

Professional Master's Degree

Multimedia Journalism





Professional Master's Degree Multimedia Journalism

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/pk/journalism-communication/professional-master-degree/master-multimedia-journalism

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01

Introduction

The digital development and evolution of ICT has allowed fields such as Journalism to implement increasingly sophisticated and modern communication strategies, capable of reaching a larger audience immediately. In addition, the possibility of including audiovisual material in informative content adds dynamism to the communicative product, making it more attractive and allowing the consumer to better contextualize what he is seeing. Considering the momentum it has experienced in the last decade, as well as its capacity for reinvention in line with current technologies, TECH has developed a complete program that includes all the latest developments in this sector. Over the course of 1,500 hours of 100% online theoretical and practical work, information specialists will be able to perfect their professional skills in the handling of digital tools and the use of the most cutting-edge and innovative journalistic strategies of the moment.





“

Would you like to reinvent yourself as a journalist by adopting the most innovative and cutting-edge communication strategies? Enrol on this Professional Master's Degree and you will achieve it in only 12 months"

The inclusion of Social Networks in the information domain has meant a great advance for Journalism, also encouraged by the digital development and the evolution of ICT. Thanks to this, journalistic communication today is characterized by its immediacy and ubiquity, allowing professionals in this sector to share what is happening in different parts of the world instantaneously. This development has also helped to break down barriers to freedom of the press and freedom of expression in many countries, making high quality, comprehensive and up-to-the-minute information available to more and more people.

In order to provide graduates specializing in this field with what they need to keep up to date with the latest news and communication trends, TECH and its team of experts have developed this very complete and intensive Professional Master's Degree in Multimedia Journalism. It is a 100% online program consisting of 1,500 hours of diverse material, with which the professional will be able to work on the most relevant aspects of digital communication, social networks, mobile journalism or data analysis and visualization. They will also deepen their knowledge of the most dynamic and attractive narrative strategies, as well as the guidelines to carry out the optimal and successful management of communication projects.

All this over 12 months of theoretical and practical work led by professionals in the field of journalism with wide ranging and detailed work experience in the sector. This program presents a unique opportunity to perfect your professional skills in a booming area such as Multimedia Journalism, adopting the most innovative communication guidelines and techniques for the development of audiovisual content that will undoubtedly mark a before and after in your career.

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

- ♦ The development of case studies presented by experts in Multimedia Journalism
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ A special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and assignments for individual reflection
- ♦ Content that is accessible from any fixed or portable device with an internet connection



If you are looking for a program allowing you to catch up on social media trends and social media storytelling, TECH will give you the keys to succeed with lectures adapted to each one"

“

Thanks to the course of this program, you will be able to create dynamic and attractive content, which will help you reach the highest level within a booming sector such as Multimedia Journalism”

The program's teaching staff includes professionals from the sector who contribute their work experience to this degree program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive learning designed for real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to resolve the different professional practice situations that arise during the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

Boost your creative and communicative side with a program that will allow you to learn the journalistic trends that are currently at the forefront in detail.

Are you looking for a theoretical and practical program that can provide you with the essentials to carrying out an entrepreneurial project in the field of information? If the answer is yes, you have the perfect academic choice.



02

Objectives

The evolution of journalism in recent years combined with its adaptability to new media, as well as new forms of information consumption, is what has led TECH to develop this Professional Master's Degree. The objective is to provide graduates with all the academic material they need to specialize in the field of multimedia through a theoretical and practical course adapted not only to their needs, but also to the requirements of today's communication sector.



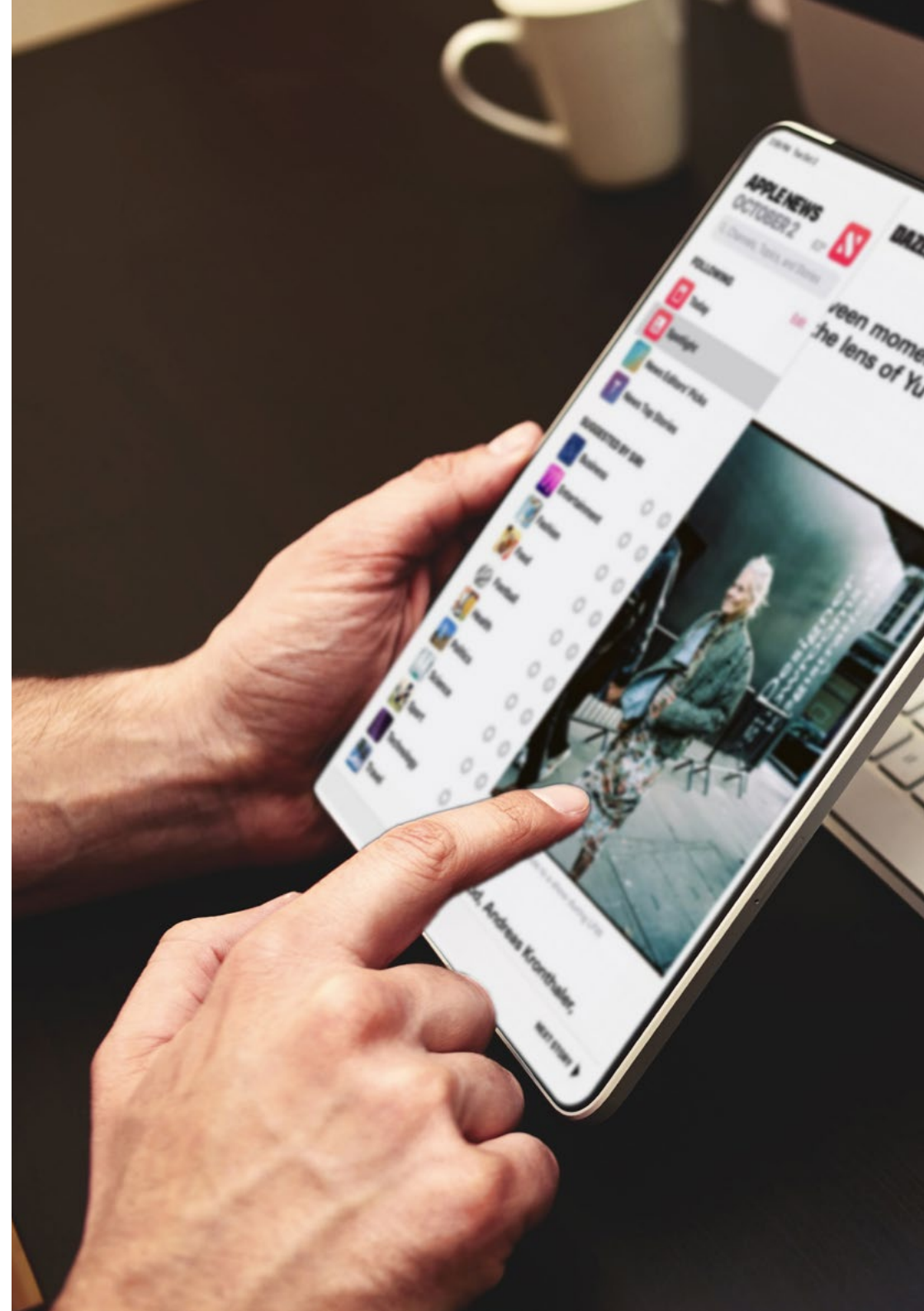
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If your goals include fighting for free and accessible journalism, TECH will give you guidelines to break down the boundaries of censorship"



General Objectives

- ♦ Provide an advanced and specialized course on the different emerging Information and Communication Technologies (ICT), relating to the different professional tasks of journalistic work
- ♦ 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





Specific Objectives

Module 1. Digital Communication and Society

- ♦ Analyze the relationship between society and social networks
- ♦ Define the network society and networks
- ♦ Enter into the new concept of time
- ♦ Study the digital generation
- ♦ Explore global communication
- ♦ Know the journalistic production models
- ♦ Contemplate the challenges of the profession
- ♦ Analyze the concepts of prestige and credibility
- ♦ Understand how fake news works

Module 2. Journalism and Social Networks

- ♦ Analyze the position of journalists on social platforms
- ♦ Examine media on social platforms
- ♦ Examine media profiles on social platforms
- ♦ Know about contact networks and relationships with sources in social environments
- ♦ Learn ways to tell a story on social platforms

Module 3. Audiovisual Culture

- ♦ Know the concept of audiovisual image and culture
- ♦ Learn forms of audiovisual language
- ♦ Observing discourses in audiovisual language
- ♦ Explore the relationship between cinema and audiovisual imaginary
- ♦ Learn about images of diversity

Module 4. Mobile Journalism

- ♦ Analyze MoJo
- ♦ Know the useful tools and apps for journalists
- ♦ Learn mobile storytelling
- ♦ Explore the consumption of journalistic information via cell phones

Module 5. Data Analysis and Visualization

- ♦ Know the cognitive principles
- ♦ Learn techniques and methodologies for information analysis
- ♦ Recognize descriptive and multivariate statistics
- ♦ Become familiar with infographics
- ♦ Learn to use technology for information visualization
- ♦ Analyze case studies

Module 6. Advanced Data Visualization Techniques

- ♦ Understand advanced data analysis and visualization techniques
- ♦ Consider the difficulties of visually ordering information from complex systems
- ♦ Use tools available on the web and on mobile devices

Module 7. New Narrative Forms

- ♦ Know about digital storytelling
- ♦ Learning participatory mechanisms for the elaboration of information
- ♦ Explore multiplatform content
- ♦ Know about transmedia journalistic projects
- ♦ Study immersive and ubiquitous journalism

Module 8. Tools and Digital Resources

- ♦ Analyze the current journalism technologies framework
- ♦ Know the tools for digital journalists

Module 9. Digital Communications Project Management

- ♦ Learn the basics of project management
- ♦ Know about digital communication projects in all their phases

Module 10. Data Journalism

- ♦ Get to know sources of information
- ♦ Learn data selection and filtering mechanisms

Module 11. Investigative Journalism

- ♦ Define investigative journalism
- ♦ Evaluate methods
- ♦ Review the ethical considerations of investigative journalism
- ♦ Learn how to write a report
- ♦ Know the mechanisms for quality control

Module 12. Business Models and Entrepreneurship in Digital Communication

- ♦ Know about business side of the information industry
- ♦ Learn the features of entrepreneurship
- ♦ Describe the informative company
- ♦ Explore online media business models



Module 13. Audience and Public Opinion

- ♦ Describe audiences
- ♦ Conduct a debate on the concept of public opinion
- ♦ Know the different analysis models
- ♦ Study the new public sphere

Module 14. Audiovisual and Transmedia Production

- ♦ Describe the transmedia narrative
- ♦ Learn how to develop a transmedia project
- ♦ Create a transmedia project prototype

Module 15. Digital Content Marketing

- ♦ Analyze the link between marketing and journalistic content
- ♦ Establish the importance of journalists being able to create and distribute relevant, valuable and engaging content to users
- ♦ Create a link between the brand and the consumer

“*A program that will teach you how to generate value with your information products through the most innovative and cutting-edge content creation strategies*”

03 Skills

TECH spends hundreds of hours in each of its programs, in order to adapt them to the needs of its graduates and the needs of the sector in which they will perform their professional work. Thanks to this, we can guarantee that the specialist who accesses programs such as this Professional Master's Degree in Multimedia Journalism will be able to improve their communication skills, information resource management and data analysis, putting into practice the proven techniques and strategies.



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A program designed to perfect your communication skills in an intensive and immediate way, shaping you as a journalist versed in the multimedia domain in only 12 months"



General Skills

- ♦ Apply to new or unfamiliar environments, within broader (or multidisciplinary) contexts, the concepts, principles, theories and models relating to cultural communication
- ♦ Adequately elaborate and with certain originality written compositions or motivated arguments, to write plans, work projects or scientific articles or 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, conveying emotions or advising individuals and organizations, especially in the field of cultural journalism





Specific Skills

- ♦ 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 hypertextuality



A Professional Master's Degree that will elevate your talent to the top of the journalistic sector by increasing your media audience through the quality, originality and dynamism of your informative pieces"

04

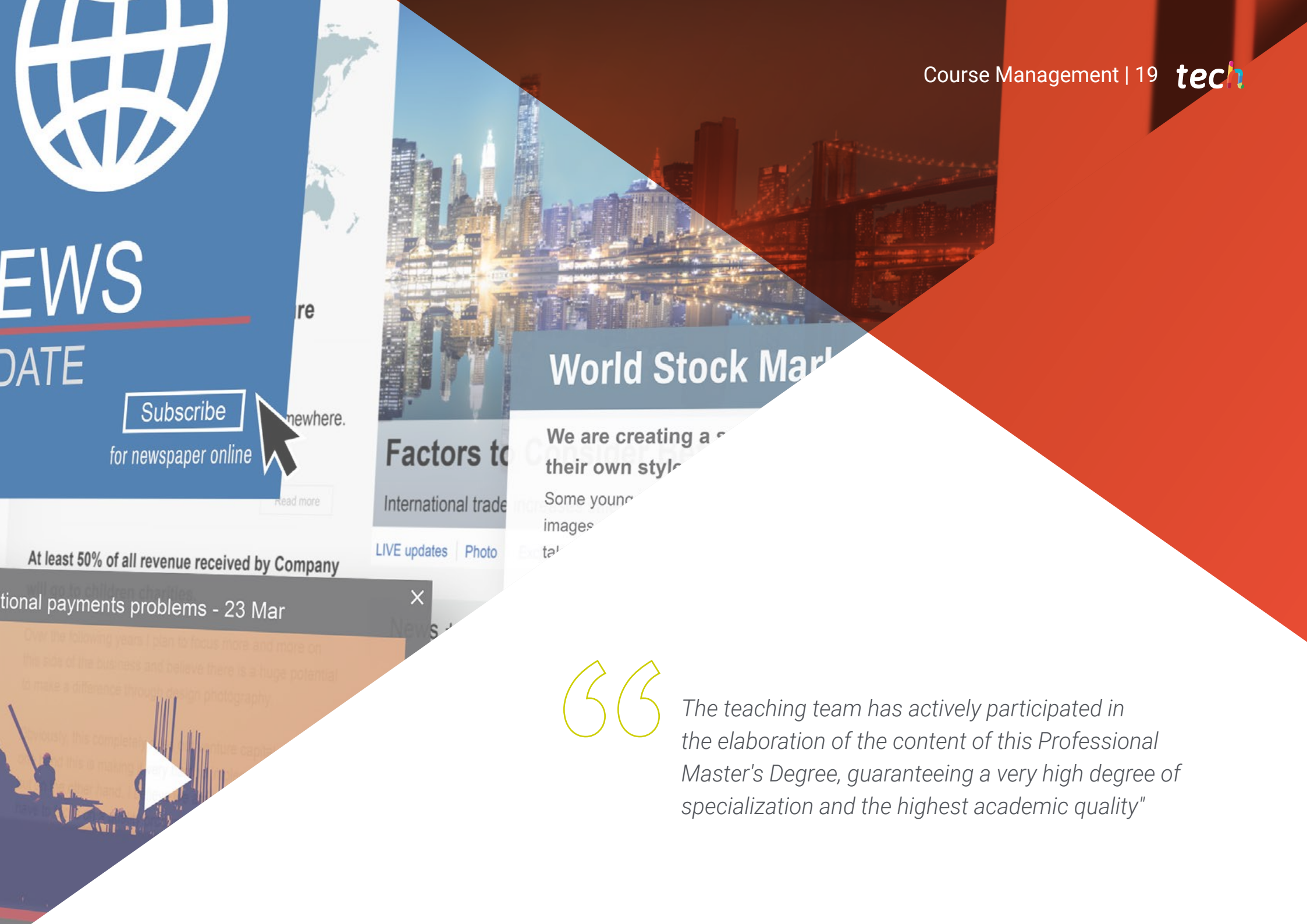
Course Management

TECH always prioritizes the formation of the best faculty for its academic experiences. That is why it puts its candidates through complex and exhaustive analysis, in order to discern which one best fits the dynamic and modern teaching profile that this university is looking for. This is because it is thought that, for the graduate, professional and supportive mentoring acts as an incentive allowing them to get more out of the academic experience.

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The teaching team has actively participated in the elaboration of the content of this Professional Master's Degree, guaranteeing a very high degree of specialization and the highest academic quality"

Management



Mr. Díaz Otero, Fernando

- ♦ Professor of Journalism at TECH Technological University
- ♦ Editor at Los Emotions Films & Services
- ♦ Film critic and columnist for Tenerife Now
- ♦ TViso Editor
- ♦ Degree in Journalism from La Laguna University
- ♦ Teacher with a specialization in Foreign Languages
- ♦ Sports Journalism Course
- ♦ Course on Integration of Young Immigrants in Canary Island Society



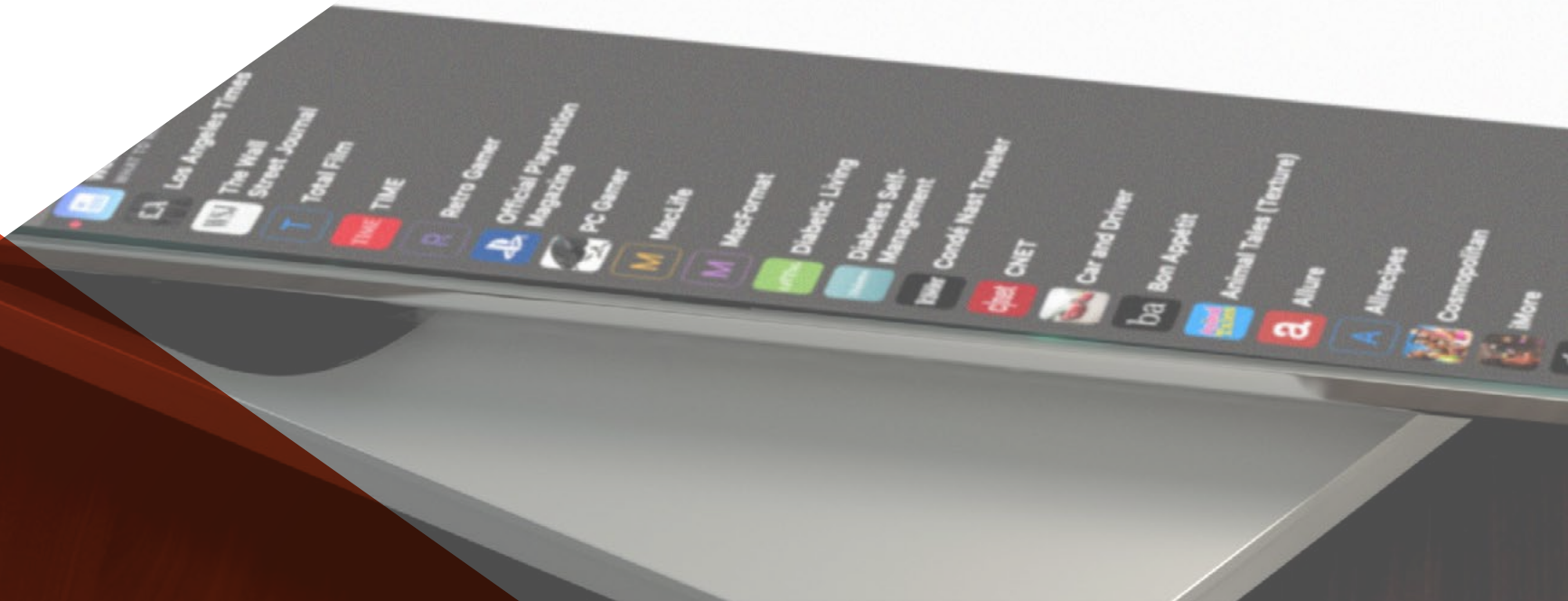
Ms. Jiménez Pampliega, Marta

- ◆ Internal Communication at Bankinter
- ◆ Sound assistant in 13TV's "Fe en el cine"
- ◆ Editor at PwC Internal and External Communications Department
- ◆ Graduate in Audiovisual Communication and Journalism from San Pablo CEU University
- ◆ Professional level InDesign course at Universidad San Pablo CEU

05

Structure and Content

To develop the curriculum of this Professional Master's Degree, TECH and its team of experts have had to work hard to select the information, filter it and develop it so that the graduate can obtain a very high professional level from the course. Moreover, hundreds of hours of additional material (detailed videos, research articles, complementary readings, self-knowledge exercises, dynamic summaries and much more!) have been selected to provide a personalized approach to the different sections of the syllabus. Thus, this university guarantees specialized tailored to the needs of each specialist.





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Are you familiar with the Relearning methodology? Thanks to its use in the development of this program, you will save study time without sacrificing academic quality"

Module 1. Digital Communication and Society

- 1.1. Network-Society vs. Social media
 - 1.1.1. The Network Society
 - 1.1.2. Power of the Network Society
 - 1.1.3. Self-Communication and Counter-Power
 - 1.1.4. The Role of Social Media
 - 1.1.4.1. Active Social Participation from Social Networks
 - 1.1.4.2. Network Privacy and Security
- 1.2. The Acceleration of Time
 - 1.2.1. Immediacy and Digitalization, the Stars of Communication in the 21st Century
 - 1.2.1.1. How Did We Arrive at this New Social Landscape?
 - 1.2.2. The Role of the Mass Media
 - 1.2.3. The New Role of Journalism with the Emergence of the Internet
 - 1.2.3.1. The Continuation of Traditional Journalism
 - 1.2.3.2. Social Networks and Citizen Journalism
- 1.3. The Digital Generation
 - 1.3.1. The Internet and New Generations
 - 1.3.2. Building an Identity Through the Internet
 - 1.3.3. Classification of the Digital Society
 - 1.3.3.1. According to Year of Birth
 - 1.3.3.2. According to Whether you are a Digital Native or a Digital Immigrant
 - 1.3.3.3. According to Whether they are Visitors or Residents
 - 1.3.4. Comparison of the Two Youngest Digital Native Generations Y and Z
- 1.4. Global Information Order vs. Global Communication
 - 1.4.1. The New World Information Order (NWICO)
 - 1.4.2. Global Communication Theory
 - 1.4.2.1. Robertson: The Structuring of Today's World on the Basis of Globalization
 - 1.4.2.2. Rosenau: In Search of a Notion for a Profound Ontological Change
 - 1.4.2.3. Castells: The Information Society and Global Networks
 - 1.4.2.4. Held et al.: Global Transformations
 - 1.4.3. Conclusions



- 1.5. Journalistic Production Models
 - 1.5.1. The Production of Information in Traditional Mass Media
 - 1.5.1.1. Debate on Information Production and Influence on Society
 - 1.5.1.2. Elements of Production that Influence Public Opinion: Agenda Setting, Priming and Framing
 - 1.5.2. The New Digital Journalism
 - 1.5.2.1. Journalistic Production on the Internet
 - 1.5.2.2. The Observed Patterns of Digital Reading
 - 1.5.2.3. Brevity as the Dominant Feature of Digital Production
 - 1.5.2.4. How to Produce a News Story for the Web
 - 1.5.2.5. Links and Multimedia Content as Informative Elements
- 1.6. Challenges of the Profession
 - 1.6.1. New Profile of Digital or World Wide Web (WWW) Journalists
 - 1.6.2. First Challenge: Understand the New Profile of Digital Audiences
 - 1.6.2.1. Engagement, Personalization and Web Analytics
 - 1.6.2.2. The Reign of Public Interest?
 - 1.6.3. Second Challenge: Towards Social Media Journalism, the Role of the Social Media Editor
 - 1.6.4. Third Challenge: The New System of Journalistic Sources
 - 1.6.5. Fourth Challenge: Real Time Journalism
 - 1.6.5.1. Simultaneity
 - 1.6.5.2. Hypertext
 - 1.6.5.3. Multimedia Expressiveness
- 1.7. Prestige and Credibility
 - 1.7.1. Introduction
 - 1.7.2. Self-Regulation
 - 1.7.2.1. Self-Regulation Strategy
 - 1.7.2.2. Regulation Mechanisms
 - 1.7.3. Redefining the Role of the Journalist
 - 1.7.3.1. Credibility Crisis
 - 1.7.3.2. Cutting Out the Middle Man
 - 1.7.3.3. From Scarcity to the Curse of Abundance

- 1.7.4. Journalism and Credibility from a Historical Perspective
 - 1.7.4.1. Manipulation and the End of the Pact with Citizens
- 1.7.5. Disinformation as an Opportunity for Journalism
- 1.7.6. The Faces of Journalistic Credibility and Prestige

Module 2. Journalism and Social Networks

- 2.1. Journalists on Social Platforms
 - 2.1.1. Introduction
 - 2.1.2. Social Networks, a New Object of Study in Communications
 - 2.1.2.1. The New Environment 2.0
 - 2.1.3. Social Networks in Journalism
 - 2.1.3.1. Users, Content and Journalistic Sources
 - 2.1.3.2. The Three-fold Journalistic Approach to Social Networks
 - 2.1.3.3. The Emergence of Style Guides for Journalists
 - 2.1.3.4. Journalistic Writing on Facebook
 - 2.1.3.5. Journalistic Writing on Twitter
 - 2.1.3.6. Advantages and Disadvantages of Journalistic Writing on Facebook and Twitter
 - 2.1.4. Implementation of Various Digital Strategies in the Media
 - 2.1.4.1. International
 - 2.1.5. Use of Social Networks as Journalistic Tools
- 2.2. Media on Social Platforms
 - 2.2.1. Metamedia
 - 2.2.1.1. Social Network Complexity
 - 2.2.1.2. Social Platforms in Communications Companies
 - 2.2.1.3. Results of the Media Barometer
 - 2.2.2. Media Communications Strategy on Social Media Platforms
 - 2.2.2.1. Application to Social Networks
 - 2.2.2.2. Diagnosis or Prior Analysis
 - 2.2.3. Management of Official Media Accounts
 - 2.2.3.1. Content Management Models
 - 2.2.3.2. Guidelines for Content Management and Scheduling on Facebook and Twitter
 - 2.2.3.3. Questions and Challenges in Network Management

- 2.3. Media Profiles on Social Platforms
 - 2.3.1. Introduction: New Emerging Journalistic Profiles
 - 2.3.2. The Internet Community Manager
 - 2.3.2.1. Profile
 - 2.3.2.2. Functions
 - 2.3.3. Multitasking/Multimedia Journalist
 - 2.3.3.1. Functions
 - 2.3.3.2. Interactive Multimedia Journalist Profiles
 - 2.3.3.3. Personnel Selection: A Multimedia, Interactive, Versatile and Specialized Journalist
 - 2.3.4. Data Journalism
 - 2.3.4.1. Qualifications and Profile of the Data Journalist
 - 2.3.4.2. Mobile Journalism
 - 2.3.5. The Development of Mobile Journalism on Digital Platforms
 - 2.3.5.1. Digital and Mobile Journalism Formats
- 2.4. Networking and The Relationship with Sources in Social Environments
 - 2.4.1. Introduction
 - 2.4.2. Social Networks in Journalism
 - 2.4.2.1. Connectivity
 - 2.4.2.2. On-line Social Networks
 - 2.4.3. How to Increase the Network of Contacts / Digital Community
 - 2.4.3.1. Definition of the Target Market of the Media/Journalist
 - 2.4.3.2. Brand Characteristics
 - 2.4.4. Most Utilized Networks as a Source of Journalistic Information
- 2.5. Journalistic Ethics and Information Transparency in Social Networks
 - 2.5.1. Challenges for High Quality Ethics in the New Digital Environment
 - 2.5.2. The Two-fold Ethical Requirement of Journalism
 - 2.5.2.1. Transparency as a Tool for Ethical Journalism
 - 2.5.2.2. Transparency as a Requirements for Ethical Journalism
 - 2.5.3. Transparency and Media Organizations
 - 2.5.3.1. From Information Professionals to Internet Community Managers
 - 2.5.3.2. From Secrecy to Transparency

- 2.5.4. Social Platforms in Favor of Information Transparency
 - 2.5.4.1. Wikitribune Platform: Transparent and Collaborative Journalism
 - 2.5.4.2. Deba-t.org Platform: Transparency in Fostering Public Debate and Discussion
- 2.6. Narration of Information on Social Platforms
 - 2.6.1. Introduction to Digital Narrative
 - 2.6.1.1. A New Form of Narration
 - 2.6.1.2. Language and Genres in the Digital Narrative
 - 2.6.1.3. Potential and Possibilities of Digital Media or "Screens".
 - 2.6.2. Narrative is Identified with Navigation
 - 2.6.2.1. Uniqueness of Journalistic Language
 - 2.6.2.2. Multiple Language
 - 2.6.2.3. Grammatical Correctness
 - 2.6.3. Writing Techniques: from the Inverted Pyramid to the Lying Pyramid
 - 2.6.3.1. Writing Techniques
 - 2.6.4. The Genres of Cyberjournalism

Module 3. Audiovisual Culture

- 3.1. Postmodernism in the Audiovisual Field
 - 3.1.1. What is Postmodernism?
 - 3.1.2. Mass Culture in the Postmodern Era
 - 3.1.3. The Emergence of Argumentative Discourse
 - 3.1.4. The Culture of Simulacrum
- 3.2. Semiotics: Symbols in Audiovisual Culture
 - 3.2.1. What is Semiotics?
 - 3.2.2. Semiotics or Semiology?
 - 3.2.3. Semiotic Codes
 - 3.2.4. Visual Motifs
- 3.3. Learn to View
 - 3.3.1. Image and Context
 - 3.3.2. The Ethnographic View
 - 3.3.3. Photography as a Cross-over of Views
 - 3.3.4. Visual Anthropology



- 3.4. Image Composition
 - 3.4.1. Notes
 - 3.4.2. Dynamic Balance
 - 3.4.3. Weight and Visual Direction
 - 3.4.4. Basic Rules
- 3.5. Aesthetics in Audiovisuals
 - 3.5.1. What is Aesthetics?
 - 3.5.2. Aesthetic Categories
 - 3.5.3. The Grotesque and the Abject
 - 3.5.4. Bad Taste" (Kitsch) and "Good Taste" (Camp)
- 3.6. New and Renewed Audiovisual Forms
 - 3.6.1. Viral Video Art
 - 3.6.2. Big Data as an Art Form
 - 3.6.3. The Video Projection Technique
 - 3.6.4. Visual Creators (VJs)
- 3.7. Intertextuality as a Creative Strategy
 - 3.7.1. What is Intertextuality?
 - 3.7.2. The Meeting
 - 3.7.3. Allusion
 - 3.7.4. Plagiarism
 - 3.7.5. Appropriation
 - 3.7.6. Self-Reference
 - 3.7.7. Parody

- 3.8. Dialogue Among the Arts
 - 3.8.1. Mediation
 - 3.8.2. The Hybridization of the Arts
 - 3.8.3. Classicism and the Separation of the Arts
 - 3.8.4. Romanticism and the Definitive Union of the Arts
 - 3.8.5. Total Art in the Avant-Garde
 - 3.8.6. Transmedia Narratives
- 3.9. The New Cinema
 - 3.9.1. The Relationship Between Cinema, Culture and History
 - 3.9.2. An (Un) Predictable Technological Evolution
 - 3.9.3. Cinema is Dead!
 - 3.9.4. Expanded Cinema
- 3.10. The Rise of the Documentary
 - 3.10.1. The Documentary
 - 3.10.2. Strategies for Objectivity
 - 3.10.3. The Rise of the Mockumentary
 - 3.10.4. Found Footage

Module 4. Mobile Journalism

- 4.1. Journalistic Work with Mobile and Tablet
 - 4.1.1. Introduction
 - 4.1.2. What is Mobile Journalism?
 - 4.1.3. Adapting Journalism for Mobile News Platforms
 - 4.1.3.1. Phases of the Incursion of Cell Phones in Journalism
 - 4.1.3.2. Production in Mobile Journalism
 - 4.1.4. Mobile Journalism
 - 4.1.4.1. From the Monomedia Professional to the Mobile Journalist
 - 4.1.4.2. Shaping the Mobile Journalist
 - 4.1.5. A Model of Mobile Journalism
- 4.2. Mobile Journalism
 - 4.2.1. Introduction
 - 4.2.1.1. The New Essentials: Convergence, Divergence and Mobility
 - 4.2.1.2. Multimediality and Narration
 - 4.2.1.2.1. The Cell Phone as an Object of Everyday Use
 - 4.2.1.3. The Fourth Wall and Journalism
 - 4.2.1.4. Cell Phone
 - 4.2.1.5. Smartphone
 - 4.2.1.6. Tablet
 - 4.2.2. Mobile Devices: Radio and Television
 - 4.2.2.1. Cell Phone
 - 4.2.2.2. Smartphone
 - 4.2.2.3. Tablets
 - 4.2.3. How to Distribute Content 4Cs Analysis (Consumer, Communication, Cost and Convenience)
- 4.3. Tools and Applications for the Production of Journalistic Content
 - 4.3.1. Introduction
 - 4.3.1.1. Main Features in the Production of Mobile Journalism
 - 4.3.2. Applications for Journalism
 - 4.3.2.1. Audio Applications
 - 4.3.2.1.1. Audio Recording
 - 4.3.2.1.2. Call Recording
 - 4.3.2.1.3. Audio Editing
 - 4.3.2.1.4. Broadcast Live Audio
 - 4.3.2.2. Video Applications
 - 4.3.2.2.1. Record Video
 - 4.3.2.2.2. Edit Video
 - 4.3.2.2.3. Broadcast Live Video
 - 4.3.3. Other Useful Tools

- 4.4. Specialized Narrative Strategies for Mobiles
 - 4.4.1. Introduction
 - 4.4.2. New Narratives
 - 4.4.2.1. Multimedia Narrative
 - 4.4.2.2. Transmedia Narrative
 - 4.4.3. Narrative Aesthetics
 - 4.4.3.1. Repetition
 - 4.4.3.2. Speed
 - 4.4.3.3. Excess
 - 4.4.3.4. The Monstrous
 - 4.4.3.5. The Clash
 - 4.4.4. From Desktop to Mobility
 - 4.4.4.1. Ubiquity
 - 4.4.4.2. Ephemeral Nature
 - 4.4.4.3. Instantaneity
- 4.5. Consumption of Journalistic Information Via Mobile Devices
 - 4.5.1. Introduction
 - 4.5.2. Ownership of Mobile vs. Traditional Devices
 - 4.5.3. Usage of News on Digital Devices
 - 4.5.4. The News Trail
 - 4.5.4.1. Is it a Behavioural Trait of the News Rather than a Device?
 - 4.5.4.2. Mobile News Omnivores and so-called Desktop/Laptop "Vulture Funds"
 - 4.5.4.3. User Demographics in Digital News Consumption
 - 4.5.5. Traits and Habits of the Modern News Consumer
 - 4.5.5.1. Young Adults
 - 4.5.5.2. Digital Distinctions
- 4.6. Journalistic Information Applications and Services on Mobile Phones
 - 4.6.1. Introduction
 - 4.6.2. The Utility of Smartphones for the Citizens and Information Professionals of Today
 - 4.6.3. The Development of Mobile Journalism in Newspaper Companies Today
 - 4.6.4. Mobile Phone Applications and the Main Information Generators
 - 4.6.4.1. Newspapers
 - 4.6.4.2. Radios
 - 4.6.4.3. Magazines

Module 5. Data Analysis and Visualization

- 5.1. Cognitive Principles: Information, Communication and Knowledge
 - 5.1.1. Origin of the Cognitive Sciences
 - 5.1.2. Information and Communication
 - 5.1.2.1. Lasswell: A Sociological Approach
 - 5.1.2.2. Shannon and Weaver: A Cybernetic Approach
 - 5.1.2.3. The Maletzke Model and Collective Communication
 - 5.1.3. Communication.
 - 5.1.3.1. Eco, a Semiotic Model of Communication
 - 5.1.3.2. Signs, Signals, Symbols ...
 - 5.1.4. Representation or Knowledge
 - 5.1.4.1. Types of Representation or Knowledge
 - 5.1.5. The Value of Information, Analyzed According to Maletzke's Model
 - 5.1.5.1. General Considerations
 - 5.1.5.2. The Capture and Value of Information
 - 5.1.5.3. Regulation
 - 5.1.5.4. The Ownership and Value of Information
 - 5.1.5.5. IT Systems
 - 5.1.5.6. Maletzke and Today's Virtual Media
- 5.2. Techniques and Methodologies for Information Analysis: Case Studies
 - 5.2.1. Introduction
 - 5.2.1.1. Approach to the Concept of Data Journalism or Computational Journalism
 - 5.2.2. Big Data
 - 5.2.3. Methodology for the Analysis of Big Data
 - 5.2.3.1. Automated Content Analysis
 - 5.2.3.2. Automated Sentiment Analysis
 - 5.2.3.3. Data Mining
 - 5.2.3.4. Machine Learning
 - 5.2.3.5. Text Mining
 - 5.2.3.6. Web Mining
 - 5.2.4. Tools Used in Computational or Data Journalism
 - 5.2.5. International Case Studies
 - 5.2.5.1. Data Analysis in Electoral Campaigns

- 5.3. Descriptive and Multivariate Statistics
 - 5.3.1. Variables
 - 5.3.2. Descriptive Statistics
 - 5.3.2.1. One-Dimensional Analysis
 - 5.3.2.1.1. Frequencies
 - 5.3.2.1.2. Graphic Representations of Frequencies. Distribution
 - 5.3.2.2. Two-Dimensional Analysis
 - 5.3.2.2.1. Crossed Frequencies
 - 5.3.2.2.2. Correlations
 - 5.3.3. Multivariate Statistics
 - 5.3.3.1. Steps Prior to Analysis
 - 5.3.3.2. Missing Data
 - 5.3.3.3. Verification of Multivariate Analysis Assumptions
 - 5.3.3.3.1. Normality
 - 5.3.3.3.2. Homoscedasticity
 - 5.3.3.3.3. Linearity
 - 5.3.4. Classification of Multivariate Analysis
 - 5.3.5. Multivariate Analysis Methods
 - 5.3.5.1. Canonical Correlation
 - 5.3.5.2. Factor Analysis
 - 5.3.5.3. Discriminant Analysis
 - 5.3.5.4. Logistical Discrimination
- 5.4. Introduction to Infographics and Information Visualization
 - 5.4.1. Introduction
 - 5.4.2. A Deeper Look at the Concept of Infographics and Information Visualization.
 - 5.4.2.1. From Psychology to Infographics
 - 5.4.2.2. The Fundamentals of the Model
 - 5.4.2.3. From Information Design to Infographics
 - 5.4.2.4. Aesthetic Infographics vs. Analytical Infographics
 - 5.4.3. Interactive Visualization
 - 5.4.3.1. The Great Transition: Infographics as a Tool
 - 5.4.3.2. What Interaction? The Three Classes
 - 5.4.3.3. Navigation and Scenes
 - 5.4.3.4. Multimediality
 - 5.4.4. The Case of The New York Times
 - 5.4.4.1. The Structure of the Graph Sections
 - 5.4.4.2. The Work Process
- 5.5. Technologies for Information Visualization
 - 5.5.1. Introduction
 - 5.5.2. Visualization Models
 - 5.5.3. Visualizations of New Information
 - 5.5.4. Technologies
- 5.6. Case Studies in the Field of Journalism
 - 5.6.1. Examples of Interaction and Visualization of Information in "Structured Journalism".
 - 5.6.2. Best Data Journalism Award 2019

Module 6. Advanced Data Visualization Techniques

- 6.1. Analysis Techniques and Principles
 - 6.1.1. Cognitive Principles: Information, Communication and Knowledge
 - 6.1.2. The Main Types of Data Visualization
- 6.2. Information Analysis in Complex Systems
 - 6.2.1. System Definability
 - 6.2.2. The Components of a Complex System
 - 6.2.3. Processes and Levels of Analysis
- 6.3. Interactive Viewing on Web and Mobile Devices
 - 6.3.1. Data Mining: Applications in the Field of Journalism
 - 6.3.2. Viewing on Social Networks
- 6.4. Applications in the Field of Journalism
 - 6.4.1. Extraction of Information
 - 6.4.2. Data Analysis Platforms
 - 6.4.3. Study of Data Visualization Tools

Module 7. New Narrative Forms

- 7.1. Digital Storytelling
 - 7.1.1. The Role of Narrative Forms
 - 7.1.2. Added Value of New Media: Immediacy, Hypertextuality, Interactivity and the Reader's Leading Role
 - 7.1.3. The New Narrative of News Journalism Genres: Elements of the News
 - 7.1.4. The New Narrative of Explanatory Journalistic Genres: Distinguishing Elements
 - 7.1.5. The New Narrative of Participatory Opinion Models Journalistic Genres: Letters to the Editor, Polls and Surveys, Discussion Forums
- 7.2. Participatory Mechanisms for the Elaboration of Newspaper Narratives
 - 7.2.1. Participation Spaces: The Latest Big Trend
 - 7.2.2. New Media and Active Audiences
 - 7.2.3. The Value of Professional Journalism
- 7.3. Multiplatform Content
 - 7.3.1. Content Managers in Multiplatform Production
 - 7.3.2. From Passive Consumer to Active Producer
 - 7.3.3. Metaverse: The Real World as an Operating System
- 7.4. Transmedia Projects
 - 7.4.1. Transmedia Narratology and Transmedia Storytelling
 - 7.4.2. 6x9. A Virtual Solitary Confinement Experience from The Guardian Newspaper
- 7.5. Immersive and Ubiquitous Journalism
 - 7.5.1. Principles for the Design of Immersive Information Experiences
 - 7.5.2. Virtual reality
 - 7.5.3. Principles for the Design of Mixed Information Experiences
 - 7.5.4. Augmented Reality

Module 8. Tools and Digital Resources

- 8.1. The Current Technological Framework for Journalism
 - 8.1.1. Communication Possibilities
 - 8.1.2. Technological Skills and New Professional Profiles
 - 8.1.3. Examples of Applicability
- 8.2. Tools for Digital Journalists
 - 8.2.1. Online Resources for the Production and Edition of Informative Contents
 - 8.2.2. Organizational Tools for Journalists
 - 8.2.3. Technological Tools for Information Dissemination

Module 9. Digital Communications Project Management

- 9.1. Project Management: Basic Concepts
 - 9.1.1. Components of Project Management: Areas of Knowledge
 - 9.1.2. The Human Cost of Project Management
 - 9.1.3. Managerial Skills
- 9.2. Digital Communication Projects
 - 9.2.1. Project Initiation and Preliminary Work
 - 9.2.2. Project Planning and Execution
 - 9.2.3. Project Monitoring, Control and Closure

Module 10. Data Journalism

- 10.1. Information Sources
 - 10.1.1. Search Strategies
 - 10.1.1. Typical Statistical Descriptors
- 10.2. Data Selection and Filtering Mechanisms
 - 10.2.1. Feature Extraction
 - 10.2.2. Summarize Data with Tables and Graphs
 - 10.2.3. Interactivity

Module 11. Investigative Journalism

- 11.1. Introduction
 - 11.1.1. What is the Investigative Journalism?
 - 11.1.2. Examples of Great Investigative Journalists
 - 11.1.3. Formulation of Hypotheses
- 11.2. Evaluation of Methods
 - 11.2.1. Work and Relationship with Sources
 - 11.2.2. Data Organization and Structuring
 - 11.2.3. Search for connections Between Files
- 11.3. Report Writing
 - 11.3.1. What is a Report?
 - 11.3.2. Style
 - 11.3.3. Structure
 - 11.3.4. How is a Report Prepared?
- 11.4. Quality Control Techniques
 - 11.4.1. Ethical Fact Checking
 - 11.4.2. Use of the Master File for Data Verification
 - 11.4.3. Predictable Psychological Effects of Data Verification

Module 12. Business Models and Entrepreneurship in Digital Communication

- 12.1. The Business Side of the Information Arena
 - 12.1.1. The Information Sector
 - 12.1.2. The Parties Involved in Social Communication in the Digital Context
 - 12.1.3. Theoretical and Methodological Model for the Study of Cybernetic Social Media
- 12.2. Entrepreneurship
 - 12.2.1. Entrepreneurship and Opportunity Detection
 - 12.2.2. Financing of Entrepreneurial Activity
 - 12.2.3. Internal Entrepreneurship
- 12.3. Informative Company
 - 12.3.1. Types of Informative Companies
 - 12.3.2. Media Management and Organization
 - 12.3.3. Business Planning
- 12.4. Online Media Business Models
 - 12.4.1. The Nature of Business Models
 - 12.4.2. The Importance of Generating Value
 - 12.4.3. Types of Business Models and their Evolution

Module 13. Advanced Data Analysis and Visualization Techniques

- 13.1. Audiences
 - 13.1.1. The New Digital Journalism from the Audience's Perspective
 - 13.1.2. Audience Measurement Models
 - 13.1.3. Participatory Audiences
- 13.2. Debate on the Concept of Public Opinion
 - 13.2.1. Evolution of the Public Sphere from the Mass Society to the Network Society
 - 13.2.2. The Concept of The Public Opinion in the Information Society
 - 13.2.3. Aggregate and Discursive Public Opinion, and its Transitional Dynamics

- 13.3. Analysis Models
 - 13.3.1. Public Opinion as Knowledge
 - 13.3.2. Challenges of Shaping Public Opinion in the Face of Digital Media
 - 13.3.3. Methodologies for the Study of Public Opinion
- 13.4. The New Public Sphere for Journalists
 - 13.4.1. Journalism in a More Participatory Democracy
 - 13.4.2. The Role of the Journalist in the New Digital Era
 - 13.4.3. Citizen Journalism

Module 14. Audiovisual and Transmedia Production

- 14.1. Transmedia Narratives
 - 14.1.1. Introduction
 - 14.1.2. The Characteristics of Transmedia Narratives
 - 14.1.3. The Application of Transmedia Narratives in the Journalistic Field
 - 14.1.4. Transmedia Narrative in Popular Culture
- 14.2. Transmedia Project Development
 - 14.2.1. Transmedia Projects
 - 14.2.2. Formats and Techniques for the Production of Transmedia Documentaries
 - 14.2.3. Case Study The Transmedia Documentary in the Footsteps of the Beast Man
- 14.3. Practice with Transmedia Project Implementation Tools: Prototype Making
 - 14.3.1. Transmedia Reporting as Part of the New Journalism
 - 14.3.2. Citizen Participation in Collaborative Documentary Filmmaking: Towards New Audiovisual Narratives

Module 15. Digital Content Marketing

- 15.1. Content Promotion
 - 15.1.1. What is Content Marketing?
 - 15.1.2. How to Develop Content Marketing
 - 15.1.3. Creation of a Strategy
- 15.2. Marketing Audiences
 - 15.2.1. The Audience as a Distribution Ally
 - 15.2.2. How to Define an Audience Profile
 - 15.2.3. Audience Measurement
- 15.3. Social Media Marketing
 - 15.3.1. Introduction
 - 15.3.2. Social Media Strategy and Plan
 - 15.3.3. New Concepts Derived from the Integration of Social Media in the Marketing and Communication Sphere
 - 15.3.4. Internal Marketing and Content Strategy
- 15.4. The Sociocultural Perspective
 - 15.4.1. Information Processing Theory
 - 15.4.2. Bruner's Theory
 - 15.4.3. Synthesis: Two Forms of Meaning



Don't think twice and opt for a Professional Master's Degree that will put you on a par with the greats of journalism and will open many doors in the media market"

06

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.



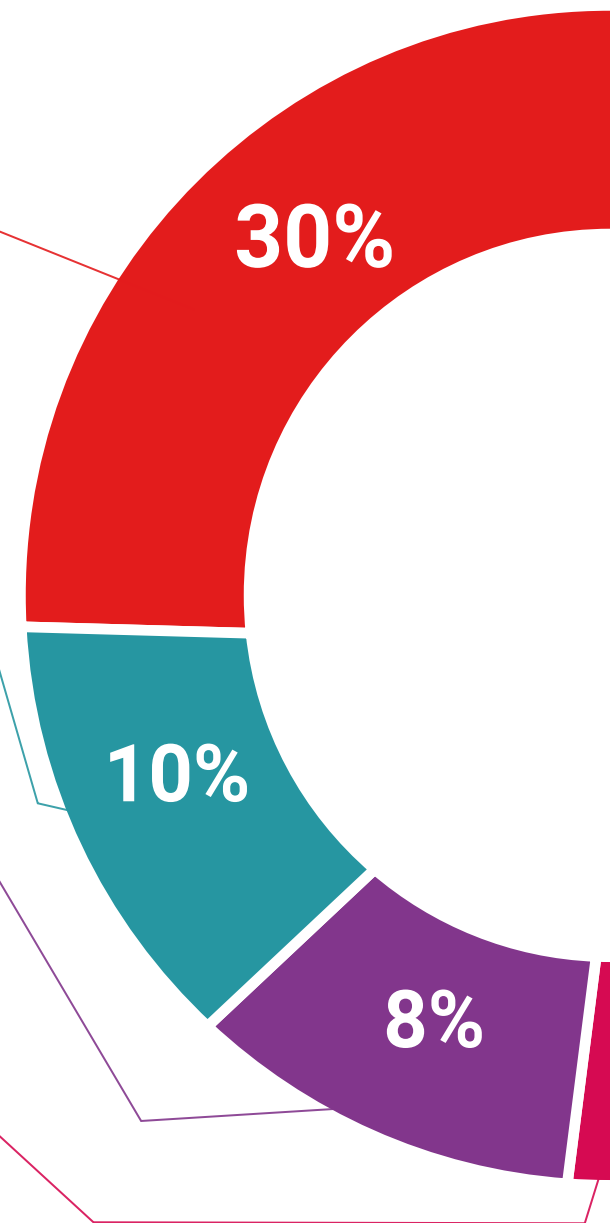
Practising Skills and Abilities

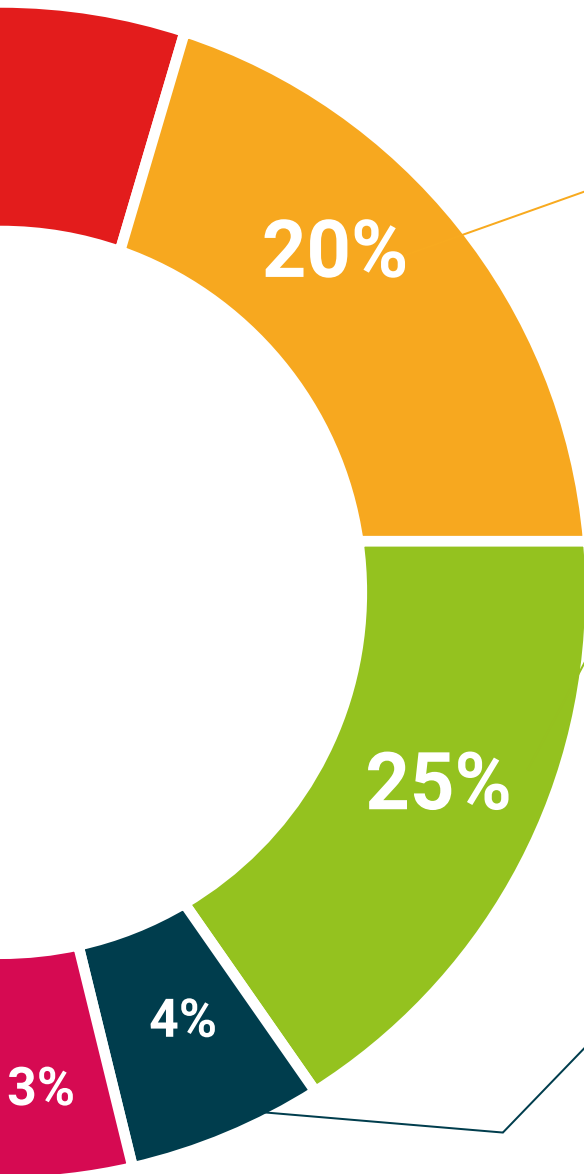
They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



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.



07

Certificate

The Professional Master's Degree in Multimedia Journalism guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Technological University.



“

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

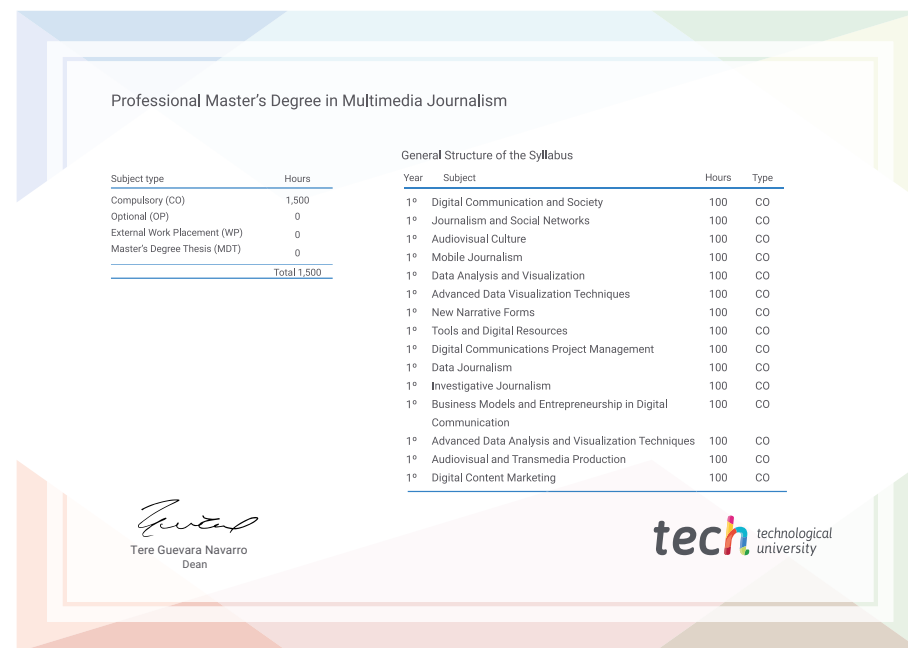
This **Professional Master's Degree in Multimedia Journalism** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

Title: **Professional Master's Degree in Multimedia Journalism**

Official N° of Hours: **1,500 h.**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development languages
virtual classroom



Professional Master's Degree Multimedia Journalism

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree

Multimedia Journalism