

Postgraduate Diploma

Present Day Research: Opportunities,
Perspectives and Paradigms

Investigation



Postgraduate Diploma

Present Day Research: Opportunities, Perspectives and Paradigms

Course Modality: **Online**

Duration: **6 months**

Certificate: **TECH Technological University**

Official N° of Hours: **600 h.**

Website: www.techtitute.com/us/journalism-communication/postgraduate-diploma/postgraduate-diploma-present-day-research-opportunities-perspectives-paradigms

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01

Introduction

The world of communication is a living entity: it grows, changes and adapts to the continuous social flows created, enabled and encouraged by technology. Communicators must be an active part of this complex web so professionals can work organically and fluidly. In this program, journalists will undergo an academic process that will provide them with in-depth knowledge of new audiovisual platforms, such as Netflix, HBO or Amazon Prime, and their communicative features. This will provide our students the new technological and instrumental developments required in professional practice today.



“

Acquire the ability to detect and exploit the most convenient approach to research and set the scope that your project needs”

Research in communication sciences has its own protocols. Learning to identify the right approach, depending on the purposes pursued in the project, and recognizing and mastering the right tools for its development, is not so easy. The speed of technological evolution, on the one hand, forces professionals to be in constant contact with innovation. On the other hand, changes in consumer profiles, attitudes and expectations, make the message itself and its reality changeable and different according to the variables involved.

This program will methodically cover all aspects of this way of working. The traditional ways of doing research in already well-established media, such as television and cinema, will be approached with a novel and thriving addition: television in its on-demand format. Students shall study the variations in communication models and the most successful representations: Netflix, HBO and Amazon Prime, to understand the new codes in communication and forms of consumption.

Today, as always, research that is not made available in the appropriate settings might as well not exist. Therefore, it is essential to know the appropriate mechanisms and settings available to disseminate research in communication. Congresses, Seminars, Calls for Papers, Journals, Funded Projects, etc.

As a novel element, the program includes reflective leadership skills, with strategies to follow in order to identify opportunities for change, action and visibility of the work done.

A complete academic path that will gradually lead our students to achieve the competitiveness required by a demanding professional market.

This **Postgraduate Diploma in Present Day Research: Opportunities, Perspectives and Paradigms** 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 practising 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
- ♦ Supplementary documentation databases are permanently available, even after the program



This Postgraduate Diploma offers you the chance to easily master the right tools to collect and process information in the context of a research project in the 20th century”

“

Theory alone is insufficient: We provide you with the most practical and competent expertise”

Our teaching staff is made up of working professionals. That way, TECH is sure to offer students the updating objective it aims to provide. A multidisciplinary team of professors trained and experienced in different environments, who will cover the theoretical knowledge in an efficient way, but above all, who will bring the practical knowledge from their own experience to the course; a differential quality of this specialization program.

This mastery of the subject is complemented by the effectiveness of the methodological design of this Postgraduate Diploma. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. Students will cover with a range of convenient and versatile multimedia tools that will give them the operability they need during the training.

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, TECH uses telepractice: With the help of an innovative, interactive video system and Learning from an Expert, students will acquire the knowledge as if they were dealing with the case they are studying in real life. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

A contextualized and authentic learning experience in new skills and competencies that you will be able to put into practice immediately.

The program addresses the most dominant topics and media in communication today: The Internet and all the media on it.



02

Objectives

TECH's objective is to create highly qualified professionals for work experience. An objective that is complemented in a global manner by promoting human development that lays the foundations for a better society. This objective is focused on helping Communication professionals reach a much higher level of expertise and command. A goal that, in just six months, students will be able to achieve with a highly intensive and precise program.



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Our objective is simple: To help you acquire the skills required to undertake communication research in any area with prospects of success”



General Objectives

- Learn to pose research problems
- Elaborate contextual frameworks
- Build and validate models
- Create and validate data collection instruments
- Master data analysis techniques
- Learn to structure academic and scientific texts
- Master academic and scientific writing
- Learn to participate in scientific meetings and make the results visible
- Develop information management, critical thinking and problem-solving skills



Develop communication skills and a formal framework to disseminate and present quality research projects in social and academic settings of greater scope”





Specific Objectives

Module 1. Research Methodology: Perspectives and Paradigms

- ◆ Distinguish the different methodologies and approaches in research and select the most suitable one for a research project
- ◆ Select the appropriate methodology according to the nature of the research to be conducted

Module 2. Research in Film, Television and New Media (Netflix, HBO, Amazon Prime)

- ◆ Identify new fields of research in communication and their potential for new projects
- ◆ Select a relevant line of research to visualize, validate and disseminate it

Module 3. The Latest in Communication Research

- ◆ Understand new communication media and their structural complexity
- ◆ Know and apply the necessary criteria to put new communication media in a positive light

Module 4. Research and Dissemination

- ◆ Discover the different scenarios and opportunities to present communication research
- ◆ Take advantage of the most suitable spaces to disseminate research, distinguishing them from less effective ones

03

Course Management

For our program to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





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An impressive teaching staff, made up of specialized professionals from different areas of expertise, will be your professors throughout the program: A unique opportunity not to be missed”

Management



Dr. Del Valle Mejías, María Elena

- ♦ Doctorate in Educational Sciences
- ♦ Expert in *e-Learning*, Platforms and Content
- ♦ Expert in Instructional Design by Competencies



04

Structure and Content

The contents of this Postgraduate Diploma have been developed by the different experts of this program, 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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A comprehensive teaching program, structured in well-developed teaching units, oriented towards learning that is compatible with your personal and professional life"

Module 1. Research Methodology: Perspectives and Paradigms

- 1.1. What Is a Research Project?
 - 1.1.1. Concept
 - 1.1.2. Features
 - 1.1.3. Types
 - 1.1.4. Differences
- 1.2. Phases in Scientific Research
 - 1.2.1. Concept
 - 1.2.2. Processes Involved in Each
 - 1.2.3. Tools for Each Phase
 - 1.2.4. Example Analysis
- 1.3. Research Paradigms
 - 1.3.1. Positivist
 - 1.3.2. Constructivist
 - 1.3.3. Sociocritical
 - 1.3.4. Interpretive
- 1.4. Qualitative Research
 - 1.4.1. Concept
 - 1.4.2. Features
 - 1.4.3. Tools and Instruments
 - 1.4.4. Differences with Other Approaches
- 1.5. Quantitative Research
 - 1.5.1. Concept
 - 1.5.2. Features
 - 1.5.3. Tools and Instruments
 - 1.5.4. Explanation and Causality
- 1.6. The Survey
 - 1.6.1. Concept
 - 1.6.2. Features
 - 1.6.3. Types
 - 1.6.4. Building Instruments



- 1.7. Questionnaire
 - 1.7.1. Concept
 - 1.7.2. Features
 - 1.7.3. Types
 - 1.7.4. Building Instruments
- 1.8. Elaborating Instruments
 - 1.8.1. Dimensions
 - 1.8.2. Indicators
 - 1.8.3. Basic Components
 - 1.8.4. Validation
- 1.9. In-Depth Interview
 - 1.9.1. Concept
 - 1.9.2. Features
 - 1.9.3. Types
 - 1.9.4. Building Instruments
- 1.10. Focus Group
 - 1.10.1. Definition
 - 1.10.2. Question Script
 - 1.10.3. Types
 - 1.10.4. Design

Module 2. Research in Film, Television and New Media (Netflix, HBO, Amazon Prime)

- 2.1. Audiovisual Research
 - 2.1.1. Observation
 - 2.1.2. Ethnography
 - 2.1.3. Audiovisual Language
- 2.2. Research Lines
 - 2.2.1. Aesthetics and Social Representations
 - 2.2.2. Reality and Fiction
 - 2.2.3. Audiovisual Cultural Management
 - 2.2.4. Cultural Expressions and Diversity

- 2.3. Transmedia Narrative
 - 2.3.1. Concept
 - 2.3.2. Features
 - 2.3.3. Basic Principles
 - 2.3.4. Challenges in Transmedia Narrative
- 2.4. New Forms of Information Consumption
 - 2.4.1. Conscious Technologies
 - 2.4.2. "Spy" Applications
 - 2.4.3. Digital Identity
 - 2.4.4. The Internet of Things
- 2.5. Theories on Transmedia Communication
 - 2.5.1. Origin
 - 2.5.2. Branding
 - 2.5.3. Merchandising
 - 2.5.4. Storytelling
- 2.6. Cultural Change and New Media
 - 2.6.1. Cultural Change / Media Change
 - 2.6.2. Portals, Search Engines and Directories
 - 2.6.3. Participation Media
 - 2.6.4. Counterculture and Digital Culture
- 2.7. Audiences. Changes in Consumer Models
 - 2.7.1. Description
 - 2.7.2. Classification
 - 2.7.3. Information Consumption
 - 2.7.4. Information Consumption Analysis
- 2.8. Mediamorphosis
 - 2.8.1. How Is the Industry Changing?
 - 2.8.2. Evolution-Involution
 - 2.8.3. 1st, 2nd and 3rd Mediamorphoses
 - 2.8.4. The Immediacy of the Media

- 2.9. Comparative Analysis in Mass Media
 - 2.9.1. Interaction
 - 2.9.2. Uses
 - 2.9.3. Different Media
 - 2.9.4. Target Audience
- 2.10. Technology and Social Change
 - 2.10.1. Concepts
 - 2.10.2. Features
 - 2.10.3. From Gutenberg to Facebook
 - 2.10.4. Technological Determinism

Module 3. The Latest in Communication Research

- 3.1. Communication in the 21st Century
 - 3.1.1. Context
 - 3.1.2. Features
 - 3.1.3. Challenges in Communication in the 21st Century
 - 3.1.4. Threats to Communication in the 21st Century
- 3.2. General Trends
 - 3.2.1. *Fast Content for Fast Users*
 - 3.2.2. The Mobile: New Spaces to Interact
 - 3.2.3. Apps as Media
 - 3.2.4. Podcasts: A Communication Alternative
- 3.3. Historical Retrospective of Communication Research
 - 3.3.1. Origins
 - 3.3.2. Representatives
 - 3.3.3. Schools and Trends
 - 3.3.4. Benefits
- 3.4. New Topics New Theories
 - 3.4.1. Normative Theories
 - 3.4.2. Classification
 - 3.4.3. Authoritarian Theory
 - 3.4.4. Liberal Theory

- 3.5. Communication Research in Maps
 - 3.5.1. Classification by Lines of Research
 - 3.5.2. Representatives by Country
 - 3.5.3. Main Groups
 - 3.5.4. Main Products
- 3.6. The Latest in Advertising Research
 - 3.6.1. Socio-Economic Research and Related Topics
 - 3.6.2. Message Research
 - 3.6.3. Media and Audience Research
 - 3.6.4. Comparison
- 3.7. The Latest in News Media Research
 - 3.7.1. Audiences as a Topic
 - 3.7.2. Advertising Agencies
 - 3.7.3. Media Agencies
 - 3.7.4. Consultants and Advisors
- 3.8. The Latest in Public Relations Research
 - 3.8.1. Organizations and Communication
 - 3.8.2. Introspective Research
 - 3.8.3. Applied Research
 - 3.8.4. Strategic Research
- 3.9. Research Benchmarks. Actors
 - 3.9.1. Who are They?
 - 3.9.2. Where Are They?
 - 3.9.3. What Do They Do?
 - 3.9.4. What Are Their Benefits?
- 3.10. Research Benchmarks. Projects
 - 3.10.1. Who are They?
 - 3.10.2. Where Are They?
 - 3.10.3. What Do They Do?
 - 3.10.4. What Are Their Benefits?

Module 4. Research and Dissemination

- 4.1. Scientific Publications
 - 4.1.1. Concept
 - 4.1.2. Types
 - 4.1.3. Classification
 - 4.1.4. Selection Criteria
- 4.2. Current Benchmarks in Communication Publications
 - 4.2.1. Indices
 - 4.2.2. Selection Criteria
- 4.3. Scientific Research in Communication and International Impact
 - 4.3.1. Main Settings for Research
 - 4.3.2. Features
 - 4.3.3. Conditions Required
 - 4.3.4. The Importance of Prospects in these Settings
- 4.4. Drafting Techniques and Strategies. How to Write Scientific Articles
 - 4.4.1. Structure
 - 4.4.2. Sections and Headings
 - 4.4.3. Academic Language
 - 4.4.4. Writing Strategies
- 4.5. How to Present and Disseminate Research Results
 - 4.5.1. Scenarios
 - 4.5.2. Dissemination Strategies
 - 4.5.3. Research Journals
 - 4.5.4. Suitable Events for Research Dissemination
- 4.6. Publishing in English
 - 4.6.1. Concepts
 - 4.6.2. Features
 - 4.6.3. Differences with Non-English Language Publications
 - 4.6.4. How to Write Articles to Publish in English-Language Journals
- 4.7. Congresses, Seminars and Dissemination Settings
 - 4.7.1. Concepts
 - 4.7.2. Types
 - 4.7.3. Predatory Congresses
 - 4.7.4. How to Choose the Right Conference/Seminar
- 4.8. Research and NGOs: Foundations, Agencies and Funding Options
 - 4.8.1. Research Projects as Platforms
 - 4.8.2. Calls for Proposals by Research Lines
 - 4.8.3. Funding and Dissemination: Two Birds with One Stone
 - 4.8.4. Main Agencies and How They Operate
- 4.9. Argumentation to Convince in Scientific Research
 - 4.9.1. What is Argumentation?
 - 4.9.2. Writing and Arguing for Publication
 - 4.9.3. Validity and Relevance in Argumentation
 - 4.9.4. Physiognomy of Scientific Research Articles
- 4.10. Research Articles. Structure and Variants
 - 4.10.1. Concepts
 - 4.10.2. Structure
 - 4.10.3. Language
 - 4.10.4. Example Analysis

05

Methodology

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

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



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

Case Study to contextualize all content

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

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



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



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

A learning method that is different and innovative

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

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

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

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

Relearning Methodology

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

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

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

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

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



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

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

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

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

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



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



Study Material

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

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



Classes

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

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



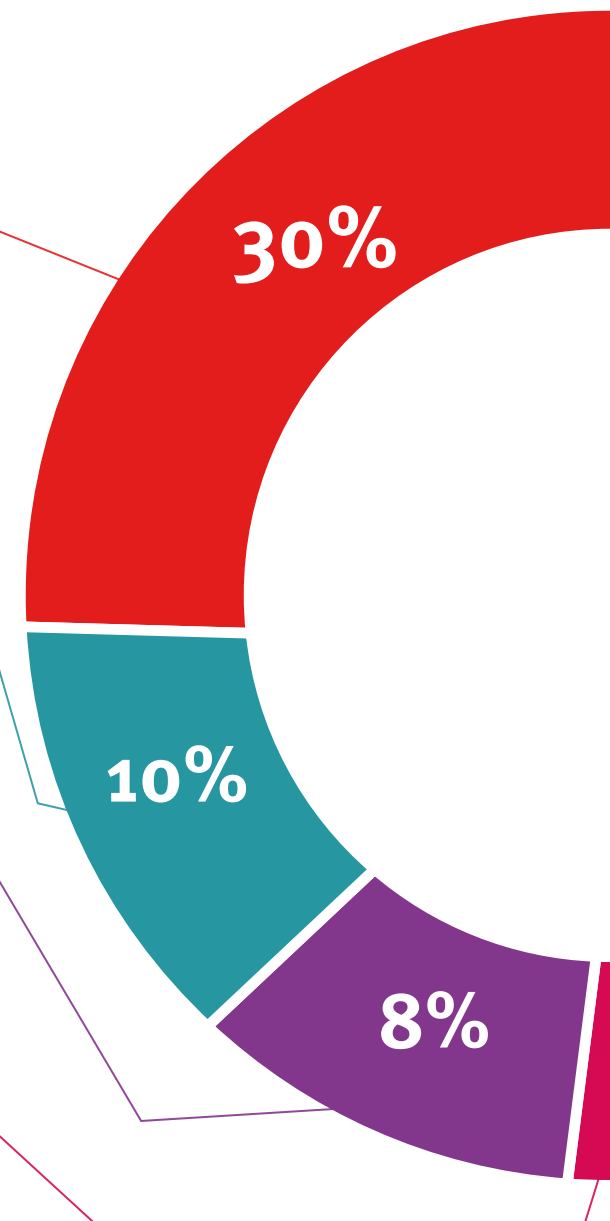
Practising Skills and Abilities

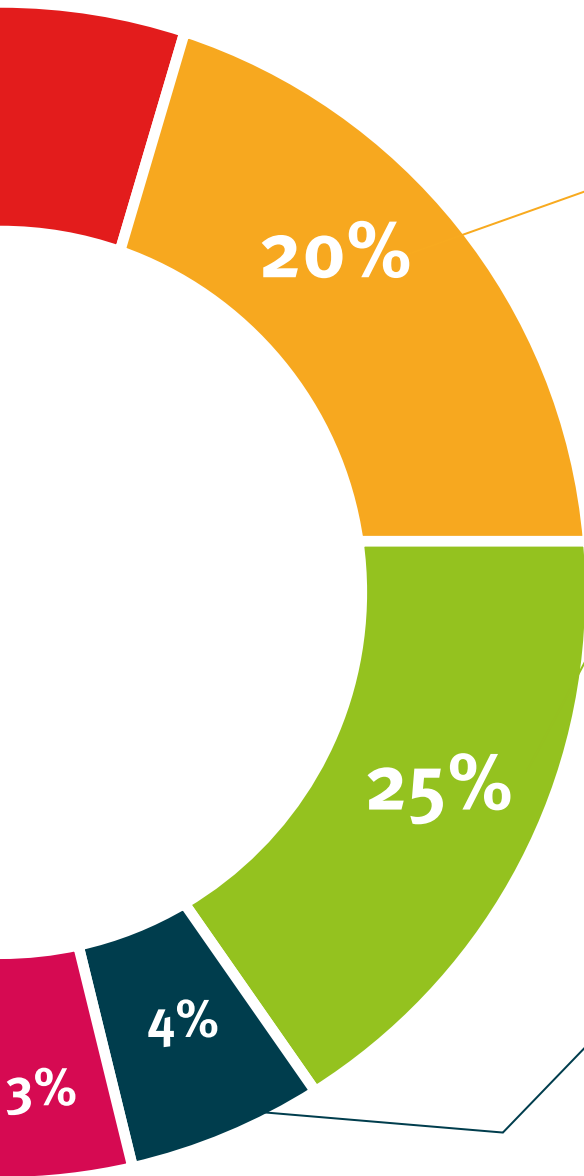
They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



Additional Reading

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





Case Studies

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



Interactive Summaries

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

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



Testing & Retesting

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



06

Certificate

The Postgraduate Diploma in Present Day Research: Opportunities, Perspectives and Paradigms guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



“

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

This **Postgraduate Diploma in Present Day Research: Opportunities, Perspectives and Paradigms** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma , and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Present Day Research: Opportunities, Perspectives and Paradigms**

Official N° of Hours: **600 h.**



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

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



Postgraduate Diploma

Present Day Research:
Opportunities, Perspectives
and Paradigms

Course Modality: Online

Duration: 6 months

Certificate: TECH Technological University

Official N° of Hours: 600 h.

Postgraduate Diploma

Present Day Research: Opportunities,
Perspectives and Paradigms