

Digital Journalism and Storytelling

Module title	Digital Journalism and Storytelling
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	7
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Higher Diploma in Arts in Journalism and New Media Content
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	10
List the teaching learning and assessment modes	The module will be delivered using lectures; problem-based learning; lab work; field work. Learners will work independently and autonomously and also in teams engaging in practice that is underpinned by theory, case study and best professional practice. Learners will be assessed on their ability to source, write and develop an array of news stories.
Entry requirements (statement of knowledge, skill and competence)	As per course entry requirements
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) If staff not in post at present, specify qualifications and experience required.	Module co-ordinator must have a minimum Level 9 qualification in a relevant subject and/or suitable teaching and/or professional experience in relevant or closely cognate areas.
Maximum number of learners per centre (or instance of the module)	20
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	4
Module-specific physical resources and support required per centre (or instance of the module)	Classroom; computer lab; VLE.
Analysis of required learning effort (much of the remainder of this table must also be presented in the programme schedule—take care to ensure consistency)	
*Effort while in contact with staff	Contact hours for the module

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
39							211			250
Allocation of marks (within the module)										
				Continuous assessment	Project	Practical	Final Exam	Total		
Percentage contribution				100%				100%		

Module aims and objectives

This module gives students the knowledge and understanding to write media messages and journalism (visual and text) across different digital platforms with the audience and house style of the platform in mind.

Module learning outcomes

On completion of this module, learners will be able to:

1. Communicate an advanced understanding of digital platforms in theory and practice
2. Write and upload appropriate stories, visual and text-based, to multiple digital platforms
3. Analyse the data associated with digital journalism and new media
4. Understand their own practice within the changing world of digital media writing

Rationale for inclusion of the module in the programme and its contribution to the overall proposed Programme Learning Outcomes

Digital platforms are increasingly becoming the spaces that readers and audiences go to for their news, information and influences. As such it is imperative to include this future-proof module that helps the graduate navigate these dynamic spaces.

This module also contributes to the achievement of the following programme learning outcomes:

PLO1	Demonstrate an understanding of theories, concepts and methods pertaining to Journalism and New Media content creation
PLO2	Demonstrate a detailed knowledge and understanding of the practice of Journalism and New Media content creation across digital and analogue platforms
PLO3	Employ specific skills in: News gathering & reporting; media law and ethics; writing for diverse platforms; self-reliance
PLO4	Show appropriate judgement in a range of situations which involves discovery, organisation, and delivery, in timely and resourceful ways
PLO5	Create high-quality media content that is underpinned by an ethical approach to journalistic values

PLO6	Work in peer-to-peer teams or under supervision to complete tasks and projects in flexible and changing circumstances
PLO7	Manifest intellectual nimbleness and critical adaptability to new journalistic and media contexts, changing technological innovations and employment opportunities
PLO8	Show developed intrapersonal communication and an open, adaptable and flexible worldview

Information provided to learners about the module

Information on the module will appear in this format in the colleges' prospectus:

This module in 'Digital Journalism and Storytelling' will give students the chance to learn and practice how to write for digital platforms where writers can craft very specific messages that can influence, inform and entertain diverse audiences on a global scale.'

Module content, organisation and structure

Content

Students will focus on the following areas:

Writing practice: Students build up an e- portfolio of writing work suitable and bespoke for particular digital platforms. This involves:

- Understanding the flavour and purpose of platforms like FaceBook, Instagram, TicTok, Twitter and LinkedIn
- How to harness the power of digital platforms
- How to write for diverse platforms
- How to monetize your activities on digital platforms
- How to report on digital platforms
- Citizen journalism and digital platforms
- Understanding audiences: Data analytics and digital medial platforms

Insight and reflection: Students interrogate their own work and approaches. Students engage with transformative and current research on the growth of digital media and its power and influence.

Organisation and Structure

The learners will be supported by qualified staff in a practice setting which is underpinned by theory. The emphasis will be on the building up of an e-portfolio of work which showcases the learners' abilities as a digital media practitioner who can deftly manoeuvre across platforms and audiences.

Module teaching and learning and assessment strategy

The assessment strategy on this module is a blend of writing for platforms underpinned by best practice and a knowledge of the most current academic work on the development of social media and digital media platforms. Students will show evidence of a digital footprint on all the major digital media sites and how that presence is mediated by the tone and flavour of each platform. This is individual work which is assessed via a curated digital portfolio.

Module summative assessment strategy

In this module students will be asked to curate a digital portfolio including judicious inclusions of work completed alongside examples of their own online footprint as a creator of content. This will be assessed for its content, design and communicative prowess. This digital portfolio will become the student's de facto CV, and a showcase of their work across modules.

Nature of assessment materials

Assessment	Weighting	Nature of assessment	MiMLO
Digital Portfolio - curated space of work including: - articles - artefacts (video/audio) - online presence (Instagram/ facebook/tictok) - professional identity online - scrutiny of design and content choices	70%	Individual Project	1, 2 & 4
Data analytics - 1,000 essay on data analytics	10%	Pairs or individual	3
Reflection - Reflection on the growth and learning from the module - 5'00	20%	Individual video or audio piece	4
	100%		

Timetabling, learner effort and credit

Timetable	Learner Effort	Credit
3 hours one night per week for 13 weeks	250 hours, contact hours and independent learning, writing and assessment combined	10 ECTS

Work-based learning and practice-placement

Students creation of the e-portfolio and their evidence of footprints across platforms mirrors real-world learning experiences and equips them for the kind of activities they will have to engage in when they graduate.

E-learning

Written articles will have to be delivered digitally, as this is a digital-focused module.

Module physical resource requirements

Students will need access to computer labs and libraries to engage in writing and research

Reading lists and other information resources

Briggs, M. E. (2010), *Journalism Next: A Practical Guide to Digital Reporting and Publishing*. London: Sage

Carroll, B. (2017), *Writing and Editing for Digital Media*. Routledge: Oxon.

Handley, A. (2017), *Everybody Writes*. New Delhi: Wiley India Pvt. Ltd.

Handley, A. (2018), *Content Rules*. New Jersey: John Wiley & Sons.

Pavlik, J. (2001), *Journalism and New Media*. New York: Columbia University Press.

Ethical Considerations

Ethics are very important in a poorly regulated space such as the digital sphere. The role of digital identities and fake news will be explored and unpacked. As for all modules in this programme, the fair

treatment of the public/expert participants and the accuracy of information is primary. Teasing out issues relating to dealing with participants will be unpacked in this module and best practice will be taught.

Reassessment Procedures

All details regarding compensation, preponderance, penalties for late submissions, policy around repeat examinations/assessments, pass standards at programme, module, and assessment level, mitigation policy, max completion period are outlined in the Institute's Academic Standards and Assessment Regulations. Where a Learner does not successfully complete the module, they will have the opportunity to repeat the assessment in line with the Institute's Academic Standards and Assessment Regulations. This is available through Sharepoint here:

<https://staffportal.itcarlow.ie/functions/Quality/default.aspx>.