

Master's Degree

Multimedia Journalism





Master's Degree Multimedia Journalism

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/journalism-communication/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.



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Would you like to reinvent yourself as a journalist by adopting the most innovative and cutting-edge communication strategies? Enrol on this 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 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 **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

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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"

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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"

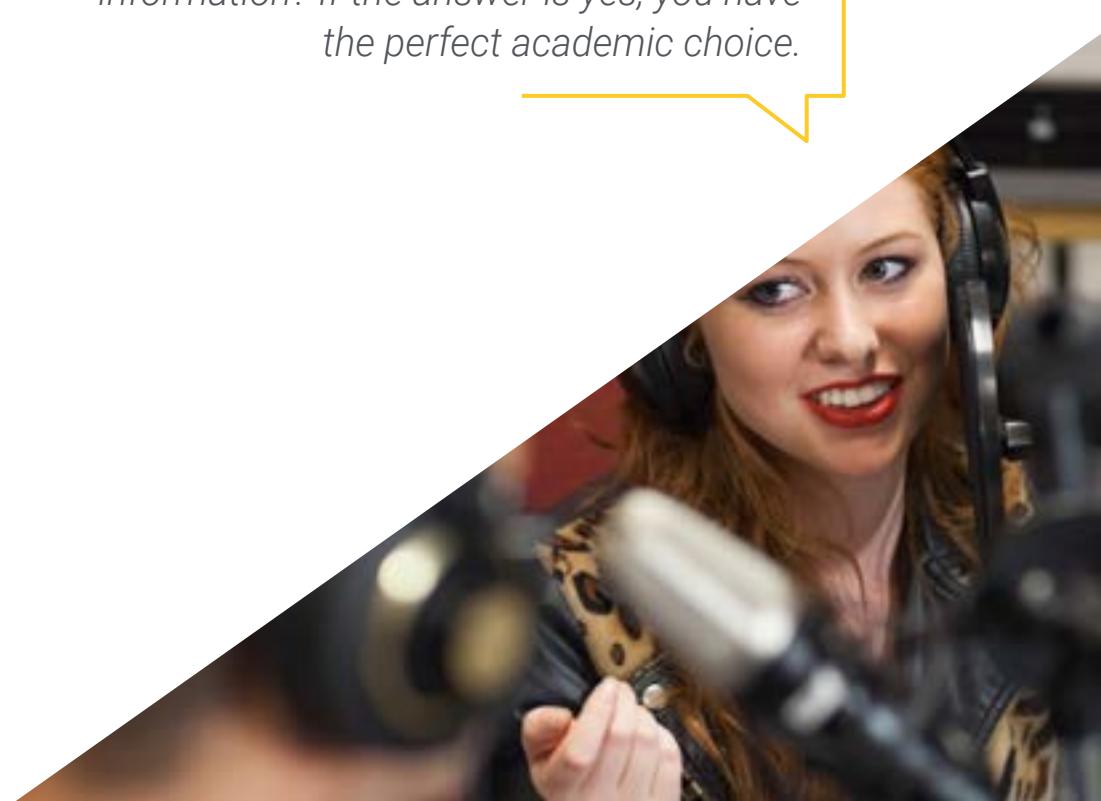
The program's teaching staff includes professionals from the sector who contribute their work experience to this degree program, as well as renowned specialists from leading societies and prestigious universities.

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 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.



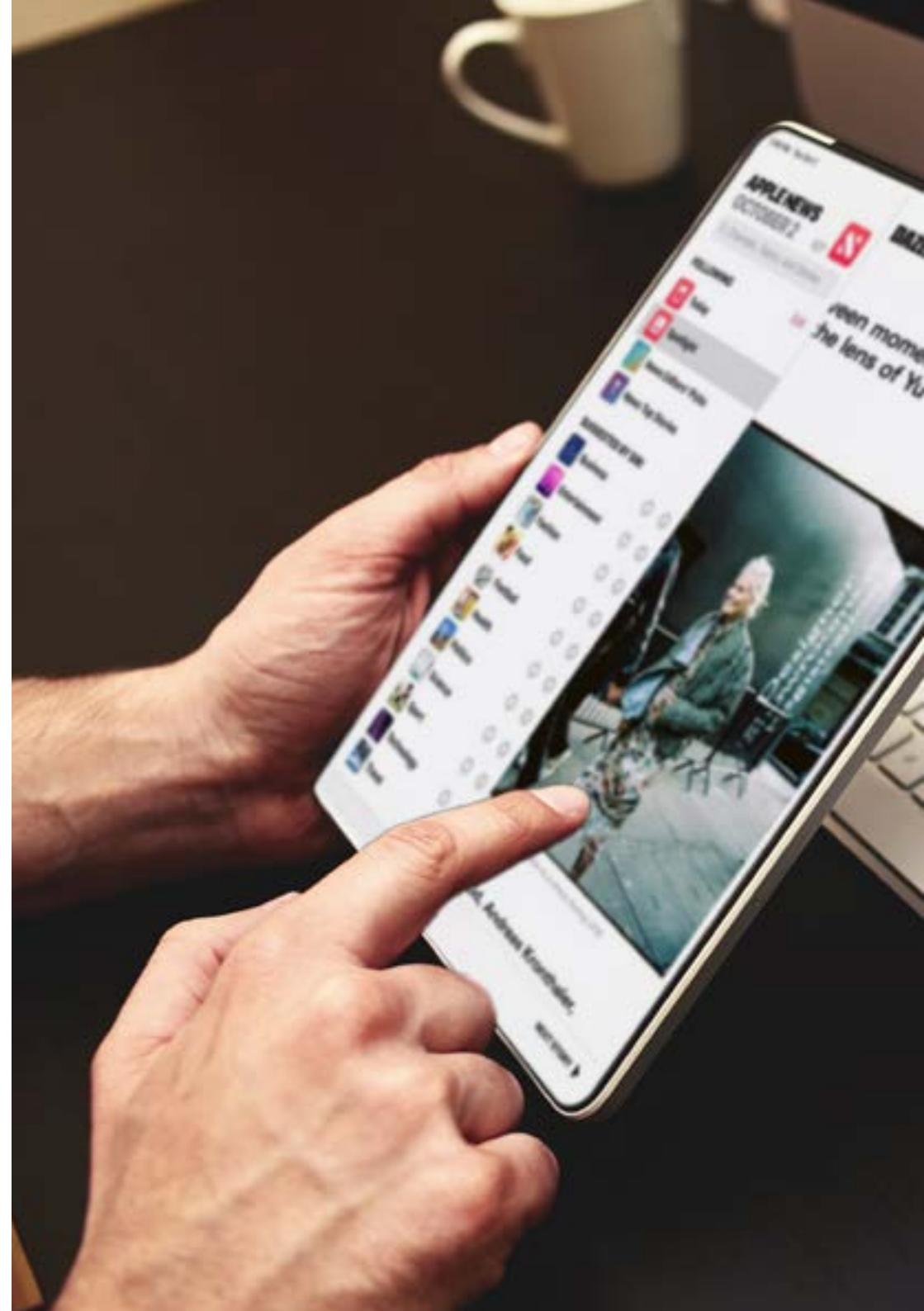
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If your goals include fighting for free and accessible journalism, TECH will give you guidelines to break down the boundaries of censorship”



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
- ◆ Examine the new concept of time
- ◆ Study the digital generation
- ◆ Explore global communication
- ◆ Understand journalistic production models
- ◆ Consider the challenges of the profession
- ◆ Analyze the concepts of prestige and credibility
- ◆ Understand how fake news works

Module 2. Journalism and Social Media

- ◆ Analyze the position of journalists on social platforms
- ◆ Examine media on social platforms
- ◆ Examine media profiles on social platforms
- ◆ Understand networking and relationships with sources in social environments
- ◆ Learn narrative approaches for social platforms

Module 3. Mobile Journalism

- ◆ Analyze mobile journalism (Mo.Jo)
- ◆ Become familiar with tools and useful apps for journalists
- ◆ Learn mobile-oriented narrative techniques
- ◆ Explore the consumption of journalistic information through mobile devices

Module 4. Data Analysis and Visualization

- ◆ Understand cognitive principles
- ◆ Learn information analysis techniques and methodologies
- ◆ Recognize descriptive and multivariate statistics
- ◆ Develop an introduction to infographics
- ◆ Learn technologies for information visualization
- ◆ Analyze practical case studies

Module 5. New Narrative Forms

- ◆ Understand digital storytelling
- ◆ Learn participatory mechanisms in information production
- ◆ Explore multiplatform content
- ◆ Become familiar with transmedia journalistic projects
- ◆ Study immersive and ubiquitous journalism

Module 6. Digital Tools and Resources

- ◆ Analyze the current technological framework of journalism
- ◆ Become familiar with tools for digital journalists

Module 7. Management of Digital Communication Projects

- ◆ Learn basic concepts in project management
- ◆ Understand digital communication projects across all their phases

Module 8. Data Journalism

- ◆ Identify information sources
- ◆ Learn mechanisms for data selection and filtering

Module 9. Investigative Journalism

- ◆ Define investigative journalism
- ◆ Assess investigative methods
- ◆ Review ethical considerations in investigative journalism
- ◆ Learn how to write an in-depth report
- ◆ Understand quality control mechanisms

Module 10. Business Models and Entrepreneurship in Digital Communication

- ◆ Understand the business context of the information sector
- ◆ Learn key aspects of entrepreneurship
- ◆ Describe the media organization
- ◆ Explore business models in online media

Module 11. Audiences and Public Opinion

- ◆ Describe audiences
- ◆ Engage in debate around the concept of public opinion
- ◆ Understand different analytical models
- ◆ Study the new public sphere



Module 12. Audiovisual and Transmedia Production

- ◆ Describe transmedia storytelling
- ◆ Learn how to develop a transmedia project
- ◆ Create a prototype of a transmedia project

Module 13. Advanced Data Visualization Techniques

- ◆ Understand advanced techniques for data analysis and visualization
- ◆ Consider the challenges involved in visually organizing information from complex systems
- ◆ Use tools available on the web and mobile devices

Module 14. 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 connection between the brand and the consumer

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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 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

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A 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 Master's Degree, guaranteeing a very high degree of specialization and the highest academic quality"

Management



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



Structure and Content

For the development of the curriculum of this Master's Degree, TECH and its team of experts worked intensively to select, filter, and develop content in such a way that graduates achieve an exceptionally high professional level upon completion of the program. In addition, hundreds of hours of diverse supplementary material have been selected, including detailed videos, research articles, complementary readings, self-assessment exercises, dynamic summaries, and much more, allowing for personalized and in-depth study of each section of the syllabus. In this way, the university guarantees training tailored to each specialist.



That's a wonderful response from the former of our political characters.
And that's a lesson for

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Are you familiar with the Relearning methodology? Thanks to its application 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 Counterpower
 - 1.1.4. The Role of Social Media
 - 1.1.4.1. Active Social Participation from Social Media
 - 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 Continuity of Traditional Journalism
 - 1.2.3.2. Social Media and Citizen Journalism
- 1.3. The Digital Generation
 - 1.3.1. The Internet and New Generations
 - 1.3.1.1. The Construction of Identity Through the Internet
 - 1.3.2. Classification of the Digital Society
 - 1.3.2.1. By Year of Birth
 - 1.3.2.2. Digital Natives and Digital Immigrants
 - 1.3.2.3. Visitors and Residents
 - 1.3.3. Comparison of the Two Youngest and Most Digital Native Generations: Y and Z
- 1.4. World Information Order vs. Global Communication
 - 1.4.1. The New World Information and Communication Order
 - 1.4.2. Theories of Global Communication
 - 1.4.2.1. Robertson: Structuring the Contemporary World Through Globalization
 - 1.4.2.2. Rosenau: In Search of a Concept to Explain 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. News Production in Traditional Mass Media
 - 1.5.1.1. Debate on News Production and Its Influence on Society
 - 1.5.1.2. Production Elements Influencing Public Opinion: Agenda Setting, Priming, and Framing
 - 1.5.2. New Digital Journalism
 - 1.5.2.1. Journalistic Production on the Internet
 - 1.5.2.2. Visual Patterns of Digital Reading
 - 1.5.2.3. Brevity as a 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 Informational Elements
- 1.6. Challenges of the Profession
 - 1.6.1. The New Profile of the Digital Journalist or World Wide Web (WWW) Journalist
 - 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. Regulatory Mechanisms
 - 1.7.3. Redefining the Role of the Journalist
 - 1.7.3.1. Credibility Crisis
 - 1.7.3.2. Disintermediation
 - 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 Facets of Journalistic Credibility and Prestige

Module 2. Journalism and Social Media

- 2.1. Journalists on Social Platforms
 - 2.1.1. Introduction
 - 2.1.2. Social Media, a New Object of Study in Communications
 - 2.1.2.1. The New Environment 2.0
 - 2.1.3. Social Media in Journalism
 - 2.1.3.1. Users, Content and Journalistic Sources
 - 2.1.3.2. The Triple Journalistic Approach on Social Media
 - 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 Digital Strategies in Media Outlets
 - 2.1.4.1. International
 - 2.1.5. Use of Social Media as Journalistic Tools
- 2.2. Media on Social Platforms
 - 2.2.1. Metamedia
 - 2.2.1.1. Complexity of Social Media
 - 2.2.1.2. Social Platforms in Media Organizations
 - 2.2.1.3. Media Barometer Results
 - 2.2.2. Media Communications Strategy on Social Media Platforms
 - 2.2.2.1. Application to Social Media
 - 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
 - 2.3.2.1. 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 Media in Journalism
 - 2.4.2.1. Connectivity
 - 2.4.2.2. On-Line Communities and Off-Line Communities
 - 2.4.3. How to Expand a Network or 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 on Social Media
 - 2.5.1. Challenges to Quality Ethics in the New Digital Environment
 - 2.5.2. The Dual Ethical Demand of Journalism
 - 2.5.2.1. Transparency as a Tool for Ethical Journalism
 - 2.5.2.2. Transparency as a Requirement of Ethical Journalism
 - 2.5.3. Transparency and Media Organizations
 - 2.5.3.1. From Information Professionals to Online 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 Way of Storytelling
 - 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 Identified With Navigation
 - 2.6.2.1. Uniqueness of Journalistic Language
 - 2.6.2.1.1. Multiple Language
 - 2.6.2.1.2. Grammatical Accuracy
 - 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. Mobile Journalism

- 3.1. Mobile Journalism
 - 3.1.1. Introduction
 - 3.1.1.1. New Key Concepts: Convergence, Divergence, and Mobility
 - 3.1.1.2. Multimediality and Narration
 - 3.1.1.2.1. The Mobile Phone as an Object of Everyday Use
 - 3.1.1.3. The Fourth Screen and Journalism
 - 3.1.1.4. Mobile Phone
 - 3.1.1.5. Smartphone
 - 3.1.1.6. Tablet
 - 3.1.2. Mobile Devices: Radio and Television
 - 3.1.2.1. Mobile Phone
 - 3.1.2.2. Smartphone
 - 3.1.2.3. Tablets
 - 3.1.3. How Should Content Be Distributed? Analysis of the 4Cs (Consumer, Communication, Cost, and Convenience)



- 3.2. Journalistic Work With Mobile Phones and Tablets
 - 3.2.1. Introduction
 - 3.2.2. What is Mobile Journalism?
 - 3.2.3. Configuration of Journalism for Mobile News Platforms
 - 3.2.3.1. Phases of Mobile Integration Into Journalism
 - 3.2.3.2. Production in Mobile Journalism
 - 3.2.4. Mobile Journalism
 - 3.2.4.1. From the Single-Media Professional to the Mobile Journalist
 - 3.2.4.2. Profile of the Mobile Journalist
 - 3.2.5. A Model of Mobile Journalism
- 3.3. Tools and Applications for the Production of Journalistic Content
 - 3.3.1. Introduction
 - 3.3.1.1. Key Characteristics in Mobile Journalism Production
 - 3.3.2. Applications for Journalism
 - 3.3.2.1. Audio Applications
 - 3.3.2.1.1. Audio Recording
 - 3.3.2.1.2. Call Recording
 - 3.3.2.1.3. Audio Editing
 - 3.3.2.1.4. Live Audio Broadcasting
 - 3.3.2.2. Video Applications
 - 3.3.2.2.1. Video Recording
 - 3.3.2.2.2. Video Editing
 - 3.3.2.2.3. Live Video Streaming
 - 3.3.3. Other Useful Tools
- 3.4. Specialized Narrative Strategies for Mobile Devices
 - 3.4.1. Introduction
 - 3.4.2. New Narratives
 - 3.4.2.1. Multimedia Narrative
 - 3.4.2.2. Transmedia Narrative
 - 3.4.3. Narrative Aesthetics
 - 3.4.3.1. Repetition
 - 3.4.3.2. Speed
 - 3.4.3.3. Excess

- 3.4.3.4. The Monstrous
- 3.4.3.5. Shock
- 3.4.4. From Desktop to Mobility
 - 3.4.4.1. Ubiquity
 - 3.4.4.2. Ephemeral Nature
 - 3.4.4.3. Immediacy
- 3.5. Consumption of Journalistic Information on Mobile Devices
 - 3.5.1. Introduction
 - 3.5.2. Ownership of Mobile Devices vs. Traditional Devices
 - 3.5.3. Use of News on Digital Devices
 - 3.5.4. The News Pathway
 - 3.5.4.1. Is It a News Consumption Behavior Rather Than a Device?
 - 3.5.4.2. Mobile News Omnivores and the So-Called "Desktop/Laptop Vulture Funds"
 - 3.5.4.3. User Demographics in Digital News Consumption
 - 3.5.5. Characteristics and Habits of the Modern News Consumer
 - 3.5.5.1. Young Adults
 - 3.5.5.2. Digital Distinctions
- 3.6. Journalistic Information Applications and Services on Mobile Devices
 - 3.6.1. Introduction
 - 3.6.2. Current Usefulness of Smartphones for Citizens and Information Professionals
 - 3.6.3. Current Development of Mobile Journalism in Media Organizations
 - 3.6.4. Mobile Applications and Main Information Generators
 - 3.6.4.1. Newspapers
 - 3.6.4.2. Radio
 - 3.6.4.3. Magazines

Module 4. Data Analysis and Visualization

- 4.1. Cognitive Principles: Information, Communication, and Knowledge
 - 4.1.1. Origins of Cognitive Sciences
 - 4.1.2. Information and Communication
 - 4.1.2.1. Lasswell: A Sociological Approach
 - 4.1.2.2. Shannon and Weaver: A Cybernetic Approach
 - 4.1.2.3. The Maletzke Model and Mass Communication
 - 4.1.3. Communication
 - 4.1.3.1. Eco: A Semiotic Model of Communication
 - 4.1.3.2. Signs, Signals, Symbols, and Related Concepts
 - 4.1.4. Representation or Knowledge
 - 4.1.4.1. Types of Representation or Knowledge
 - 4.1.5. The Value of Information According to the Maletzke Model
 - 4.1.5.1. General Considerations
 - 4.1.5.2. Information Capture and Value
 - 4.1.5.3. Regulation
 - 4.1.5.4. Ownership and Value of Information
 - 4.1.5.5. Information Systems
 - 4.1.5.6. Maletzke and Contemporary Virtual Media
- 4.2. Information Analysis Techniques and Methodologies: Case Studies
 - 4.2.1. Introduction
 - 4.2.1.1. Approach to Data Journalism or Computational Journalism
 - 4.2.2. Massive Databases
 - 4.2.3. Methodology for the Analysis of Massive Databases
 - 4.2.3.1. Automated Content Analysis
 - 4.2.3.2. Automated Sentiment Analysis
 - 4.2.3.3. Data Mining
 - 4.2.3.4. Machine Learning
 - 4.2.3.5. Text Mining
 - 4.2.3.6. Web Mining

- 4.2.4. Tools Used in Computational or Data Journalism
- 4.2.5. International Case Studies
 - 4.2.5.1. Data Analysis in Electoral Campaigns
- 4.3. Descriptive and Multivariate Statistics
 - 4.3.1. Variables
 - 4.3.2. Descriptive Statistics
 - 4.3.2.1. Unidimensional Analysis
 - 4.3.2.1.1. Frequencies
 - 4.3.2.1.2. Graphic Representations of Frequencies. Distribution
 - 4.3.2.2. Bidimensional Analysis
 - 4.3.2.2.1. Cross-Tabulations
 - 4.3.2.2.2. Correlations
 - 4.3.3. Multivariate Statistics
 - 4.3.3.1. Preliminary Steps Prior to Analysis
 - 4.3.3.1.1. Missing Data
 - 4.3.3.2. Verification of Multivariate Analysis Assumptions
 - 4.3.3.2.1. Normality
 - 4.3.3.2.2. Homoscedasticity
 - 4.3.3.2.3. Linearity
 - 4.3.4. Classification of Multivariate Analysis
 - 4.3.5. Multivariate Analysis Methods
 - 4.3.5.1. Canonical Correlation
 - 4.3.5.2. Factor Analysis
 - 4.3.5.3. Discriminant Analysis
 - 4.3.5.4. Logistic Discrimination
- 4.4. Introduction to Infographics and Information Visualization
 - 4.4.1. Introduction
 - 4.4.2. In-Depth Study of Infographics and Information Visualization
 - 4.4.2.1. From Psychology to Infographics
 - 4.4.2.2. Foundations of the Model
 - 4.4.2.3. From Information Design to Infographics
 - 4.4.2.4. Aesthetic Infographics vs. Analytical Infographics
 - 4.4.3. Interactive Visualization
 - 4.4.3.1. The Major Transition: Infographics as a Tool
 - 4.4.3.2. Types of Interaction. The Three Classes
 - 4.4.3.3. Navigation and Scenes
 - 4.4.3.4. Multimediality
 - 4.4.4. Technologies for Information Visualization
 - 4.4.4.1. Introduction
 - 4.4.4.2. Visualization Models
 - 4.4.4.3. Innovative Information Visualizations
 - 4.4.4.4. Technologies
 - 4.5. Practical Cases in the Journalistic Field
 - 4.5.1. Examples of Interaction and Information Visualization in "Structured Journalism"
 - 4.5.2. Award for Best Data Journalism Project 2019

Module 5. New Narrative Forms

- 5.1. Digital Storytelling
 - 5.1.1. The Role of Narrative Forms
 - 5.1.2. Added Value of New Media: Immediacy, Hypertextuality, Interactivity, and Reader Centrality
 - 5.1.3. New Narratives in Informative Journalistic Genres: Elements of the News Story
 - 5.1.4. New Narratives in Explanatory Journalistic Genres: Distinctive Elements
 - 5.1.5. New Narratives in Opinion Journalism Through Participatory Formats: Letters to the Editor, Polls and Surveys, Discussion Forums
- 5.2. Participatory Mechanisms in the Production of Journalistic Narratives
 - 5.2.1. Participation Spaces: The Latest Major Trend
 - 5.2.2. New Media and Active Audiences
 - 5.2.3. The Value of Professional Journalism
- 5.3. Multiplatform Content
 - 5.3.1. Content Management Systems in Multiplatform Production
 - 5.3.2. From Passive Consumer to Active Producer
 - 5.3.3. The Metaverse: The Real World as an Operating System

- 5.4. Transmedia Journalistic Projects
 - 5.4.1. Transmedia Narratology and Transmedia Storytelling
 - 5.4.2. "España se Enoja", by Javier Zurita y Ofelia de Pablo
 - 5.4.3. 6x9: A Virtual Experience of Solitary Confinement by The Guardian
- 5.5. Immersive and Ubiquitous Journalism
 - 5.5.1. Principles of Designing Immersive Information Experiences
 - 5.5.2. Virtual Reality
 - 5.5.3. Principles of Designing Mixed Information Experiences
 - 5.5.4. Augmented Reality

Module 6. Digital Tools and Resources

- 6.1. The Current Technological Framework of Journalism
 - 6.1.1. Communicative Possibilities
 - 6.1.2. Technological Competencies and New Professional Profiles
 - 6.1.3. Examples of Applicability
- 6.2. Tools for Digital Journalists
 - 6.2.1. Online Resources for the Production and Editing of News Content
 - 6.2.2. Organizational Tools for Journalists
 - 6.2.3. Technological Tools for Information Dissemination

Module 7. Management of Digital Communication Projects

- 7.1. Project Management: Basic Concepts
 - 7.1.1. Project Management Components: Knowledge Areas
 - 7.1.2. The Human Cost of Project Management
 - 7.1.3. Managerial Skills
- 7.2. Digital Communication Projects
 - 7.2.1. Project Initiation and Preliminary Work
 - 7.2.2. Project Planning and Execution
 - 7.2.3. Project Monitoring, Control and Closure

Module 8. Data Journalism

- 8.1. Information Sources
 - 8.1.1. Search Strategies
 - 8.1.2. Common Statistical Descriptors
- 8.2. Data Selection and Filtering Mechanisms
 - 8.2.1. Feature Extraction
 - 8.2.2. Data Summarization Using Tables and Charts
 - 8.2.3. Interactivity

Module 9. Investigative Journalism

- 9.1. Introduction
 - 9.1.1. What is the Investigative Journalism?
 - 9.1.2. Examples of Leading Investigative Journalists
 - 9.1.3. Formulation of Hypotheses
- 9.2. Assessment of Methods
 - 9.2.1. Work With and Relationship to Sources
 - 9.2.2. Data Organization and Structuring
 - 9.2.3. Searching for Connections Between Records
- 9.3. Writing an Investigative Report
 - 9.3.1. What is a Report?
 - 9.3.2. Style
 - 9.3.3. Structure
 - 9.3.4. How an Investigative Report Is Produced
- 9.4. Quality Control Techniques
 - 9.4.1. Ethical Fact-Checking
 - 9.4.2. Use of the Master File for Fact-Checking
 - 9.4.3. Predictable Psychological Effects of Fact-Checking

Module 10. Business Models and Entrepreneurship in Digital Communication

- 10.1. The Business Context in the Information Sector
 - 10.1.1. The Information Sector
 - 10.1.2. The Parties Involved in Social Communication Within the Digital Context
 - 10.1.3. Theoretical–Methodological Proposal for the Study of Cyber Social Media
- 10.2. Entrepreneurship
 - 10.2.1. Entrepreneurial Initiative and Opportunity Identification
 - 10.2.2. Financing Entrepreneurial Activity
 - 10.2.3. Intrapreneurship
- 10.3. Media Organization
 - 10.3.1. Types of Media Organizations
 - 10.3.2. Media Management and Organization
 - 10.3.3. Business Planning
- 10.4. Business Models in Online Media
 - 10.4.1. The Nature of Business Models
 - 10.4.2. The Importance of Value Creation
 - 10.4.3. Types of Business Models and Their Evolution

Module 11. Audiences and Public Opinion

- 11.1. Audiences
 - 11.1.1. New Digital Journalism From the Audience Perspective
 - 11.1.2. Audience Measurement Models
 - 11.1.3. Participatory Audiences
- 11.2. Debate Surrounding the Concept of Public Opinion
 - 11.2.1. Evolution of the Public Sphere from the Mass Society to the Network Society
 - 11.2.2. The Concept of Public Opinion in the Information Society
 - 11.2.3. Aggregated and Discursive Public Opinion and Their Transitional Dynamics
- 11.3. Analytical Models
 - 11.3.1. Public Opinion as Knowledge
 - 11.3.2. Challenges in Shaping Public Opinion in the Context of Digital Media
 - 11.3.3. Methodologies for the Study of Public Opinion
- 11.4. The New Public Sphere for Journalists
 - 11.4.1. Journalism in a More Participatory Democracy
 - 11.4.2. The Role of the Journalist in the New Digital Reality
 - 11.4.3. Citizen Journalism

Module 12. Audiovisual and Transmedia Production

- 12.1. Transmedia Narratives
 - 12.1.1. Introduction
 - 12.1.2. Characteristics of Transmedia Narratives
 - 12.1.3. Application of Transmedia Narratives in Journalism
 - 12.1.4. Transmedia Narrative in Popular Culture
- 12.2. Development of a Transmedia Project
 - 12.2.1. The Transmedia Project
 - 12.2.2. Formats and Techniques for Transmedia Documentary Production
 - 12.2.3. Case Study: The Transmedia Documentary Following the Footsteps of El Hombre Bestia
- 12.3. Experimentation With Transmedia Project Implementation Tools: Prototype Development
 - 12.3.1. The Transmedia Report as Part of New Journalism
 - 12.3.2. Citizen Participation in Collaborative Documentary Production: Toward New Audiovisual Narratives

Module 13. Advanced Data Visualization Techniques

- 13.1. Analytical Techniques and Principles
 - 13.1.1. Cognitive Principles: Information, Communication, and Knowledge
 - 13.1.2. Main Types of Data Visualization
- 13.2. Information Analysis in Complex Systems
 - 13.2.1. Definability of a System
 - 13.2.2. Components of a Complex System
 - 13.2.3. Processes and Levels of Analysis
- 13.3. Interactive Visualization on the Web and Mobile Devices
 - 13.3.1. Data Mining: Applications in Journalism
 - 13.3.2. Visualization on Social Media
- 13.4. Applications in the Field of Journalism
 - 13.4.1. Information Extraction
 - 13.4.2. Platforms for Data Analysis
 - 13.4.3. Study of Data Visualization Tools

Module 14. Content Marketing

- 14.1. Content Promotion
 - 14.1.1. What is Content Marketing?
 - 14.1.2. How to Develop Content Marketing?
 - 14.1.3. Strategy Development
- 14.2. Marketing Audiences
 - 14.2.1. The Audience as a Distribution Ally
 - 14.2.2. How to Define an Audience Profile?
 - 14.2.3. Audience Measurement
- 14.3. Marketing on Social Media
 - 14.3.1. Introduction
 - 14.3.2. Social Media Strategy and Planning
 - 14.3.3. New Concepts Derived From the Integration of Social Media Into Marketing and Communication
 - 14.3.4. Internal Marketing and Content Strategy
- 14.4. The Sociocultural Perspective
 - 14.4.1. Information Processing Theory
 - 14.4.2. Bruner's Theory
 - 14.4.3. Synthesis: Two Ways of Creating Meaning

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Don't think twice and opt for a 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

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)"*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“

TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



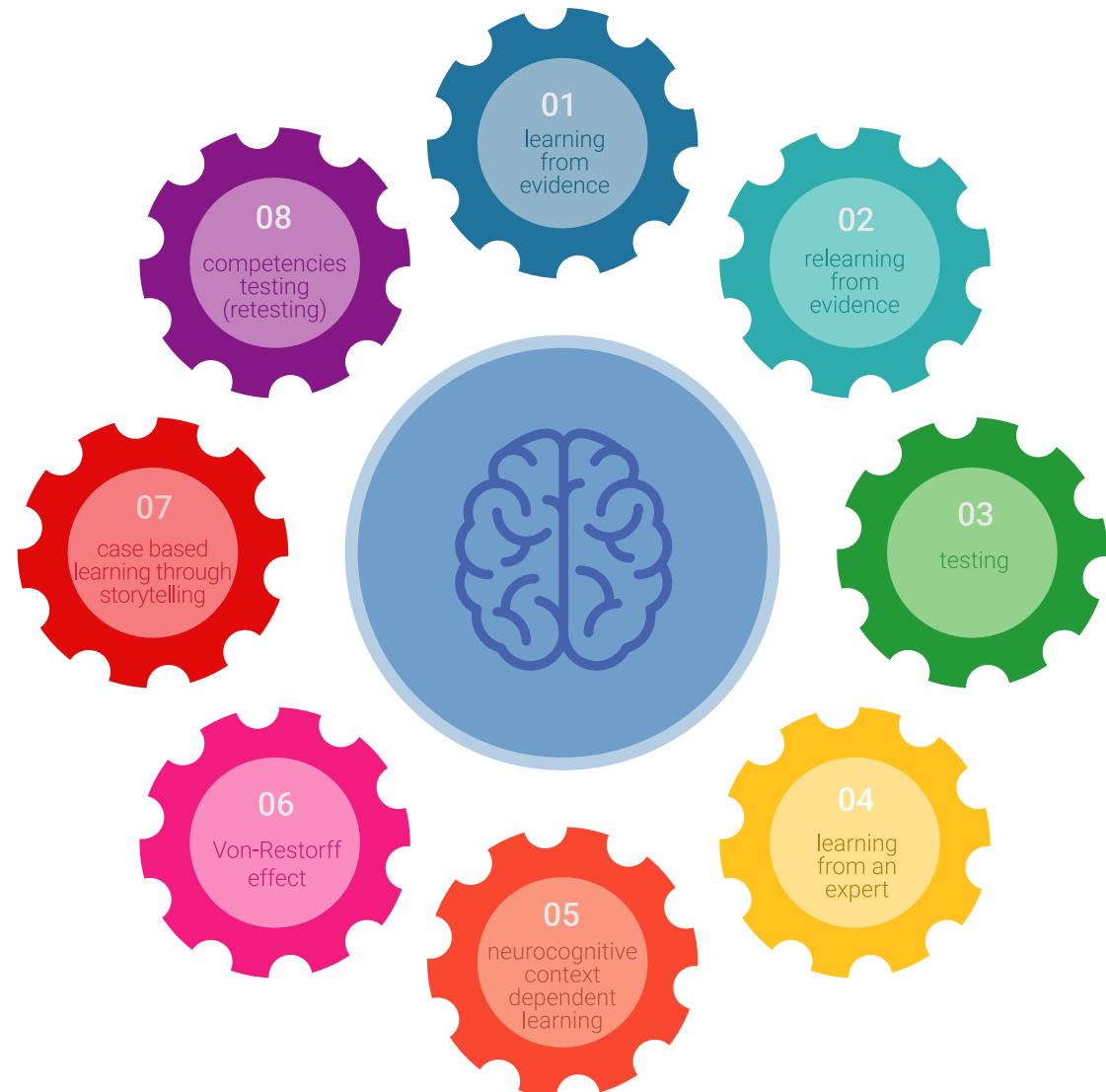
Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

“

The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:



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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

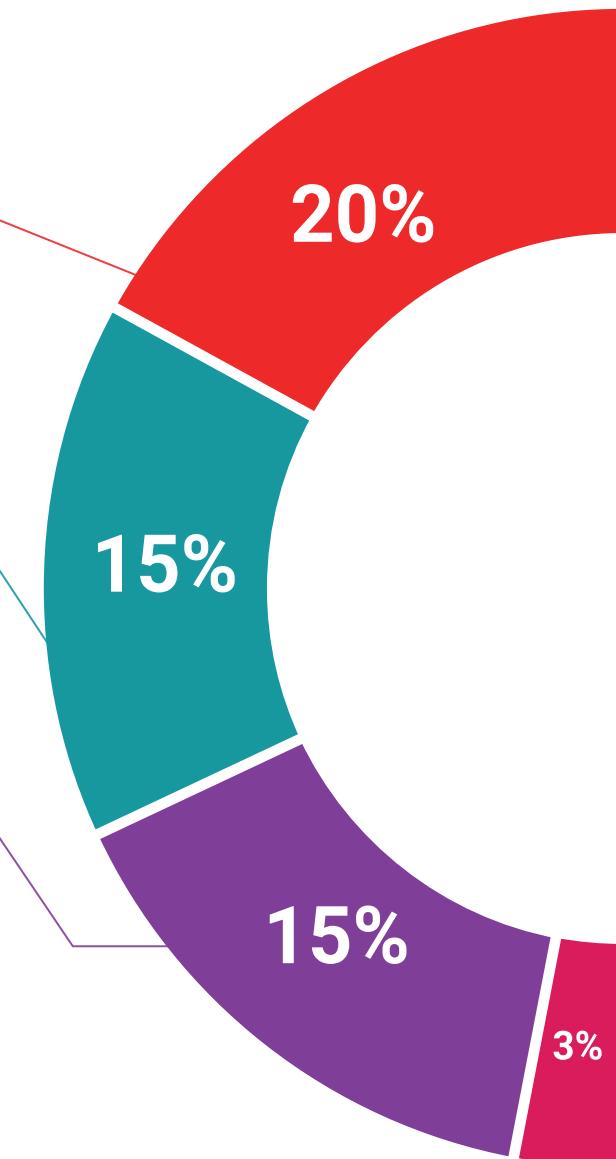
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

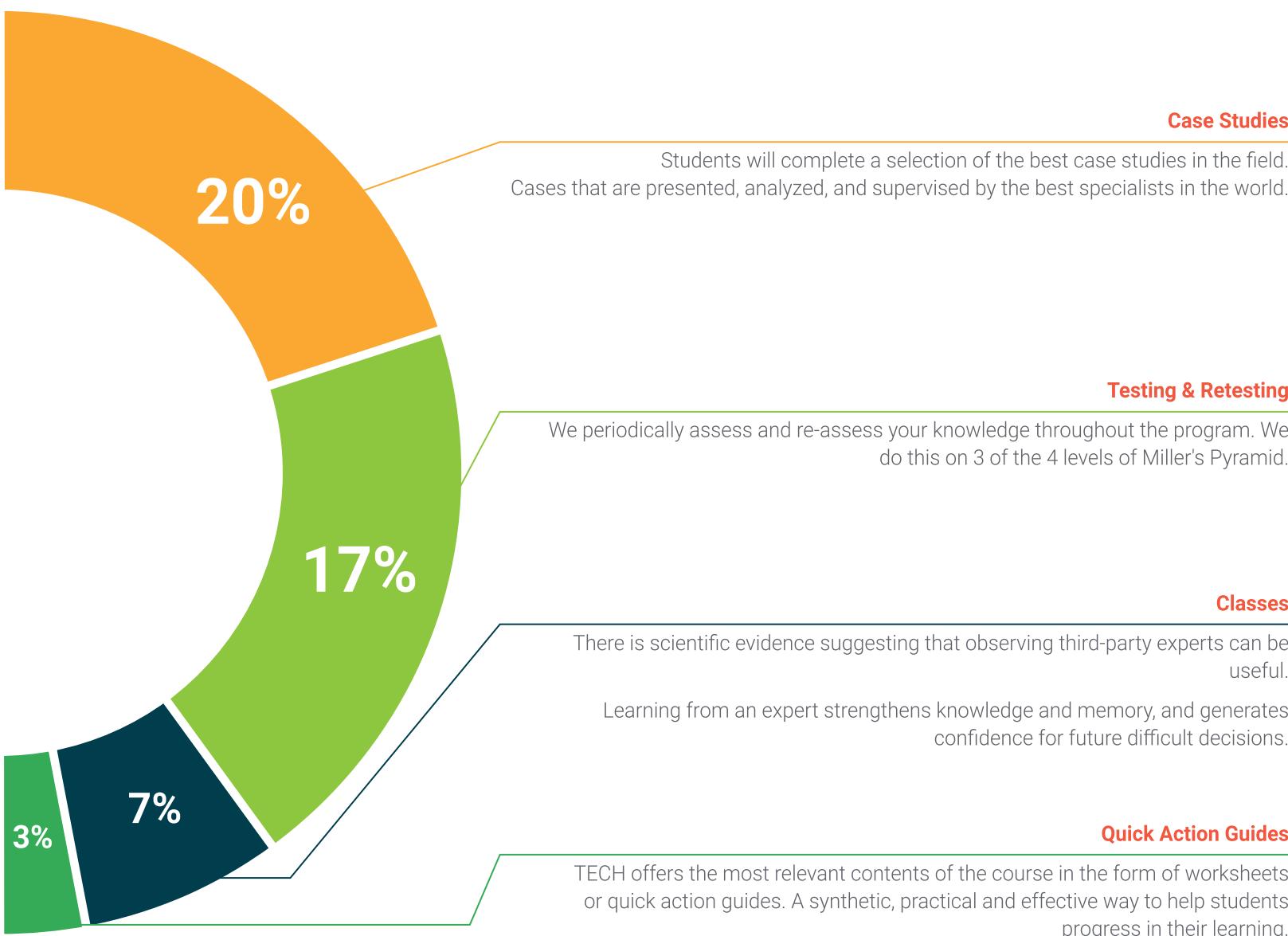
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





07

Certificate

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



66

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

This program will allow you to obtain your **Master's Degree diploma in Multimedia Journalism** 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.



*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.

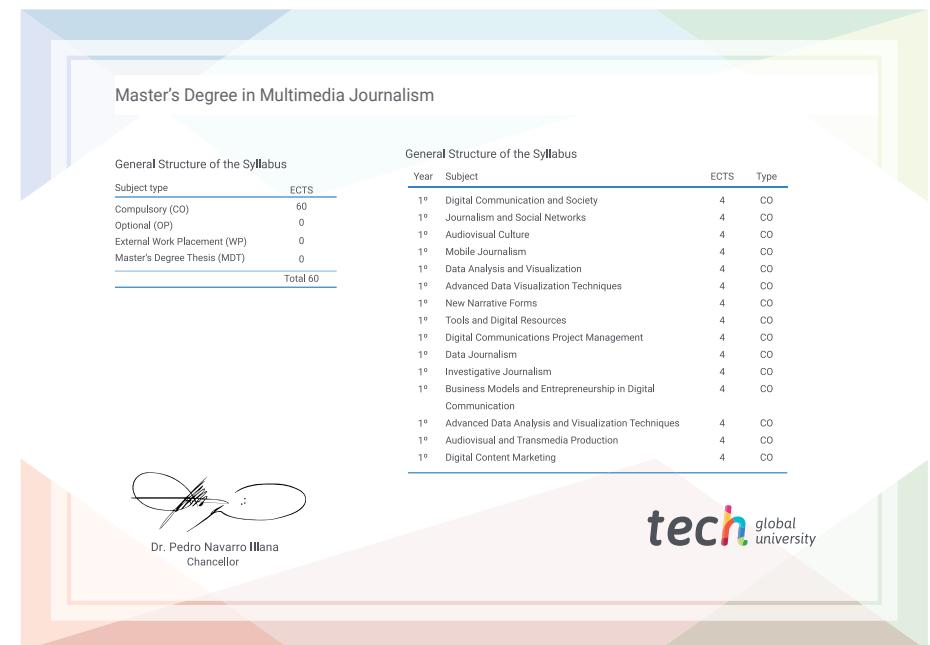
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



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



Master's Degree Multimedia Journalism

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree

Multimedia Journalism

