated to Interact
    - 1.6.5.1. The Theory of Reasoned Action
  - 1.6.6. Conversational Pragmatics
- 1.7. Communication in Groups and Organizations
  - 1.7.1. Introduction: the Communicative Process
  - 1.7.2. Communicative Behavior
    - 1.7.2.1. Animal Ethology and the Study of Human Communication
    - 1.7.2.2. The Biological Background of Communication
    - 1.7.2.3. Intrapersonal Communication
    - 1.7.2.4. Patterns of Communicative Behavior
  - 1.7.3. The Study of Non-Verbal Communicative Behavior
    - 1.7.3.1. The Movement of the Body as a Pattern of Communicative Action
    - 1.7.3.2. The Latent Content of Non-Verbal Communication: Deception in Body Movements
- 1.8. Media Communication I
  - 1.8.1. Introduction
  - 1.8.2. Media Communication
  - 1.8.3. Characteristics of the media and their messages
    - 1.8.3.1. The Mass Media
    - 1.8.3.2. The functions of the media

- 1.8.4. The Powerful Effects of Mass Media
  - 1.8.4.1. The Media Tell us What to Think and What not to Think
- 1.9. Media Communication II
  - 1.9.1. Introduction
  - 1.9.2. The Hypodermic Theory
  - 1.9.3. The Limited Effects of the Media
  - 1.9.4. The Uses and Gratifications of Mass Communications
    - 1.9.4.1. Theory of Uses and Gratifications
    - 1.9.4.2. Origins and Principles
    - 1.9.4.3. Objectives of the Theory of Uses and Gratifications
    - 1.9.4.4. Expectation Theory
- 1.10. Media Communication II
  - 1.10.1. Introduction
  - 1.10.2. Computerized Communication and Virtual Reality
    - 1.10.2.1. Computer-mediated Communication: the Problem of its Theoretical Integration
    - 1.10.2.2. Definitions of Computerized Communication
  - 1.10.3. Evolution of the Theory of Uses and Gratifications
    - 1.10.3.1. Reinforcements of the media dependency theory
  - 1.10.4. Virtual Reality as an Emerging Object of Study
    - 1.10.4.1. Psychological Immersion of the User
  - 1.10.5. Telepresence

## Module 2. Theory of Journalism

- 2.1. Definition and Types of Newspapers
  - 2.1.1. Introduction: The Study of Communication as a Social Science
  - 2.1.2. Key Concepts: Communication, Information and Journalism
  - 2.1.3. The Media and its Relationship with the Community
  - 2.1.4. Newspapers and Their Relationship with other Media
  - 2.1.5. Definition and Characteristics of the Newspaper
    - 2.1.5.1. History
    - 2.1.5.2. Themes
    - 2.1.5.3. Sales Price
    - 2.1.5.4. Format
  - 2.1.6. Newspaper Contents
    - 2.1.6.1. Sections
- 2.2. Main Journalistic Tools
  - 2.2.1. Introduction
  - 2.2.2. Main Journalistic Tools
  - 2.2.3. Selection Criteria
    - 2.2.3.1. What Are They?
    - 2.2.3.2. Classification
    - 2.2.3.3. Relationship to the Present Day
- 2.3. Features of the Newspaper
  - 2.3.1. Introduction
  - 2.3.2. Features of the Newspaper
  - 2.3.3. Different Features
- 2.4. Journalists and Their Journalistic Skills
  - 2.4.1. Introduction
  - 2.4.2. Journalists and Their Journalistic Capabilities
  - 2.4.3. Debate on the Journalistic Profession
  - 2.4.4. Attitudes
    - 2.4.4.1. Practical Attitudes
    - 2.4.4.2. Intellectual and Moral Attitudes

- 2.5. The Organization of a Newspaper
  - 2.5.1. Introduction
  - 2.5.2. Two Structures in One: The Business and the Newsroom
  - 2.5.3. Editorial Principles
  - 2.5.4. Statutes relating to Newsrooms
    - 2.5.4.1. Roles in a Newsroom
  - 2.5.5. Epilogue: From the Digital Version to the Digital Edition
- 2.6. Journalistic Work
  - 2.6.1. Introduction
  - 2.6.2. Journalistic Work
  - 2.6.3. What is a Newsroom is and How is it Organized?
  - 2.6.4. Daily
  - 2.6.5. Long-Term Planning
  - 2.6.6. Individual and collective work
    - 2.6.6.1. Individual Work
    - 2.6.6.2. Collective Work
    - 2.6.6.3. Style Books
- 2.7. Journalistic Ethics
  - 2.7.1. Introduction
  - 2.7.2. Origin and Historical Evolution
    - 2.7.2.1. The Hutchins Commission
    - 2.7.2.2. The MacBride Report
  - 2.7.3. A Way to Regulate the Profession
  - 2.7.4. Functions of Self-Regulation
  - 2.7.5. Code of Ethics
- 2.8. Types of Journalism
  - 2.8.1. Introduction
  - 2.8.2. Investigative Journalism
    - 2.8.2.1. Qualities of the Investigative Journalist
    - 2.8.2.2. Williams Scheme
    - 2.8.2.3. Research Techniques-Innovation
  - 2.8.3. Precision Journalism
    - 2.8.3.1. Specializations in Precision Journalism
  - 2.8.4. Service Journalism
    - 2.8.4.1. Thematic Features
  - 2.8.5. Journalistic Specialization
  - 2.8.6. Development of Specialized Information
- 2.9. Journalism and Rhetoric
  - 2.9.1. Introduction
  - 2.9.2. Separation of Information and Opinion
  - 2.9.3. Theories of Journalistic Genres
  - 2.9.4. The Use of Rhetoric
  - 2.9.5. Eloquence or Elocution
- 2.10. Journalism as a Political Agent
  - 2.10.1. Introduction
  - 2.10.2. The Newspaper According to the Theoreticians
  - 2.10.3. The Newspaper, an Agent of Conflict
    - 2.10.3.1. The Newspaper as Communication
    - 2.10.3.2. The Newspaper at the Extra, Inter and Intra levels
  - 2.10.4. The Newspaper as a Peacemaker
    - 2.10.4.1. Alarm Mechanism
    - 2.10.4.2. Creator of Atmospheres, Mobilizer for Peace
  - 2.10.5. The Newspaper as a Complex System of Creation and Problem Solving
  - 2.10.6. The Newspaper as a Missionary Institution
  - 2.10.7. The Newspaper as the Vertex of a Love Hate Relationship Triangle
  - 2.10.8. The Newspaper as a Narrator and Participant in Conflicts
- 2.11. Journalism as a Social Agent
  - 2.11.1. Introduction
  - 2.11.2. The Newspaper as an Interpreter and Mediator
  - 2.11.3. The Newspaper as a Member of the Political System and as a Para-political System
  - 2.11.4. The Newspaper as a Political Informer and Pseudo-Communicator
  - 2.11.5. The Newspaper as an Addressee of the Communication Policies of other Social Agents

### Module 3. Visual Communication

- 3.1. Visual Communication
  - 3.1.1. Introduction
  - 3.1.2. Visual Communication and Visual Literacy
    - 3.1.2.1. The learning of visual culture
    - 3.1.2.2. Natural Language or Arbitrary Language
  - 3.1.3. Qualities of Visual Communication
    - 3.1.3.1. Immediacy
    - 3.1.3.2. Basic Rules for Bibliographic Selection, Verification, Citation and Referencing
    - 3.1.3.3. Degree of Complexity of the Message
  - 3.1.4. Definition of Visual Communication
- 3.2. Graphic Design
  - 3.2.1. Introduction
  - 3.2.2. The Design
  - 3.2.3. Graphic Design
    - 3.2.3.1. Graphics
    - 3.2.3.2. Design and Art
  - 3.2.4. Graphic Design and Communication
  - 3.2.5. Areas of Application of Graphic Design
- 3.3. Background and Evolution of Visual Communication
  - 3.3.1. Introduction
  - 3.3.2. The Problem of the Origin
  - 3.3.3. Prehistory
  - 3.3.4. The Ancient Age
    - 3.3.4.1. Greece:
    - 3.3.4.2. Roma
  - 3.3.5. The Middle Ages
  - 3.3.6. Renaissance: the Rise of the Printing Press in Europe
  - 3.3.7. From the XVI to the XVIII Century
  - 3.3.8. The XIX Century and the First Half of the XX Century



- 3.4. The Meaning of Visual Messages
  - 3.4.1. Introduction
  - 3.4.2. The Image, Signifying Object
  - 3.4.3. The Representational Quality of the Image: Iconicity
    - 3.4.3.1. Type, Pattern and Form
  - 3.4.4. The Plastic Quality of the Image
    - 3.4.4.1. The Plastic Sign
  - 3.4.5. The Symbolic Quality
  - 3.4.6. Other Visual Codes
- 3.5. Persuasion
  - 3.5.1. Introduction
  - 3.5.2. Advertising Persuasion
  - 3.5.3. Features
- 3.6. Elements Related to Image Representation
  - 3.6.1. Introduction
  - 3.6.2. Elements Related to Image Representation
  - 3.6.3. The Articulation of Image Representation
    - 3.6.3.1. The Concept of Representation
    - 3.6.3.2. The Articulation of Representation
    - 3.6.3.3. The Plastic Significance
  - 3.6.4. Morphological Elements of the Image
  - 3.6.5. Scalar Elements of the Image
    - 3.6.5.1. Size
    - 3.6.5.2. Scale
    - 3.6.5.3. Proportion
    - 3.6.5.4. Format
- 3.7. Composition
  - 3.7.1. Introduction
  - 3.7.2. Composition or Visual Syntax
  - 3.7.3. Balance
  - 3.7.4. Dynamic Elements of Representation
  - 3.7.5. Normative Composition
- 3.8. Color and Light
  - 3.8.1. Introduction
  - 3.8.2. Light, Color and Perception
    - 3.8.2.1. Light and the Visible Color Spectrum
    - 3.8.2.2. The Perception of Light and Colors
    - 3.8.2.3. The Adaptive Capacity of the Perceptual System
    - 3.8.2.4. The Color Temperature of a Light Source
  - 3.8.3. Primary Colors
  - 3.8.4. Basic Color Reproduction Techniques
  - 3.8.5. Color Dimensions
  - 3.8.6. Harmony Types and Pallet Construction
  - 3.8.7. Plastic Functions of Color
- 3.9. Typography
  - 3.9.1. Introduction
  - 3.9.2. Formal Structure and Type Measurement
  - 3.9.3. Classification of fonts
  - 3.9.4. The Composition of the Text
  - 3.9.5. Issues Affecting Readability
- 3.10. Editorial Design and Infographics
  - 3.10.1. Introduction
  - 3.10.2. Editorial Design
  - 3.10.3. Infographics
- 3.11. The journalistic design from the Image Theory
  - 3.11.1. Introduction
  - 3.11.2. Functions of Journalistic Design
  - 3.11.3. Final Note on The Term Journalistic Design
  - 3.11.4. Arbitrariness or Naturalness of the Journalistic Design
  - 3.11.5. Articulation of the Visual Language of Journalistic Design

## Module 4. Written Communication

- 4.1. History of Communication
  - 4.1.1. Introduction
  - 4.1.2. Communication in Antiquity
  - 4.1.3. The Revolution of Communication
  - 4.1.4. Current Communication
- 4.2. Oral and Written Communication
  - 4.2.1. Introduction
  - 4.2.2. The Text and its Linguistics
  - 4.2.3. The Text and its Properties: Coherence and Cohesion
    - 4.2.3.1. Coherence
    - 4.2.3.2. Cohesion
    - 4.2.3.3. Recurrence
- 4.3. Planning or Pre-writing
  - 4.3.1. Introduction
  - 4.3.2. Writing Processes
  - 4.3.3. Planning
  - 4.3.4. Documentation
- 4.4. The Act of Writing
  - 4.4.1. Introduction
  - 4.4.2. Style
  - 4.4.3. Lexicon
  - 4.4.4. Sentence
  - 4.4.5. Paragraph
- 4.5. Rewriting
  - 4.5.1. Introduction
  - 4.5.2. The Review
  - 4.5.3. How to Use the Computer to Improve the Text
    - 4.5.3.1. Dictionary
    - 4.5.3.2. Search/Change
    - 4.5.3.3. Synonyms
    - 4.5.3.4. Paragraph
    - 4.5.3.5. Nuances
    - 4.5.3.6. Cut and Paste
    - 4.5.3.7. Change Control, Commenting and Version Comparison
- 4.6. Spelling and Grammar Issues
  - 4.6.1. Introduction
  - 4.6.2. The Most Common Accentuation Problems
  - 4.6.3. Capitalization
  - 4.6.4. Punctuation Marks
  - 4.6.5. Abbreviations and Acronyms
  - 4.6.6. Other Signs
  - 4.6.7. Some Problems
- 4.7. Textual Models: the Description
  - 4.7.1. Introduction
  - 4.7.2. Definition
  - 4.7.3. Types of Description
  - 4.7.4. Classes of Description
  - 4.7.5. Techniques
  - 4.7.6. Linguistic Elements
- 4.8. Textual Models: Narration
  - 4.8.1. Introduction
  - 4.8.2. Definition
  - 4.8.3. Features
  - 4.8.4. Components
  - 4.8.5. The Narrator
  - 4.8.6. Linguistic Elements
- 4.9. Textual Models: the Exposition and the Epistolary Genre
  - 4.9.1. Introduction
  - 4.9.2. The Exposition
  - 4.9.3. The Epistolary Genre
  - 4.9.4. Components
- 4.10. Textual Models: Argumentation
  - 4.10.1. Introduction
  - 4.10.2. Definition

- 4.10.3. Elements and Structure of Argumentation
- 4.10.4. Types of Arguments
- 4.10.5. Fallacies
- 4.10.6. Structure
- 4.10.7. Linguistic Features
- 4.11. Academic Writing
  - 4.11.1. Introduction
  - 4.11.2. Scientific Work
  - 4.11.3. The Summary
  - 4.11.4. The Review
  - 4.11.5. The Draft
  - 4.11.6. Quotes
  - 4.11.7. On-line Writing

## Module 5. Written Journalism I

- 5.1. Approach to the Theory of Journalistic Genres
  - 5.1.1. Introduction
  - 5.1.2. General approach
  - 5.1.3. Background, Usefulness and Valuation Criteria
  - 5.1.4. Classification of Genres
  - 5.1.5. Differential Characteristics. First Phase: Previous Concepts
    - 5.1.5.1. News
  - 5.1.6. Differential Characteristics. Second Phase: Distinctive Features of Each Genre
  - 5.1.7. Another More Simplified and Universal Classification Model
  - 5.1.8. Future Forecasts: Genres in Digital Journalism
- 5.2. The Multimedia Journalist and the Transformation of Genres
  - 5.2.1. Introduction
  - 5.2.2. A New Journalist is Born
  - 5.2.3. Consequences for the Journalist
  - 5.2.4. Difficult Separation Between Stories and Comments
  - 5.2.5. New Journalistic Genres
  - 5.2.6. The Difference of Working on the Web
- 5.2.7. Each Channel Requires a Different Way of Doing Things
- 5.2.8. The New Face of Radio
- 5.2.9. Understanding the History of Television
- 5.2.10. A Screen for Everything
- 5.2.11. A Specific Language for the Web
- 5.2.12. Steven King's Rule Number 17
- 5.3. Journalistic Language
  - 5.3.1. Introduction
  - 5.3.2. Journalistic Language
  - 5.3.3. The Journalistic Text and its Context
  - 5.3.4. The Choral Language of Icons
- 5.4. The News
  - 5.4.1. Introduction
  - 5.4.2. Definition
  - 5.4.3. Specific Qualities of the News Event
  - 5.4.4. Types of News
- 5.5. Discursive News
  - 5.5.1. Introduction
  - 5.5.2. Preparation and Coverage
  - 5.5.3. Copywriting
  - 5.5.4. Parts of the News
- 5.6. The Art of Quotation
  - 5.6.1. Introduction
  - 5.6.2. Functions of Quotes
  - 5.6.3. Types of Quotes
  - 5.6.4. Direct Quotation Techniques
  - 5.6.5. When to Use Direct Quotes
- 5.7. The Journalistic Narrative
  - 5.7.1. Introduction
  - 5.7.2. The Journalistic Narrative
  - 5.7.3. Problems With The Journalistic Narrative

- 5.8. Newspaper headlines
  - 5.8.1. Introduction
  - 5.8.2. Functions of Headlines
  - 5.8.3. Characteristics of Headlines
  - 5.8.4. Evolution of Headlines
  - 5.8.5. Elements of Titling in Print, Audiovisual and Digital Media
  - 5.8.6. Types of Headlines
- 5.9. The Sources of informative Journalism
  - 5.9.1. Introduction
  - 5.9.2. In Search of the News
  - 5.9.3. Types of Sources for Informative Journalism
- 5.10. Informative Production and Production Procedures
  - 5.10.1. Introduction
  - 5.10.2. Organization of Work
  - 5.10.3. Commercialization
  - 5.10.4. Some Accounting Aspects
  - 5.10.5. The Image of Newspapers
    - 5.10.5.1. The Redesign of Newspapers

## Module 6. Written Journalism II

- 6.1. The interpretation and Theory of Journalistic Genres
  - 6.1.1. Introduction
  - 6.1.2. Interpretation, a Journalistic Task
  - 6.1.3. The "Martínez Albertos Typology"
  - 6.1.4. Other Finalist Rankings
  - 6.1.5. Objectivity, Classifying Criterion
  - 6.1.6. Are Facts Sacred and Opinions Free?
- 6.2. The Journalistic Chronicle (I). Origins and Definition
  - 6.2.1. Introduction
  - 6.2.2. Definition of the Chronicle
  - 6.2.3. The Chronicle in the Digital Era
  - 6.2.4. Typology of the Chronicle
- 6.3. The Journalistic Chronicle (II). Headlines, Headings and Style Resources
  - 6.3.1. Introduction
  - 6.3.2. The Titling of Chronicles
  - 6.3.3. Types of Headings
  - 6.3.4. The Body: Main Stylistic Resources
- 6.4. The Journalistic Chronicle (II). Headlines, Headings and Style Resources
  - 6.4.1. Introduction
  - 6.4.2. The Chronicling of Crime and Judicial Decisions
  - 6.4.3. The Parliamentary Chronicle
  - 6.4.4. Democratic Spain
  - 6.4.5. The Chronicling of Shows
  - 6.4.6. The Chronicling of Sports
- 6.5. The Reportage (I). Definition, origins and typology
  - 6.5.1. Introduction
  - 6.5.2. Definition
  - 6.5.3. The Origin of Reporting: Its Precedents
  - 6.5.4. The «Interpretive Report»
  - 6.5.5. Style and Distinguishing Characteristics of Reporting
  - 6.5.6. Reporting in Digital Format
  - 6.5.7. Typology of Reports
    - 6.5.7.1. Digital Typology
- 6.6. The Reportage (II). Idea, Approach and Research
  - 6.6.1. Introduction
  - 6.6.2. Lack of Reporting Pedagogy
  - 6.6.3. The Reporting Project: The Idea and the Approach
  - 6.6.4. Research: collection, selection and organization of data
  - 6.6.5. When to Use Direct Quotes
- 6.7. The Reportage (III). Structure and Editorial Staff
  - 6.7.1. Introduction
  - 6.7.2. Style and Structures, Key to Reporting
  - 6.7.3. The Titling of the Report
  - 6.7.4. The Titling of the Report
  - 6.7.5. The Body of the Report





- 6.8. The Interview(I). Definition, Origin and Main Milestones
  - 6.8.1. Introduction
  - 6.8.2. Definition of the Interview
  - 6.8.3. Historical Origin of the Interview: Dialogues
  - 6.8.4. The Evolution of the Interview
- 6.9. The Interview (II). Typology, Preparation and Execution
  - 6.9.1. Introduction
  - 6.9.2. Types of Interviews
  - 6.9.3. The Interview Process
- 6.10. The Interview (III). Organization of the Material and Writing
  - 6.10.1. Introduction
  - 6.10.2. Transcription and Preparation of the Material Obtained
  - 6.10.3. The Titling of the Interview
    - 6.10.3.1. Errors in the Title
  - 6.10.4. The Lead
  - 6.10.5. The Body of the Interview

**Module 7. Digital Communication and Society**

- 7.1. Network-society vs. social networks
  - 7.1.1. The new landscape of the network society
    - 7.1.1.1. Context
    - 7.1.1.2. Definition
  - 7.1.2. Concepts of the network-society and networks
    - 7.1.2.1. Informationalism
    - 7.1.2.2. Hypertext
    - 7.1.2.3. Network-society vs. Information Society
    - 7.1.2.4. Self-programmable, generic workers and the situation of women workers
    - 7.1.2.5. Innovation
    - 7.1.2.6. Power and counter-power in the network-society
    - 7.1.2.7. Flow space and atemporal time

- 7.2. The Acceleration of Time
  - 7.2.1. The acceleration of time in global capitalism
    - 7.2.1.1. Technological time
- 7.3. The Digital Generation
  - 7.3.1. Digital Natives vs. Digital Migrants
  - 7.3.2. Generations living together in the digital age
  - 7.3.3. Discussion and critique of the concept of digital generation
- 7.4. Global Information Order vs. Global Communication
  - 7.4.1. Context of Globalization
  - 7.4.2. The New World Information and Communication Order
  - 7.4.3. The MacBride Report
  - 7.4.4. Discussion The return of MacBride?
- 7.5. Journalistic Production Models
  - 7.5.1. Models of Traditional Journalism
  - 7.5.2. Models of Academic Journalism
  - 7.5.3. Content farms or low cost information model
  - 7.5.4. Digital feudalism
  - 7.5.6. The Open Journalism advocacy model
  - 7.5.7. The Spanish boom in new media and open source
- 7.6. Challenges of the Profession
  - 7.6.1. The collapse of the traditional business model
  - 7.6.2. Journalists in the new virtual world
  - 7.6.3. Journalist Ethics in the Digital Age
- 7.7. Prestige and Credibility
  - 7.7.1. Credibility and prestige in the digital age
  - 7.7.2. Fake news

## Module 8. Journalism and Social Media

- 8.1. Journalists on Social Platforms
  - 8.1.1. The journalist as a company-brand in the virtual world
  - 8.1.2. Singularities in social media
    - 8.1.2.1. The Case of Twitter
    - 8.1.2.2. Bloggers
    - 8.1.2.3. User comments
  - 8.1.3. The role of the journalist in social media
- 8.2. Media on Social Platforms
  - 8.2.1. The use of network media
- 8.3. Media Profiles on Social Platforms
  - 8.3.1. Examples of network profiles
- 8.4. Networking and The Relationship with Sources in Social Environments
  - 8.4.1. Sources in Social Media
    - 8.4.1.1. General Considerations
    - 8.4.1.2. Changes in the relation with sources in Social Media
    - 8.4.1.3. Advantages and risks of social networks as information sources
    - 8.4.1.4. Changes in the Forms of Work with sources from Social Media
  - 8.4.2. Twitter as a Source of Information
  - 8.4.3. The source as a means of communication itself
    - 8.4.3.1. The Case of WikiLeaks
    - 8.4.3.2. The case of athletes and artists
- 8.5. Journalistic Ethics and Information Transparency in social media
  - 8.5.1. Ethics in Social Media
    - 8.5.1.1. General Considerations
    - 8.5.1.2. Characteristics of the journalist in Social Media
    - 8.5.1.3. Hacker ethics
    - 8.5.1.4. Verification techniques
    - 8.5.1.5. Journalistic Ethics and Information Transparency in social media

- 8.6. Narration of Information on Social Platforms
  - 8.6.1. The role of social networks in transmedia narratives
    - 8.6.1.1. General Considerations
    - 8.6.1.2. The Characteristics of Transmedia Narratives in Social Networks
    - 8.6.1.3. Example of Transmedia Narratives in Social Networks
    - 8.6.1.4. Social networks in television participation
      - 8.6.1.4.1. Lost: transmedia product prototype
  - 8.6.2. Media prosumers

## Module 9. Mobile Journalism

- 9.1. Journalistic Work with Mobile and Tablet
  - 9.1.1. General Considerations
- 9.2. Mobile journalism (MOJO)
  - 9.2.1. Introduction
  - 9.2.2. Mobile journalism characteristics
- 9.3. Tools and Apps for the Production of Journalistic Content
  - 9.3.1. Example of Applications
- 9.4. Specialized Narrative Strategies for Mobiles
  - 9.4.1. General Considerations
- 9.5. Consumption of Journalistic Information Via Mobile Devices
  - 9.5.1. General Considerations
- 9.6. Journalistic Information Applications and Services on Mobile Phones
  - 9.6.1. Mobile information services

## Module 10. New Narrative Forms

- 10.1. Digital Storytelling
  - 10.1.1. The Role of Narrative Forms
- 10.2. Participatory Mechanisms for the Elaboration of Newspaper Narratives
- 10.3. Multiplatform Content
- 10.4. Transmedia Projects
- 10.5. Immersive and ubiquitous journalism
  - 10.5.1. Principles for the Design of Immersive Information Experiences
  - 10.5.2. Virtual reality
  - 10.5.3. Principles for the Design of Mixed Information Experiences
  - 10.5.4. Augmented Reality

## Module 11. Tools and Digital Resources

- 11.1. The Current Technological Framework for Journalism
  - 11.1.1. Communication Possibilities
  - 11.1.2. Examples of Applicability
- 11.2. Tools for Digital Journalists
  - 11.2.1. Online resources for the production and edition of informative contents
  - 11.2.2. Organizational Tools for Journalists
  - 11.2.3. Technological Tools for Information Dissemination

## Module 12. Digital Communications Project Management

- 12.1. Project Management: Basic Concepts
  - 12.1.1. Components of Project Management: Areas of Knowledge
  - 12.1.2. The Human Cost of Project Management
  - 12.1.3. Managerial Skills
- 12.2. Digital Communication Projects
  - 12.2.1. Project Initiation and Preliminary Work
  - 12.2.2. Project Planning and Execution
  - 12.2.3. Project Monitoring, Control and Closure

### Module 13. Data Journalism

- 13.1. Information Sources
  - 13.1.1. Regulatory Framework, Licenses, Conditions of Data Use
  - 13.1.2. Search Strategies
  - 13.1.3. Typical Statistical Descriptors
- 13.2. Data Selection and Filtering Mechanisms
  - 13.2.1. Feature Extraction
  - 13.2.2. Summarize Data with Tables and Graphs
  - 13.2.3. Interactivity

### Module 14. Investigative Journalism

- 14.1. Introduction
  - 14.1.1. What is the Investigative Journalism?
  - 14.1.2. Examples of Great Investigative Journalists
  - 14.1.3. Formulation of Hypotheses
- 14.2. Evaluation of Methods
  - 14.2.1. Work and Relationship with Sources
- 14.3. Ethical considerations in quality journalism
  - 14.3.1. The ethics of investigative journalism
- 14.4. Report Writing
  - 14.4.1. How to write a report
- 14.5. Quality Control Techniques
  - 14.5.1. Mechanisms for journalistic quality control

### Module 15. Publication Design

- 15.1. Manual Communication Technology and Written Information
  - 15.1.1. Introduction
  - 15.1.2. The Initial Forms of Writing
  - 15.1.3. The Supports of Manual Writing
  - 15.1.4. Levels of graphic representation in early writing
  - 15.1.5. General Classification of Writing Signs
  - 15.1.6. The Birth and Development of the Alphabet: The Independence of the Written Sign



- 15.1.7. Writing, Information Memory
- 15.1.8. The Forms of the Latin Alphabetic Writing: Diachronic Observation
- 15.1.9. Images in the World of Handwriting
- 15.2. Printing System
  - 15.2.1. Introduction
  - 15.2.2. From Manual Reproduction to Mechanized Reproduction of Handwriting
  - 15.2.3. Imitation, Common Denominator of the First Mechanical Copies of Information
  - 15.2.4. Background of the Mechanized Reproduction of Information in Antiquity
  - 15.2.5. Xylography, the Closest Precedent to Gutenberg's Technology
  - 15.2.6. Pre-Existing Knowledge and Technological Elements Necessary for Gutenberg's Printing Press
  - 15.2.7. The Gutenberg Printing Press
  - 15.2.8. The Development of the Phases of Composition and Printing of Written Information
- 15.3. Forms and Functions of the Elements of Journalistic Design
  - 15.3.1. Introduction
  - 15.3.2. What Is Journalistic Design of Written Communication and Information
  - 15.3.3. The Elements of Journalistic Design
- 15.4. Images
  - 15.4.1. Introduction
  - 15.4.2. Journalistic Images
  - 15.4.3. Infographics: Nature, Characteristics, Functions and Forms
  - 15.4.4. Non-Textual and Non-Iconic Graphic Resources
- 15.5. Color
  - 15.5.1. Introduction
  - 15.5.2. Nature, Function and Processes of Color Synthesis
  - 15.5.3. Color Separation in Graphic Arts
  - 15.5.4. Functions and expressive possibilities of color in a written medium
  - 15.5.5. Characteristics of flat colors
- 15.6. Fonts: identity and use
  - 15.6.1. Introduction
  - 15.6.2. What Is Typography
  - 15.6.3. Character Morphology: Semantic Implications
  - 15.6.4. Classifications of Typographic Characters
  - 15.6.5. The Functions of Typography
  - 15.6.6. Computer Typography
- 15.7. Formats and Journalistic Information Design
  - 15.7.1. Introduction
  - 15.7.2. Diachronic evolution of journalistic design of written media
  - 15.7.3. The format, first spatial circumstance
  - 15.7.4. The Distribution and Architecture of the Page Space
  - 15.7.5. Modular Design
  - 15.7.6. The Gutenberg Diagram
  - 15.7.7. The VIC
- 15.8. Journalistic Design and Communication Order and Hierarchy
  - 15.8.1. Introduction
  - 15.8.2. The Fundamental Objective of Journalistic Design
  - 15.8.3. Criteria for the Distribution of Information
  - 15.8.4. Basic Page Layout Structures
  - 15.8.5. Balance Systems in the Expression of Informative Significance
  - 15.8.6. Basic Principles Applicable in Journalistic Design
  - 15.8.7. The Front Page
  - 15.8.8. The Inside Pages of the Newspaper
- 15.9. Technological Change in Communication Processes
  - 15.9.1. Introduction
  - 15.9.2. The Technological Change in Communication and Written Information Processes Immediately Prior to Digitization
  - 15.9.3. Digitization, a Change of Gear in the Development of Written Communication and Information
- 15.10. Digital Mediation in Today's Journalism
  - 15.10.1. Introduction
  - 15.10.2. Digital Mediation in Today's Journalism
  - 15.10.3. Written Information in Digital Publishing Journalism

## Module 16. Magazines

- 16.1. What is a Magazine
  - 16.1.1. Introduction
  - 16.1.2. What is a Magazine. Its Specific Features and the Editorial Market
  - 16.1.3. Specific Features of a Magazine
  - 16.1.4. Magazine Market: General Issues
  - 16.1.5. Large Magazine Publishing Groups
- 16.2. The Magazine Reader
  - 16.2.1. Introduction
  - 16.2.2. The Magazine Reader
  - 16.2.3. Find Readers and Build Loyalty
  - 16.2.4. The Printed Magazine Reader
  - 16.2.5. The Digital Magazine Reader
  - 16.2.6. Readership and Advertising
- 16.3. Creation and Life of a Magazine
  - 16.3.1. Introduction
  - 16.3.2. The Creation of a Magazine
  - 16.3.3. The Name
  - 16.3.4. The Life Cycle of a Magazine
- 16.4. Segmentation and Specialization of Magazines
  - 16.4.1. Introduction
  - 16.4.2. Segmentation and Specialization of Magazines
  - 16.4.3. Types of Magazine
    - 16.4.3.1. Cultural Magazines
    - 16.4.3.2. Gossip Magazines
    - 16.4.3.3. Supplements
- 16.5. Structure and Contents of the Magazines
  - 16.5.1. Introduction
  - 16.5.2. The Opinion
  - 16.5.3. The Structure
  - 16.5.4. Contents
- 16.6. Birth and Development of Magazines in Europe and the United States
  - 16.6.1. Introduction
  - 16.6.2. The Beginnings: Between the 16th and 18th Centuries. From Relations to Gazettes
  - 16.6.3. The 19th Century in Europe
  - 16.6.4. Balance of the 19th Century
- 16.7. The Twentieth Century: the Consolidation of the Modern Magazine
  - 16.7.1. Introduction
  - 16.7.2. The First Decades of the 20th Century for European Magazines
  - 16.7.3. The United States Between the 1920s and the 1960s: The Second Magazine Boom
  - 16.7.4. Europe after the Second World War: Magazines from the 1940s Onwards
  - 16.7.5. From the 1960s Onwards: The Revamped Magazine
- 16.8. Milestones in the History of American Magazines
  - 16.8.1. Introduction
  - 16.8.2. National Geographic, a Milestone in Popular Magazines
  - 16.8.3. Time, a Milestone in Weeklies or News-Magazines
  - 16.8.4. Reader's Digest, a Milestone in Magazine Publishing
  - 16.8.5. The New Yorker, a Milestone in Opinion and Culture Magazines
- 16.9. Magazines in Europe
  - 16.9.1. Introduction
  - 16.9.2. Diffusion
  - 16.9.3. Top Magazines by Country
- 16.10. Magazines in Latin America
  - 16.10.1. Introduction
  - 16.10.2. Origin
  - 16.10.3. Top Magazines by Country

## Module 17. Structure of the Communication

- 17.1. Theory, Concept and Method Relating to Communication Structure
  - 17.1.1. Introduction
  - 17.1.2. The Autonomy of Discipline and Relationships with other Subjects
  - 17.1.3. The Structuralist Method
  - 17.1.4. Definition and Purpose of the Communication Structure
  - 17.1.5. Guide to the Analysis of Communication Structure

- 17.2. New International Communication Order
  - 17.2.1. Introduction
  - 17.2.2. State Control: Monopolies
  - 17.2.3. Commercialization of Communication
  - 17.2.4. Cultural Dimension of Communication
- 17.3. Major Information Agencies
  - 17.3.1. Introduction
  - 17.3.2. What is an Information Agency?
  - 17.3.3. Information and News
  - 17.3.4. Before the Internet
  - 17.3.5. News Agencies Can be Seen Thanks to the Internet
  - 17.3.6. The Major Global Agencies
- 17.4. The Advertising Industry and its Relationship with the Media System
  - 17.4.1. Introduction
  - 17.4.2. Advertising Industry
  - 17.4.3. The Need for Advertising for the Media
  - 17.4.4. The Structure of the Advertising Industry
  - 17.4.5. The Media and its Relationship with the Advertising Industry
  - 17.4.6. Advertising Regulations and Ethics
- 17.5. Cinema and the Culture and Leisure Market
  - 17.5.1. Introduction
  - 17.5.2. The Complex Nature of Cinema
  - 17.5.3. The Origin of the Industry
  - 17.5.4. Hollywood, the Film Capital of the World
- 17.6. Political Power and the Media
  - 17.6.1. Introduction
  - 17.6.2. Influence of the Media in the Formation of Society
  - 17.6.3. Media and Political Power
- 17.7. Media Concentration and Communication Policies
  - 17.7.1. Introduction
  - 17.7.2. Media Concentration
  - 17.7.3. Communication Policies
- 17.8. Communication Structure in Latin America
  - 17.8.1. Introduction
  - 17.8.2. Communication Structure in Latin America
  - 17.8.3. New Trends,
- 17.9. Media System in Latin America and the Digitization of Journalism
  - 17.9.1. Introduction
  - 17.9.2. Historical Approach,
  - 17.9.3. Bipolarity of the Latin American Media System
  - 17.9.4. U.S. Hispanic Media
- 17.10. Digitalization and the Future of Journalism
  - 17.10.1. Introduction
  - 17.10.2. Digitalization and the New Media Structure
  - 17.10.3. The Structure of Communication in Democratic Countries

## Module 18. Digital Journalism and Social Networks

- 18.1. New Professional Profiles
  - 18.1.1. Introduction
  - 18.1.2. From the Traditional Company to the Digital Company
  - 18.1.3. The New 2.0. Professionals
  - 18.1.4. The Era of Bloggers
- 18.2. Organization of Digital Information
  - 18.2.1. Introduction
  - 18.2.2. Usability in the Digital Environment
  - 18.2.3. Tags and Metadata
  - 18.2.4. Search Engine Optimization (SEO and SEM)
- 18.3. Web Content Architecture
  - 18.3.1. Introduction
  - 18.3.2. Cover Structure
  - 18.3.3. Menu
  - 18.3.4. Headline
  - 18.3.5. Body
- 18.4. Journalistic Blogging and Wikis
  - 18.4.1. Introduction

- 18.4.2. The Journalistic Blog
- 18.4.3. Structure of the Post
- 18.4.4. Labels
- 18.4.5. Comments
- 18.4.6. Wikis
- 18.5. Microblogging and Journalism
  - 18.5.1. Introduction
  - 18.5.2. Twitter
  - 18.5.3. Twitter feeds
- 18.6. Social Platforms and Journalism
  - 18.6.1. Introduction
  - 18.6.2. Social Networks and Journalism
  - 18.6.3. Social Content Integration
  - 18.6.4. Writing Techniques in Social Networks
- 18.7. On-screen writing
  - 18.7.1. Introduction
  - 18.7.2. The ABCs of Screen Reading
  - 18.7.3. Adaptation of Text to Web Format
  - 18.7.4. The Headline in Digital Content
- 18.8. Hypertext and Multimedia Writing
  - 18.8.1. Introduction
  - 18.8.2. Hyper-textuality in Digital Writing
  - 18.8.3. Multimedia Formats
- 18.9. Cyber Journalistic Genres
  - 18.9.1. Introduction
  - 18.9.2. Definition
  - 18.9.3. Informative genres
  - 18.9.4. Interpretive Genres
  - 18.9.5. Opinion genres
- 18.10. Legal Aspects on the Internet
  - 18.10.1. Introduction

- 18.10.2. Legal Liability on the Internet
- 18.10.3. Online Reputation Management
- 18.10.4. Sharing Content on the Internet

## Module 19. Content Marketing

- 19.1. Content Promotion
  - 19.1.1. Content promotion techniques
  - 19.1.2. Content promotion Channels
- 19.2. Marketing audiences
  - 19.2.1. The Audience as a Distribution Ally
  - 19.2.2. How to Define an Audience Profile
- 19.3. Social media marketing
  - 19.3.1. Social networks in the marketing strategy
- 19.4. The Sociocultural Perspective
  - 19.4.1. Information Processing Theory
  - 19.4.2. Bruner's Theory

## Module 20. Business Models and Entrepreneurship in Digital Communication

- 20.1. The Business Side of the Information Arena
  - 20.1.1. The Information Sector
  - 20.1.2. The Parties Involved in Social Communication in the Digital Context
- 20.2. Entrepreneurship
  - 20.2.1. Entrepreneurship and Opportunity Detection
  - 20.2.2. Financing of Entrepreneurial Activity
  - 20.2.3. Internal entrepreneurship
- 20.3. Informative Company
  - 20.3.1. Types of Informative Company
  - 20.3.2. Media Management and Organization
  - 20.3.3. Business Planning
- 20.4. Online Media Business Models
  - 20.4.1. The Nature of Business Models
  - 20.4.2. The Importance of Generating Value
  - 20.4.3. Types of Business Models and their Evolution



**Module 21. Audience and Public Opinion**

- 21.1. Audiences
  - 21.1.1. Audience Measurement Models
  - 21.1.2. Participatory Audiences
- 21.2. Debate on the Concept of Public Opinion
- 21.3. Analysis Models
  - 21.3.1. Challenges of Shaping Public Opinion in the Face of Digital Media
- 21.4. The New Public Sphere for Journalists
  - 21.4.1. Journalism in a More Participatory Democracy
  - 21.4.2. The Role of the Journalist in the New Digital Era

**Module 22. Data Analysis and Visualization**

- 22.1. Cognitive Principles: Information, Communication and Knowledge
  - 22.1.1. Information
  - 22.1.2. Communication
  - 22.1.3. Knowledge
- 22.2. Techniques and Methodologies for Information Analysis: Case Studies
  - 22.2.1. Definition and Classification
- 22.3. Descriptive and Multivariate Statistics
  - 22.3.2. Types and characteristics
- 22.4. Introduction to Infographics and Information Visualization
- 22.5. Technologies for Information Visualization
  - 22.5.1. Classification
- 22.6. Case Studies in the Field of Journalism
  - 22.6.1. Cases

**Module 23. Laboratory of Audiovisual and Transmedia Production**

- 23.1. Transmedia Narratives
  - 23.1.1. The Application of Transmedia Narratives in the Journalistic Field
  - 23.1.3. Transmedia Narrative in Popular Culture
- 23.2. Transmedia Project Development
  - 23.2.1. Transmedia Projects
- 23.3. Practice with Transmedia Project Implementation Tools: Prototype Making

**Module 24. Advanced Data Analysis and Visualization Techniques**

- 24.1. Analysis Techniques and Principles
  - 24.1.1. Cognitive Principles: Information, Communication and Knowledge
- 24.2. Information analysis in complex systems
- 24.3. Interactive Viewing on Web and Mobile Devices
- 24.3.1. Data Mining: Applications in the Field of Journalism
- 24.4. Applications in the field of journalism
  - 24.4.1. Study Cases



*A complete training program  
that will take you through the  
necessary training to compete  
with the best in your profession”*

05

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

### Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

“

*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world”*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*



*The student will learn, through collaborative activities and real cases, how to solve complex situations in real business environments.*

### A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The case method has been the most widely used learning system among the world's leading business schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH, you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

This methodology has trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, and financial markets and instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



### Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.

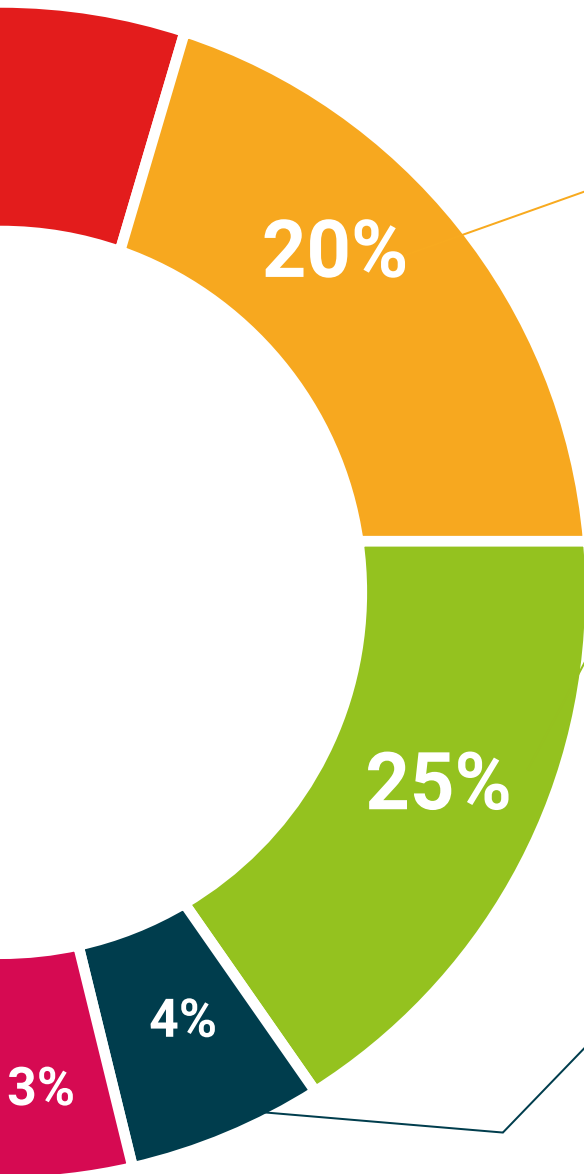


### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.







**Case Studies**

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



**Interactive Summaries**

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



06

# Certificate

The Advanced Master's Degree in Multimedia Journalism and Digital Communication guarantees, in addition to the most rigorous and up to date education, access to a Advanced Master's degree issued by TECH Global University.



“

*This Advanced Master's Degree in Multimedia Journalism and Digital Communication is the largest compendium of knowledge in the field: A degree that will be a high-quality added value for any professional in this area"*

This program will allow you to obtain your **Advanced Master's Degree diploma in Multimedia Journalism and Digital Communication** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

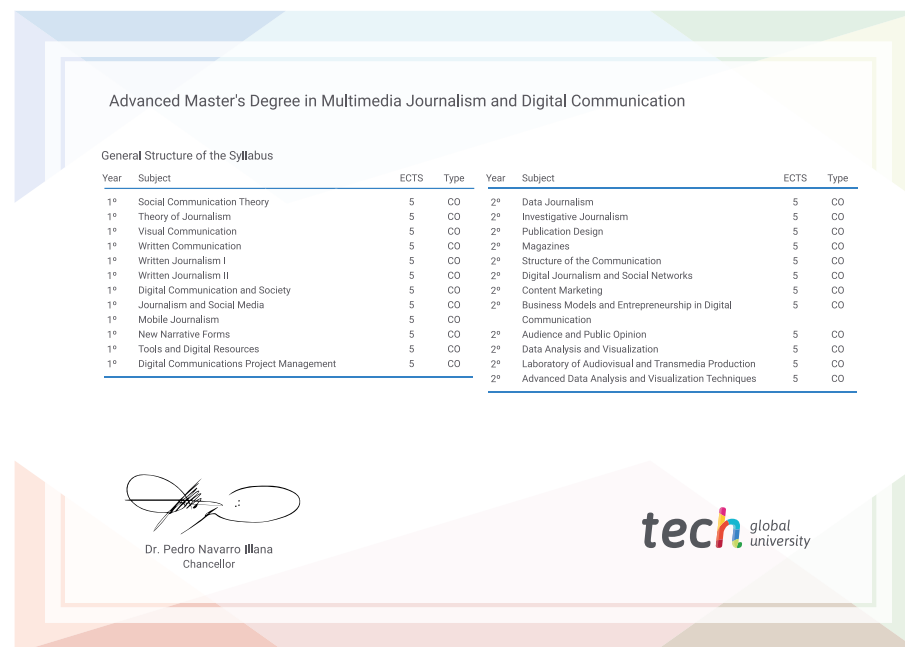
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Advanced Master's Degree in Multimedia Journalism and Digital Communication**

Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.



**Advanced Master's Degree  
Multimedia Journalism  
and Digital Communication**

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

# Advanced Master's Degree Multimedia Journalism and Digital Communication

