

Postgraduate Diploma Investigative Journalism in the Digital Age





Postgraduate Diploma

Investigative Journalism in the Digital Age

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/journalism-communication/postgraduate-diploma/postgraduate-diploma-investigative-journalism-digital-age

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01

Introduction

The work of investigative journalism reaches its full potential in the digital age. The ability of new media to provide immediate access to countless resources, sources, and information processes is an opportunity that drives the possibilities of the report to their fullest extent. However, to take full advantage of these opportunities and turn them into high-quality pieces, professionals need to master the new tools and methods of work. This expert program offers you the learning necessary to act as a specialist, all in one place and with the highest academic quality.



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A program designed to provide mastery of the new tools and working methods of the digital era through a stimulating, high-quality learning experience”

Working as an investigative journalist in the production of television reports is a profession full of incentives and challenges. In the digital era, this work is supported by new forms of digital communication: countless channels, tools, and applications that require highly specific and comprehensive command in order to be fully utilized.

This program offers the training needed to make effective use of all of them, providing the guidelines every reporter must follow when carrying out investigative reporting.

This program is oriented toward journalists interested in the field of investigation, and more specifically in Investigative Journalism carried out through reporting. A training experience that places special emphasis on learning the available work tools, as well as their methodological perspectives and paradigms.

An innovative proposal that aims to bring journalists closer to data, sources, and the diverse investigative techniques that will enable them to conduct high-quality journalistic research. It will also address the discursive and narrative dimensions of this type of journalism, offering an approach to current digital environments.

An introduction to new trends in television within an ever-changing digital landscape: a proposal that helps contextualize and understand contemporary Investigative Journalism.

In addition, a renowned International Guest Director will deliver a series of groundbreaking Masterclasses.

This **Postgraduate Diploma in Investigative Journalism in the Digital Age** contains the most complete and up-to-date program on the market.

The most important features include:

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



A prestigious International Guest Director will deliver exclusive masterclasses that delve into the most recent innovations in Investigative Journalism in the Digital Age"

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A contextualized and real educational program that will allow you to put your learning into practice through new skills”

Our teaching staff is made up of working professionals. In this way, we ensure that we provide you with the educational update we are aiming for. A multidisciplinary faculty of professors trained and experienced in diverse professional settings, who will develop theoretical knowledge efficiently and, above all, contribute the practical expertise derived from their own professional experience—one of the distinctive qualities of this educational program.

This mastery of the subject is complemented by the effectiveness of the methodology used in the design of this course. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. This way, you will be able to study with a range of comfortable and versatile multimedia tools that will give you the operability you need in your education.

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

A learning experience designed to allow you to progress at your own pace while discovering the essential tools required of today's investigative journalist.

Contextual and realistic, this training program will enable you to immerse yourself in the reality of a profession that is constantly evolving.



02 Objectives

The objective of this program is to offer high-quality training that is financially accessible and manageable in organizational terms, so that you can achieve the highest learning outcomes in your career in the simplest way. With a clear commitment to excellence, our program will propel you toward the highest level of professional quality, combining your effort with outstanding technical and human resources in a unique educational experience.





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The objective of this Postgraduate Diploma is to offer a comprehensive and efficient training pathway that enables you to acquire everything necessary to carry out your work with full command of all the resources that the digital world places at your disposal”



General Objectives

- Approach investigative journalism
- Learn the methodology of a journalistic investigation
- Learn about data journalism applied to investigative journalism
- Learn how to elaborate the narrative discourse in an investigative report
- See the way in which research is done in digital media
- Get to know the characteristics of television reports
- Learn everything about television journalism
- Define the forms of production of television reports
- Learn to be a television reporter
- Discover the new trends in current communication research



Realistic objectives designed and planned so that, upon completing the training, you will have acquired the knowledge you need to begin working in this field"





Specific Objectives

- ♦ Introduce students to the concept of Investigative Journalism and help them explore every aspect related to the journalistic research process
- ♦ Familiarize the student with research sources, indicating their classification and delving into their reliability when beginning an investigation
- ♦ Introduce the student to Precision Journalism, Civic Journalism, and other forms of journalistic professionalism, considering transparency and the free access to information
- ♦ Familiarize the student with Data Journalism, introducing statistics as applied to this field
- ♦ Provide guidelines for digital storytelling in journalism, immersing the student in the main characteristics of the Digital Age and the mediated environment, while also introducing new journalistic profiles emerging from the digital landscape
- ♦ Understand the relationship between Journalism and Social Media, as well as the social impact these platforms have had on traditional journalism
- ♦ Learn about the new trends in journalism and the evolving roles of the journalist, including a review of multimedia enterprises and their emergence
- ♦ Write journalistically using narrative writing
- ♦ Apply discursive and textual formats in research papers
- ♦ Recognize the new theoretical paradigms regarding writing
- ♦ Write research reports
- ♦ Understand the place of Investigative Journalism in cultural change
- ♦ Use different research techniques and methods
- ♦ Apply research to different communicative environments
- ♦ Show the student the remarkable presence of contents in the new trends presented by television
- ♦ Understand the transition process experienced by contents and the supplanting of the audience by content consumers, which will be emphasized
- ♦ Understand the link between television and the field of digital engineering
- ♦ Study the concept of Big Data and understand the profound process of change that audiences are undergoing in the television world
- ♦ Make an introduction to drone journalism and its implementation in Investigative Journalism
- ♦ Point out the importance of the concept of journalism of things, as well as to know the new platforms to watch television
- ♦ Understand the connection between influencers and their strategies on Social Media, as well as their relationship with the television industry

03

Course Management

TECH's philosophy centers on offering the most comprehensive and up-to-date university programs in the academic landscape. To achieve this, it carries out a rigorous selection process for its teaching faculty. As a result, this Postgraduate Diploma benefits from the collaboration of leading experts in Investigative Journalism in the Digital Age. These professionals have developed a variety of instructional resources that stand out not only for their high quality but also for their alignment with the demands of today's job market. In this way, graduates have the necessary assurances to significantly enhance their professional opportunities.



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You will access a curriculum designed by a renowned teaching team specialized in journalism and audiovisual communication, ensuring a successful learning experience”

International Guest Director

Stephen Livesey is a leading media professional with an outstanding career in **broadcasting** and **television journalism**. In fact, he has held the position of **Director at Sky**, one of the leading media companies in **Great Britain**. His experience has spanned key areas such as **broadcast television**, **content editing** and **new media**, with a focus on **investigative journalism** and **reporting**.

Throughout his career, he has held various positions at **Sky**, which has allowed him to hone his ability to **lead teams** and manage **complex projects** in the **media environment**. Internationally recognized, he has been an influential figure in **broadcasting**, winning accolades for his leadership in **Sky's** transformation to new **technologies** and **content strategies**. In turn, his ability to integrate **traditional media** with **innovative technological models** has earned him several industry accolades. Under his leadership, the company has strengthened its position as a benchmark in the **production of high-quality content**, consolidating its relevance in the competitive world of **broadcasting**.

Likewise, he has actively contributed to the academic field, participating in **conferences**, **panels** and **publications** related to **journalism** and the **media**. In addition to all of the above, he has helped to promote **journalistic excellence** and to prepare a new generation of professionals committed to **rigor** and **ethics** in **communication**.

It is worth noting that he has a **degree in History** from the University of Nottingham, a training that has influenced his ability to analyze **global and social contexts**, essential for his work in **journalism**. His in-depth understanding of **history** and **culture** has complemented his critical approach to the production and presentation of **journalistic content**.



Mr. Livesey, Stephen

- Director at Sky, London, UK
- Director of Television at Sky
- Associate Producer at Sky
- Assistant Producer at Sky
- Editorial Assistant at Sky
- Promotions Assistant at The History Channel
- BA in History from the University of Nottingham

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

04

Structure and Content

The contents of this program have been developed by the different experts on this course with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field.

A complete and well-structured program that will take you to the highest standards of quality and success.



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An outstanding syllabus that will guide you through a highly engaging training process, fostering your professional and personal growth in the most stimulating way”

Module 1. Introduction to Investigative Journalism

- 1.1. Investigative Journalism. Legality and Transparency
 - 1.1.1. History of Investigative Journalism
 - 1.1.1.1. Background
 - 1.1.1.2. Current State of Investigative Journalism
 - 1.1.1.3. Changing Landscape of Investigative Journalism
 - 1.1.1.4. Data Journalism
 - 1.1.2. Process of Investigative Journalism
 - 1.1.2.1. Identification of the Object of Study
 - 1.1.2.2. Planning
 - 1.1.2.3. Search and Selection of Research Sources
 - 1.1.2.4. Writing
 - 1.1.2.5. Publication
 - 1.1.3. Right to Public Information
 - 1.1.4. Transparency and Open Government
 - 1.1.5. Open data and Big Data
- 1.2. Secondary Sources of Information
 - 1.1.1. What are Secondary Sources?
 - 1.1.2. Reliability of Sources
 - 1.1.3. European Sources
 - 1.1.4. Latin American Sources
 - 1.1.5. Other International Sources
- 1.3. Precision Journalism
 - 1.3.1. Principles of Precision Journalism
 - 1.3.2. Transparency and Freedom of Access to Information
 - 1.3.3. Computer Access to Databases in Investigative Journalism
 - 1.3.4. Pragmatic Conflicts Between Freedom of Access to Information and Privacy
 - 1.3.5. Sociological Techniques in Precision Journalism
- 1.4. Civic Journalism
 - 1.4.1. What is Civic Journalism?
 - 1.4.2. Difference between "Civic Journalism" and "Citizen Journalism"
 - 1.4.3. Examples of Civic Journalism
 - 1.4.4. Limitations and Real Risks of Civic Journalism
- 1.5. Data Journalism. Statistics for this Type of Journalism
 - 1.5.1. Basic Statistical Concepts for Journalism
 - 1.5.2. Measures of Central Tendency
 - 1.5.3. Measures of Dispersion
 - 1.5.4. Graphs
- 1.6. Digital Storytelling in Journalism
 - 1.6.1. Journalism in the Digital Era
 - 1.6.2. Writing on the Internet. New Professional Profiles
 - 1.6.3. Writing on the Screen
 - 1.6.4. Social Media
 - 1.6.5. Cyberculture and Cyberdemocracy
 - 1.6.5.1. Transformation of the Media Environment
 - 1.6.6. Genres of Cyberjournalism
 - 1.6.6.1. Hypertext
 - 1.6.6.2. Sound
 - 1.6.6.3. Videos
 - 1.6.6.4. Photography
 - 1.6.6.5. HTML
 - 1.6.7. New Communication Business Models in the Digital Environment
- 1.7. Journalism and Social Media
 - 1.7.1. History of Social Media
 - 1.7.2. Impact of Social Networks on Traditional Journalistic Activity
 - 1.7.3. Journalism on Social Media
 - 1.7.4. Verification of Content on Social Networks
 - 1.7.5. Main Social Networks



- 1.8. New Trends in Journalism Content
 - 1.8.1. More Social Media
 - 1.8.2. Predominance of Photography and Video
 - 1.8.3. Postgraduate Diploma
 - 1.8.4. "Fake News" and How To Deal With Them
 - 1.8.5. Commercialization of Digital Content
- 1.9. Emerging Journalistic Profiles
 - 1.9.1. Multimedia Reporting
 - 1.9.2. Immersive Journalism/360-Degree Journalism
 - 1.9.3. Engagement in Media Outlets
 - 1.9.4. Big Data and Data Journalism
 - 1.9.5. Future Emerging Journalistic Profiles
- 1.10. Research for Optimizing Resources in Multimedia Enterprises within the Network Society
 - 1.10.1. Network Society and Digital Transformation
 - 1.10.2. Strategies for New Organizational Structures
 - 1.10.3. Organizational Complexity and Evolution
 - 1.10.4. The Multimedia Company
 - 1.10.5. The Importance of Multimedia Content
 - 1.10.6. Multimedia Applications in the Enterprise

Module 2. Research Methodology

- 2.1. Basic Notions of Investigation: Science and the Scientific Method
 - 2.1.1. Definition of the Scientific Method
 - 2.1.2. Analytical Method
 - 2.1.3. Synthetic Method
 - 2.1.4. Inductive Method
 - 2.1.5. Cartesian Thought
 - 2.1.6. Rules of the Cartesian Method
 - 2.1.7. Methodical Doubt
 - 2.1.8. The First Cartesian Principle
 - 2.1.9. Induction Procedures According to J. Mill Stuart
- 2.2. The General Process of Research: Quantitative and Qualitative Focus
 - 2.2.1. Epistemological Assumptions
 - 2.2.2. Approach to Reality and the Object of Study
 - 2.2.3. Subject-Object Relationship
 - 2.2.4. Objectivity
 - 2.2.5. Methodological Processes
 - 2.2.6. Integration of Methods
- 2.3. Research Paradigms and Methods Derived from These
 - 2.3.1. How Do Research Ideas Arise?
 - 2.3.2. What to Research in Education?
 - 2.3.3. Research Problem Statement
 - 2.3.4. Background, Justification and Research Objectives
 - 2.3.5. Theoretical Foundation
 - 2.3.6. Hypotheses, Variables and Definition of Operational Concepts
 - 2.3.7. Choosing a Research Design
 - 2.3.8. Sampling in Quantitative and Qualitative Studies





- 2.4. Phases and Stages of Qualitative Research
 - 2.4.1. Phase 1: Conceptual Phase
 - 2.4.2. Phase 2: Planning and Design Phase
 - 2.4.3. Phase 3: Empirical Phase
 - 2.4.4. Phase 4: Analytical Phase
 - 2.4.5. Phase 5: Dissemination Phase
- 2.5. Types of Quantitative Research
 - 2.5.1. Historical Research
 - 2.5.2. Correlation Research
 - 2.5.3. Case Studies
 - 2.5.4. "Ex Post Facto" Research of Completed Events
 - 2.5.5. Quasi-Experimental Research
 - 2.5.6. Experimental Research
- 2.6. Phases and Stages of Qualitative Research
 - 2.6.1. Phase 1: Preparatory Phase
 - 2.6.2. Phase 2: Field Phase
 - 2.6.3. Phase 3: Analytical Phase
 - 2.6.4. Phase 4: Informative Phase
- 2.7. Types of Qualitative Research
 - 2.7.1. Ethnography
 - 2.7.2. Grounded Theory
 - 2.7.3. Phenomenology
 - 2.7.4. The Biographical Method and Life History
 - 2.7.5. The Case Study
 - 2.7.6. Content Analysis
 - 2.7.7. Examination of Speech
 - 2.7.8. Participatory Action Research

- 2.8. Techniques and Instruments for Collecting Quantitative Data
 - 2.8.1. The Structured Interview
 - 2.8.2. The Structured Questionnaire
 - 2.8.3. Systematic Observation
 - 2.8.4. Attitude Scales
 - 2.8.5. Statistics
 - 2.8.6. Secondary Sources of Information
- 2.9. Techniques and Instruments for Collecting Qualitative Data
 - 2.9.1. Unstructured Interview
 - 2.9.2. In Depth Interview
 - 2.9.3. Focus Groups
 - 2.9.4. Simple, Unregulated and Participant Observation
 - 2.9.5. Life Stories
 - 2.9.6. Diaries
 - 2.9.7. Content Analysis
 - 2.9.8. The Ethnographic Method
- 2.10. Data Quality Control
 - 2.10.1. Requirements for a Measuring Instrument
 - 2.10.2. Processing and Analysis of Quantitative Data
 - 2.10.2.1. Validation of Quantitative Data
 - 2.10.2.2. Statistics for Data Analysis
 - 2.10.2.3. Descriptive Statistics
 - 2.10.2.4. Inferential Statistics
 - 2.10.3. Processing and Analysis of Qualitative Data
 - 2.10.3.1. Reduction and Characterization
 - 2.10.3.2. Clarify, Refine and Compare
 - 2.10.3.3. Programs for Qualitative Analysis of Textual Data

Module 3. Narrative and Discursive Component in Investigative Journalism

- 3.1. Journalistic Narrative. Theory and Analysis
 - 3.1.1. Quality Journalism
 - 3.1.2. Journalism and Social Responsibility
 - 3.1.3. Influence of Journalistic Narrative on the Social Environment
 - 3.1.4. Communicative and Discursive Context of Journalism
- 3.2. Discourse, Text and Communication
 - 3.2.1. Types and Organization of Discourse
 - 3.2.2. Types of Text
 - 3.2.3. Communication on the Internet
 - 3.2.4. Audiovisual Communication
- 3.3. New Writing Trends
 - 3.3.1. Social Responsibility and Ethics of Journalism
 - 3.3.2. Semantic, Pragmatic and Semiotic Analysis of Texts
 - 3.3.3. New Theoretical Frameworks of Communication in the Internet Era
 - 3.3.4. New Theoretical-Methodological Paradigms
- 3.4. Research in Journalism
 - 3.4.1. Research Design
 - 3.4.2. Construction of the Theoretical Framework
 - 3.4.3. Construction of the Analytical Framework
 - 3.4.4. Scientific Writing
- 3.5. Discourse Analysis as a Journalism Research Technique
 - 3.5.1. Systematicity
 - 3.5.2. Observation
 - 3.5.3. Recording of Cultural and Socio-Communicative Phenomena
 - 3.5.4. Conversational Character
 - 3.5.5. Description of the Production, Emission and Interpretation of Social Discourses

- 3.6. Informative Writing
 - 3.6.1. New Disciplines in Digital Writing
 - 3.6.2. Writing Criteria
 - 3.6.3. Content Design
 - 3.6.4. New Narrative Trends
- 3.7. Writing Research Reports
 - 3.7.1. Scientific Research Sources
 - 3.7.2. Databases
 - 3.7.3. Electronic Resources
 - 3.7.4. Citations and References
- 3.8. Audiovisual Language
 - 3.8.1. Concept of Image
 - 3.8.2. Concept of Sound
 - 3.8.3. Basic Rules of Audiovisual Language
 - 3.8.4. Elements of Audiovisual Language
- 3.9. Audiovisual Narrative
 - 3.9.1. Structure of the Television Newscast
 - 3.9.2. Production of News Programs
 - 3.9.3. Styles of Informative Narration
 - 3.9.4. Informative Narration in the Digital Society
- 3.10. Investigative Journalism from a Cultural Change Perspective
 - 3.10.1. Theories and Methods for the Study of Cultural Change
 - 3.10.2. Archives, Sources and Writing to Address Problems in the Study of Cultural Change
 - 3.10.3. Analysis of Cultural Change
 - 3.10.4. Aspects/Components of Cultural Change Regarding Investigative Journalism

Module 4. Research in Digital Media

- 4.1. The Scientific Method and Its Techniques
 - 4.1.1. Introduction
 - 4.1.2. The Scientific Method and Its Techniques
 - 4.1.3. Scientific Method and Methodological Techniques
 - 4.1.4. Research Design and Phases
 - 4.1.5. Basic Rules for Bibliographic Selection, Verification, Citation and Referencing
 - 4.1.6. Research Approaches and Perspectives
 - 4.1.7. Ethical and Deontological Standards
- 4.2. Methodology I
 - 4.2.1. Introduction
 - 4.2.3. Measurable Aspects: Quantitative Method
 - 4.2.4. Quantitative Techniques
 - 4.2.5. Types of Surveys
 - 4.2.6. Questionnaire Preparation and Presentation of Results
- 4.3. II Methodology
 - 4.3.1. Introduction
 - 4.3.2. Measurable Aspects: Qualitative Method
 - 4.3.3. Qualitative Techniques
 - 4.3.4. Individual Interviews and Their Typology
 - 4.3.5. The Group Interview and its Variables: Discussion Groups or Focus Groups
 - 4.3.6. Other Conversational Techniques: Philips 66, Brainstorming, Delphi, Participatory Intervention Cores, Problem and Solution Trees
 - 4.3.7. Participatory – Action Research
- 4.4. III Methodology
 - 4.4.1. Introduction
 - 4.4.2. Revealing Communicative Behaviors and Interactions: Observation and its Variants
 - 4.4.3. Observation as a Scientific Method
 - 4.4.4. The Procedure: Planning Systematic Observation
 - 4.4.5. Different Types of Observation
 - 4.4.6. Online Observation: Virtual Ethnography

- 4.5. IV Methodology
 - 4.5.1. Introduction
 - 4.5.2. Uncovering the Content of Messages: Content and Discourse Analysis
 - 4.5.3. Introduction to Quantitative Content Analysis
 - 4.5.4. Sample Selection and Category Design
 - 4.5.5. Data Processing
 - 4.5.6. Critical Discourse Analysis
 - 4.5.7. Other Techniques for the Analysis of Media Texts
- 4.6. Techniques for Collecting Digital Data
 - 4.6.1. Introduction
 - 4.6.2. Knowing the Reactions: Experimenting in Communication
 - 4.6.3. Introduction to Experiments
 - 4.6.4. What is an Experiment in Communication
 - 4.6.5. Experimentation and Its Types
 - 4.6.6. The Practical Design of the Experiment
- 4.7. Techniques for Organizing Digital Data
 - 4.7.1. Introduction
 - 4.7.2. Digital Information
 - 4.7.3. Problems and Methodological Proposals
 - 4.7.4. Online Press: Characteristics and Approach to its Analysis
- 4.8. Participatory Instrumental Services
 - 4.8.1. Introduction
 - 4.8.2. The Internet as an Object of Study: Criteria for Assessing the Quality and Reliability of Internet Content
 - 4.8.3. The Internet as an Object of Study
 - 4.8.4. Criteria for Evaluating the Quality and Reliability of Content on the Internet
- 4.9. Internet Quality as a Source: Validation and Confirmation Strategies
 - 4.9.1. Introduction
 - 4.9.2. Research on the Internet and Digital Platforms
 - 4.9.3. Searching and Browsing in the Online Environment
 - 4.9.4. Approach to Research on Digital Formats: Blogs
 - 4.9.5. Approach to Social Network Research Methods
 - 4.9.6. Hyperlink Research

- 4.10. Diffusion of Research Activity
 - 4.10.1. Introduction
 - 4.10.2. Research Trends in Communication
 - 4.10.3. Introduction to the Contemporary Environment of Research in Communication
 - 4.10.4. The Readaptation of the Classic Objects of Communication Research
 - 4.10.5. The Emergence of Classical Research Objects
 - 4.10.6. Towards Interdisciplinarity and Methodological Hybridization

Module 5. Television Trends of the Future

- 5.1. Predominance of Content
 - 5.1.1. Actions of the Multimedia Industry
 - 5.1.2. Internet Television
 - 5.1.3. Live Streaming Services
 - 5.1.4. Internet Advertising Providers
- 5.2. Monetization Models
 - 5.2.1. Slowdown of Traditional Streaming Services
 - 5.2.2. Expansion Opportunities
 - 5.2.3. Foreign Markets
 - 5.2.4. Content Licensing
- 5.3. The Content Consumer
 - 5.3.1. The Audience has Been Replaced by Consumers
 - 5.3.2. Original Content
 - 5.3.3. Competitive Market
 - 5.3.4. Recommendation Engines, Hyper-Personalization and Content Editing
- 5.4. Television Linked to Digital Engineering
 - 5.4.1. Programming
 - 5.4.2. Innovation
 - 5.4.3. Digital Services
 - 5.4.4. Platforms for Content Consumption



- 5.5. Big Data and a Changing Audience
 - 5.5.1. Viewing Habits
 - 5.5.2. Audience Retention Difficulties
 - 5.5.3. Multi-Device Viewing
 - 5.5.4. CRM Systems
- 5.6. Predictive TV
 - 5.6.1. Modeling Statistics
 - 5.6.2. Data Mining
 - 5.6.3. Reactive Content Consumption
 - 5.6.4. Attraction of Audiovisual Products
- 5.7. Drone Journalism
 - 5.7.1. New Journalistic Genre?
 - 5.7.2. Historical Review of the Drone Phenomenon
 - 5.7.3. Drones and News
- 5.8. Drone Journalism Linked to Investigative Journalism or Photojournalism
 - 5.8.1. The Journalism of Things
 - 5.8.2. Television Everywhere
 - 5.8.3. New Platforms for Television Viewing
 - 5.8.4. Structural Change in the Television Model
 - 5.8.5. New Trends in Approaches, Interaction and Immersion.
- 5.9. Journalist Influencers
 - 5.9.1. Instastars, YouTubers, Vloggers
 - 5.9.2. Social Media Strategy
 - 5.9.3. Agencies and Brands
 - 5.9.4. Relationship Between Influencer and Television
- 5.10. The Future of Television on the Internet
 - 5.10.1. Quality Television on the Internet
 - 5.10.2. Long-Duration Videos
 - 5.10.3. Broadband and Mobile Networks
 - 5.10.4. 4G and 5G

05

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.



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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.

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*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.

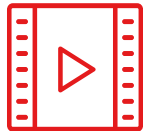
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

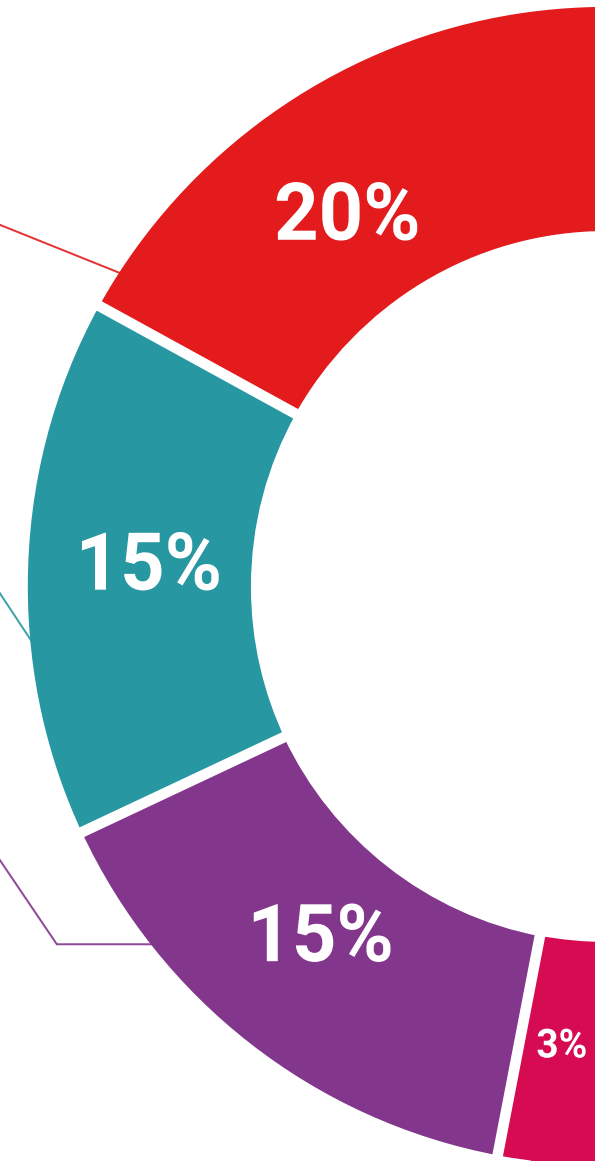
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

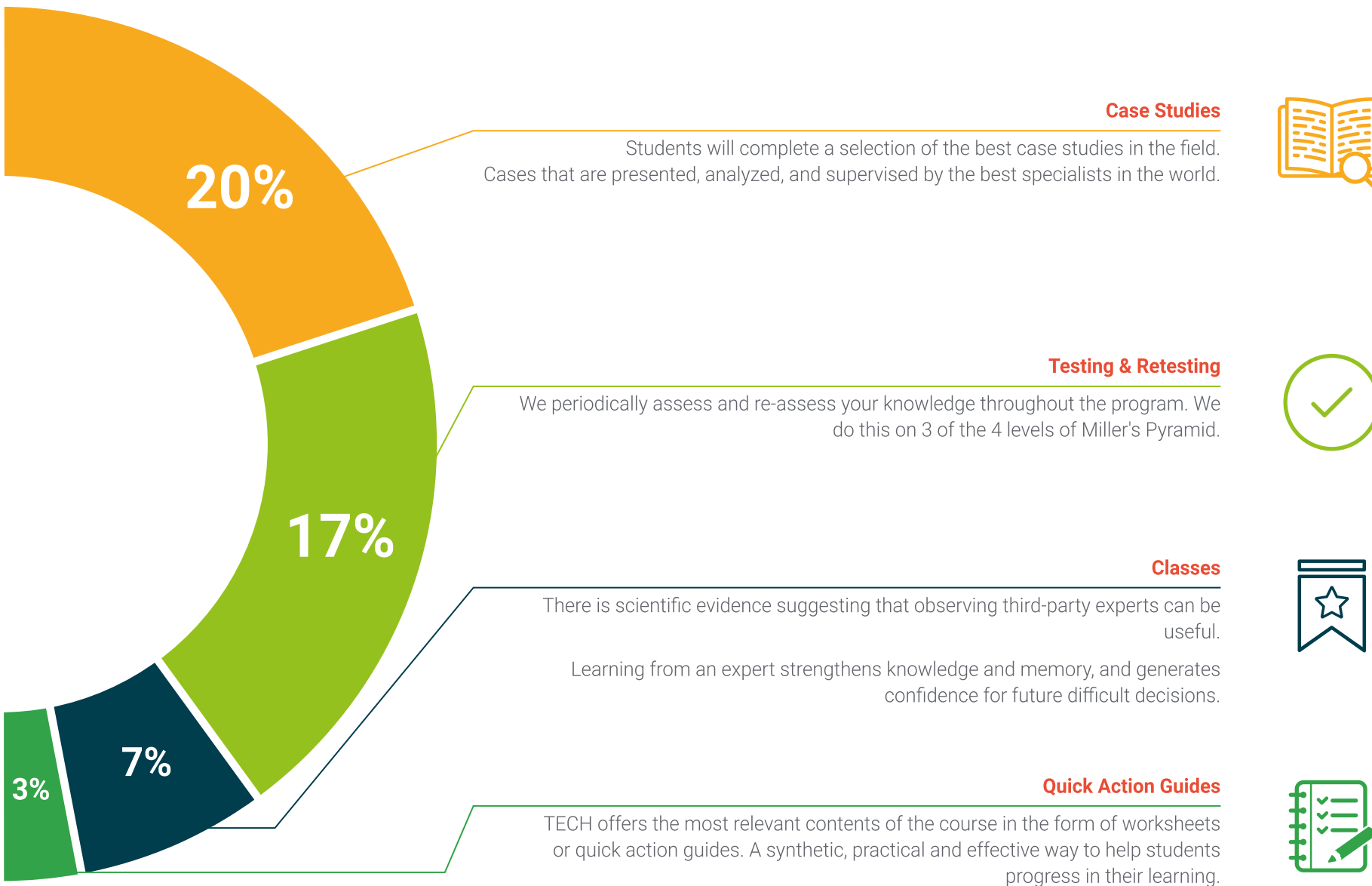
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06

Certificate

The Postgraduate Diploma in Investigative Journalism in the Digital Age guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.



“

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

This private qualification will allow you to obtain a diploma for the **Postgraduate Diploma in Investigative Journalism in the Digital Age** endorsed by TECH Global University, the world's largest online university.

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

This **TECH Global University** private qualification, 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: **Postgraduate Diploma in Investigative Journalism in the Digital Age**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**





Postgraduate Diploma
Investigative Journalism
in the Digital Age

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Investigative Journalism in the Digital Era

