# Master's Degree

## Research in Communication: New Topics, Media and Audiences

tech global university

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# Master's Degree
## Research in Communication: New Topics, Media and Audiences

- 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-research-communication-new-topics-media-audiences**

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01

# Introduction

One of the major weaknesses in the world of communication research is the lack specific training many professionals have in this field. Traditional formats of classic media, such as television and cinema, are now complemented by new forms of consumption and communication: Netflix, HBO and Amazon Prime. This Master's Degree specializes students in the phases involved in generating a feasible and solid research project. They will learn to select the best approach depending on the purposes pursued in the project, discriminate the appropriate tools to collect information and, ultimately, disseminate the final product.

*Learn how to develop a complete and well-founded research project in communication, incorporating the appropriate tools to traditional models and new paradigms"*

Research in communication sciences has its own protocols. Learning to select the best approach depending on the purposes pursued in the project, as well as identifying and mastering the right tools to develop it is hardly an easy task: the speed of technological evolution, on the one hand, forces the professional to be in constant contact with innovation; and on the other hand, the change in consumer profiles, attitude and expectations means that the message itself and its reality are now changing and differ depending on the various variables.

In this Master's Degree, students will be methodically instructed in all aspects of line of work. 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 of communication and forms of consumption.

Ethics shall also be covered, which is an aspect that is often absent in other training programs. However, it is nevertheless a core element when addressing ethical dilemmas in communicative environments: Limits to be aware of and responsibilities involved in information and content generation.

In the so-called Information Age, however, not having properly developed digital, critical thinking and information management skills, often results in ambiguous truths, speculations and unsubstantiated opinions that we repeat without proper verification. Therefore, the basic algorithms that protect consumers from the so-called Fake news phenomenon will also be addressed.

When studying communication, it is vital to understand the evolution of the media and the codes used in each format. Facebook, Instagram, Twitter, and YouTube stand out as the new spaces where society interacts.

Today, as always, research that is not made available in the appropriate settings does 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.

All this knowledge will materialize in a theoretically sound and scientifically rigorous research project that will constitute the final product of this master's program. During the project, students will be supported and supervised by experts, who will also help identify and find the most suitable setting to present the project.

This **Master's Degree in Research in Communication: New Topics, Media and Audiences** contains the most complete and up-to-date educational 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 course

*Develop your research skills and learn to identify thematic nodes and problems in everyday environments"*

*A contextualized and real learning experience that you will be able to put into practice by means of new skills and competences"*

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

*A practical and real course that will give you the necessary tools to disseminate and make your products visible once completed.*

Our teaching staff is made up of working professionals. In this way, we ensure that we provide you with the training update we are aiming for. 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 put the practical knowledge derived from their own experience at the service of the program: one of its differential qualities.

This mastery of the subject is complemented by the effectiveness of the methodology used in the design of this Master's Degree. 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 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, we will use telepractice learning: 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 facing the scenario you are learning at that moment. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

02

# Objectives

Our objective is to prepare highly qualified professionals for work experience. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping medical professionals reach a much higher level of expertise and control. A goal that, in just six months, you will be able to achieve with a highly intensive and precise course.

*Throughout the Master's Degree, you will acquire the ability to identify problematic situations and research opportunities, and how to address them professionally and with the right tools"*

## 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

## Specific Objectives

### Module 1. Research Methodology: Perspectives and Paradigms

- Contrast and 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, etc.)

- 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. Ethics and Decision-Making for Communicators

- Value the ethical aspects associated with communication processes
- Identify the importance of applying fundamental ethical principles in the contemporary world

### Module 4. The Power of Opinion and the Crisis of Communication

- Distinguish the particularities of communication processes in the contemporary world and the elements that undermine the veracity of each informative fact
- Distinguish between truthful information and manipulated information

### Module 5. Digital Environments and Communication Processes

- Discover research and communication opportunities in new communication media and the potential visibility of the products generated
- Distinguish the capabilities and potential of the most common new media to generate successful relationships in socio-cultural environments

### Module 6. The Latest in Communication Research

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

### Module 7. New Communication Media in the 21st Century

- Discriminate new communication setting and their codes to use them as an object of study and context of action
- Understand the significance and undoubted validity of new communication media and spaces

### Module 8. 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

### Module 9. Reflective Leaders in Communication: Identifying Problems

- Hone problem-solving skills as a reflective leader and take advantage of opportunities in communication research
- Develop strategies to solve problematic situations

### Module 10. Final Project

- Apply the lessons learned to design and implement a research project in communication
- Identify research opportunities and conduct a project using the appropriate tools, theories and methodologies

03

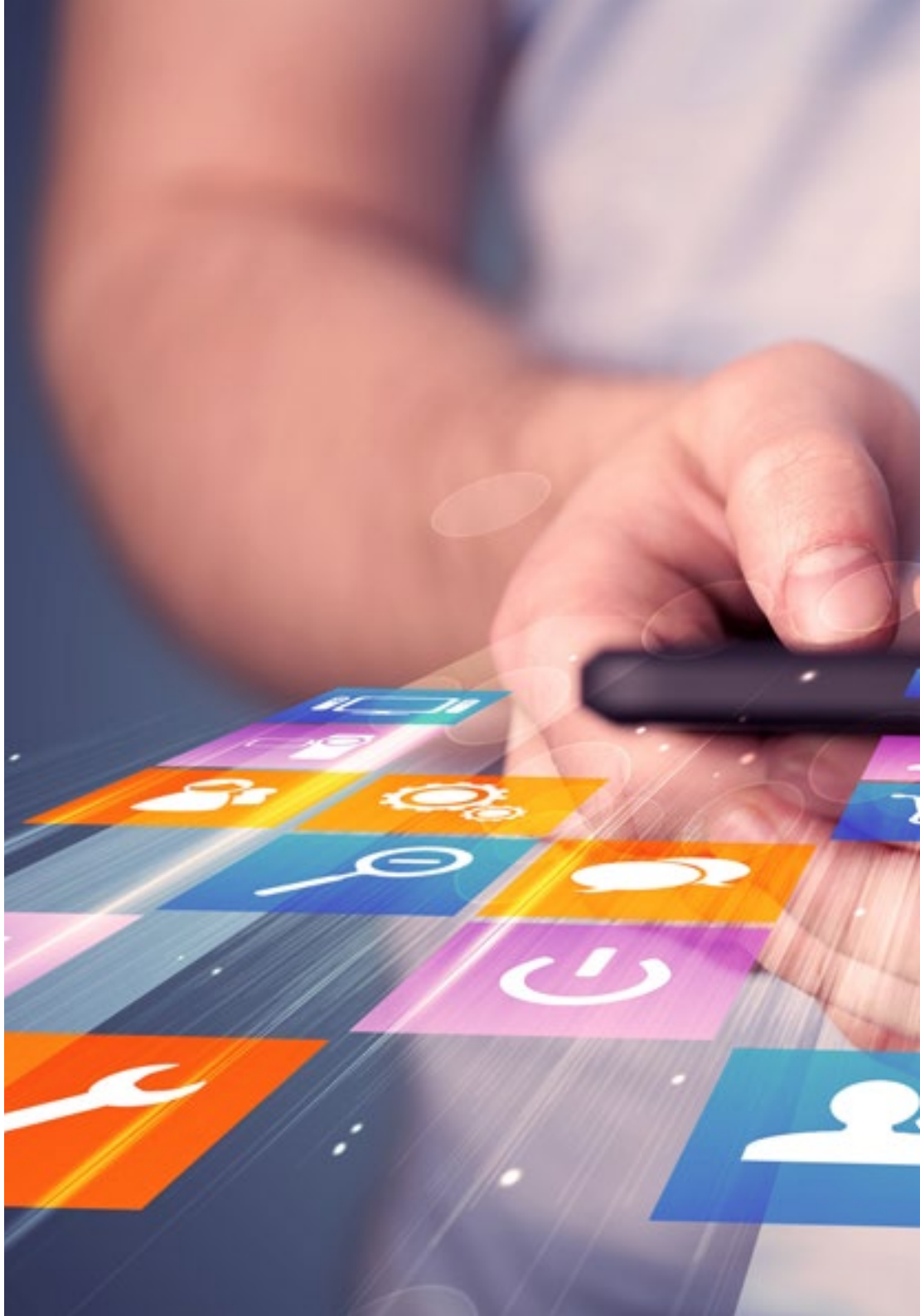
# Skills

Communication is constantly evolving and developing in the telecommunications industry. This means that professionals in the field must be truly passionate about their work: continuous retraining and updating is one of the essential requirements to remain at the forefront of quality practice. This Master's Degree will allow you to acquire the skills required in this regard. Students will develop three fundamental, cross-cutting competencies: Information Management, Critical Thinking and Problem Solving. Each is defined in different levels of mastery and performance indicators that will become more complex throughout the Master's Degree. A very complete approach, in a high-level master's degree, which makes the difference.

*The skills required to place yourself at the forefront of communication, in any of its fields, through a progressive and intensive development of your personal and professional skills"*

## General Skills

- Distinguish the main differences between research methodologies
- Select the correct methodology, according to the nature and features of the object of study, as well as the appropriate techniques and tools to collect information
- Identify emerging themes and topics
- Insert the research project into the most current and valid lines of research
- Distinguish the particularities of communication processes in the contemporary world and the elements that undermine the veracity of each informative fact



## Specific Skills

- Distinguish between truthful information and manipulated information
- Systematically relate relevant information, of various origins and nature, to provide a relevant response to diverse approaches through rigorous intellectual production that respect copyright laws
- Rigorously and methodically assess available information to determine the most appropriate solution or novel change
- Determine the functionalities in new environments to adequately handle different types of information
- Use a selection of self-determined environments to effectively manage information in the scope of professional practice
- Identify research opportunities in communication
- Effectively insert the research project into emerging thematic areas
- Recognize the significance of new communication spaces to understand social facts in different contexts and times
- Review and update knowledge of new communication spaces, of various nature and interest, to better understand these environments
- Presents the contents of the research project in a coherent and cohesive manner and in purpose-appropriate settings
- Argue ideas through different discourse models with a specific purpose
- Promote conscious activation of the mental, motivational and instrumental processes necessary to learn and perform with autonomy, both individually and in teams
- Review known strategies to solve the problem and explore novel options, demonstrating creativity in articulating proposals
- Understand the nature of the problem and/or the need in the research context and propose actions to solve it and/or the needs in the research area
- Design a plan of actions and goals essential to implement a cultural project that addresses a need in context and undertake the execution of the designed plan with a proactive attitude in relation to the cultural context

04

# Course Management

For our Master's Degree 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.

*An impressive teaching staff, made up of professionals from different areas of expertise, will be your teachers during your training: a unique opportunity not to be missed"*

## Management

### Dr. Del Valle Mejías, María Elena

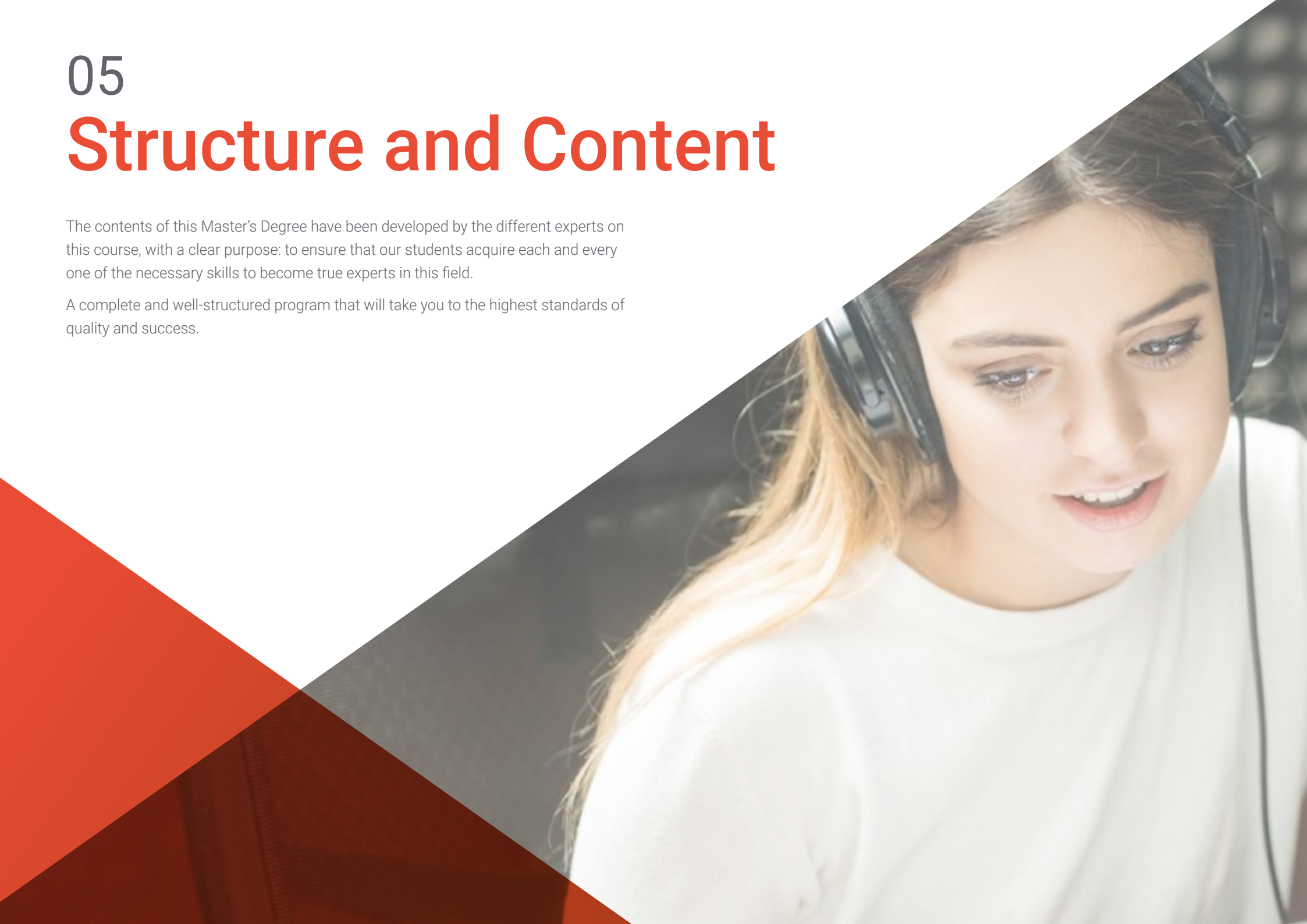
- Doctorate in Educational Sciences
- Expert in e-Learning, Platforms and Content
- Expert in Instructional Design by Competencies

05

# Structure and Content

The contents of this Master's Degree 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.



*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. Socio-Critical
- 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. The 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, etc.)

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 Storytelling

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.** Ethics and Decision-Making for Communicators

3.1. Ethics
- 3.1.1. Concept
- 3.1.2. The Object of Ethics
- 3.1.3. The Value of Ethics
- 3.1.4. Ethics and Morality

3.2. The Ethical Communicator
- 3.2.1. Professional Responsibilities
- 3.2.2. Veracity
- 3.2.3. Objectivity
- 3.2.4. Professional Secrecy and Respect for Privacy

3.3. Decision-Making
- 3.3.1. Concept
- 3.3.2. Processes Involved
- 3.3.3. Types of Decision
- 3.3.4. Requirements in Decision-Making

3.4. Ethical Dilemmas in Contemporary Communication
- 3.4.1. Cyberbullying
- 3.4.2. Information Limits
- 3.4.3. Plagiarism
- 3.4.4. Minorities and Discrimination

3.5. Risks and Opportunities in Ethical Reasoning
- 3.5.1. Origin
- 3.5.2. Consequences
- 3.5.3. Main Settings
- 3.5.4. Case Analysis

3.6. Argumentation and Ethics
- 3.6.1. Concept
- 3.6.2. Features
- 3.6.3. Elements in Argumentation
- 3.6.4. Argumentation Strategies

3.7. Micro Communication and Ethics
- 3.7.1. Origin
- 3.7.2. Consequences
- 3.7.3. Main Settings
- 3.7.4. Case Analysis

3.8. Communication Stakeholders
- 3.8.1. Concept
- 3.8.2. Primary Stakeholders
- 3.8.3. Secondary Stakeholders
- 3.8.4. Stakeholder Theory

3.9. Integrating Ethics in Decision-Making
- 3.9.1. Norms and Principles in Decision-Making
- 3.9.2. Decision-Making Processes
- 3.9.3. Factors Influencing Decision-Making
- 3.9.4. Criteria for Ethical Decisions

3.10. Challenges in Contemporary Ethics
- 3.10.1. Ethics and Diversity
- 3.10.2. Ethics and Human Freedom
- 3.10.3. Ethics and Values
- 3.10.4. Ethics, Purpose and Media

**Module 4.** The Power of Opinion and the Crisis of Communication

4.1. Concept of Opinion
- 4.1.1. Elements
- 4.1.2. Related Concepts
- 4.1.3. Opinion and Trends
- 4.1.4. Opinion Analysis

4.2. Opinion vs. Speculation
- 4.2.1. Components
- 4.2.2. Related Concepts
- 4.2.3. Opinion and Trends
- 4.2.4. Case Analysis

4.3. Basis of Opinions
- 4.3.1. Psychological Basis of Opinions
- 4.3.2. How Does an Opinion Form?
- 4.3.3. Examples of Opinions
- 4.3.4. Regulatory Framework for Opinions

4.4. Discourse in Communication
- 4.4.1. Concept
- 4.4.2. Elements in Discourse
- 4.4.3. Discourse and Media
- 4.4.4. Discourse and Context

4.5. Opinion and Minorities
- 4.5.1. Concept
- 4.5.2. Politically Managing Opinions
- 4.5.3. Opinion and Gender
- 4.5.4. Opinion and Public Opinion

4.6. Truth and Post-Truth
- 4.6.1. Concepts
- 4.6.2. Features
- 4.6.3. The Context of the Emergence of Post-Truth
- 4.6.4. Post-Truth and Ideology

4.7. Crisis in Communication
- 4.7.1. Concept
- 4.7.2. Causes
- 4.7.3. Consequences
- 4.7.4. How to Face It?

4.8. Knowledge Democracy or Standardization of Ignorance?
- 4.8.1. Basic Concepts
- 4.8.2. Spaces for Knowledge
- 4.8.3. Levels of Knowledge in Contemporary Society
- 4.8.4. Commitments

4.9. Reaction and Action
- 4.9.1. Proactive Actions
- 4.9.2. Reactive Actions

4.10. Authorities and Referents
- 4.10.1. Concepts
- 4.10.2. Basis of Authority
- 4.10.3. Features
- 4.10.4. Assessment Criteria

## **Module 5.** Digital Environments and Communication Processes

5.1. Digital Environments and New Information Architectures
- 5.1.1. Basic Concepts
- 5.1.2. Features
- 5.1.3. Resources
- 5.1.4. The Importance of Digital Environments

5.2. Communication Opportunities in Digital Environments
- 5.2.1. Advantages
- 5.2.2. Disadvantages
- 5.2.3. Using These Environments
- 5.2.4. Web 2.0

5.3. The Quality of Different Media
- 5.3.1. Features
- 5.3.2. The Context of Different Media
- 5.3.3. Using Language
- 5.3.4. The Structure of Different Media

5.4. Rankings in Digital Environments
- 5.4.1. Product Maps
- 5.4.2. Supervisory Organizations
- 5.4.3. Assessment Criteria
- 5.4.4. Quality Standards

5.5. Legal Framework. Limitations
- 5.5.1. Code of Conduct
- 5.5.2. Intellectual Property
- 5.5.3. Data Protection Act
- 5.5.4. Case Studies

5.6. SEO and Quality Content
- 5.6.1. Concept
- 5.6.2. Features
- 5.6.3. Strategies
- 5.6.4. Creating Quality Content

5.7. Google Algorithms. Functioning and Characteristics
- 5.7.1. Penguin
- 5.7.2. Panda
- 5.7.3. Pigeon
- 5.7.4 Hummingbird

5.8. Life Cycle of Productions in Digital Environments
- 5.8.1. Temporary Validity Media
- 5.8.2. Identifying the Cycle
- 5.8.3. Cultural Ecology
- 5.8.4. The Ubiquity of Information

5.9. Business Models in Digital Environments
- 5.9.1. Existing Models
- 5.9.2. Features
- 5.9.3. Value Proposals
- 5.9.4. Effective Strategies

5.10. Success Stories

## **Module 6.** The Latest in Communication Research

6.1. Communication in the 21st Century
- 6.1.1. Context
- 6.1.2. Features
- 6.1.3. Challenges in Communication in the 21st Century
- 6.1.4. Threats to Communication in the 21st Century

6.2. General Trends
- 6.2.1. Fast Content for Fast Users
- 6.2.2. The Mobile: New Spaces to Interact
- 6.2.3. Apps as Media
- 6.2.4. Podcasts: A Communication Alternative

6.3. Historical Retrospective of Communication Research
- 6.3.1. Origins
- 6.3.2. Representatives
- 6.3.3. Schools and Trends
- 6.3.4. Benefits

6.4. New Topics. New Theories
- 6.4.1. Normative Theories
- 6.4.2. Classification
- 6.4.3. Authoritarian Theory
- 6.4.4. Liberal Theory

6.5. Communication Research in Maps
- 6.5.1. Classification by Lines of Research
- 6.5.2. Representatives by Country
- 6.5.3. Main Groups
- 6.5.4. Main Products

6.6. The Latest in Advertising Research
- 6.6.1. Socio-Economic Research and Related Topics
- 6.6.2. Message Research
- 6.6.3. Media and Audience Research
- 6.6.4. Comparison

6.7. The Latest in News Media Research
- 6.7.1. Audiences as a Topic
- 6.7.2. Advertising Agencies
- 6.7.3. Media Agencies
- 6.7.4. Consultants and Advisors

6.8. The Latest in Public Relations Research
- 6.8.1. Organizations and Communication
- 6.8.2. Introspective Research
- 6.8.3. Applied Research
- 6.8.4. Strategic Research

6.9. Research Benchmarks. Actors
- 6.9.1. Who Are They?
- 6.9.2. Where Are They?
- 6.9.3. What Do They Do?
- 6.9.4. What Are Their Benefits?

6.10. Research Benchmarks. Projects
- 6.10.1. Who are They?
- 6.10.2. Where Are They?
- 6.10.3. What Do They Do?
- 6.10.4. What Are Their Benefits?

## **Module 7.** New Communication Media in the 21st Century

7.1. Facebook.
- 7.1.1. Origin
- 7.1.2. Features
- 7.1.3. Using Language
- 7.1.4. Structure

7.2. Information Architectures
- 7.2.1. Language
- 7.2.2. Codes
- 7.2.3. Images
- 7.2.4. Content Hierarchy

7.3. Instagram
- 7.3.1. Origin
- 7.3.2. Features
- 7.3.3. Using Language
- 7.3.4. Structure

7.4. Information Architectures
- 7.4.1. Language
- 7.4.2. Codes
- 7.4.3. Images
- 7.4.4. Content Hierarchy

7.5. Twitter
- 7.5.1. Origin
- 7.5.2. Features
- 7.5.3. Using Language
- 7.5.4. Structure

7.6. Information Architectures
- 7.6.1. Language
- 7.6.2. Codes
- 7.6.3. Images
- 7.6.4. Content Hierarchy

7.7. YouTube
- 7.7.1. Origin
- 7.7.2. Features
- 7.7.3. Using Language
- 7.7.4. Structure

7.8. Information Architectures
- 7.8.1. Language
- 7.8.2. Codes
- 7.8.3. Images
- 7.8.4. Content Hierarchy

7.9. LinkedIn
- 7.9.1. Origin
- 7.9.2. Features
- 7.9.3. Using Language
- 7.9.4. Structure

7.10. Information Architectures
- 7.10.1. Language
- 7.10.2. Codes
- 7.10.3. Images
- 7.10.4. Content Hierarchy

## **Module 8.** Research and Dissemination

8.1. Scientific Publications
- 8.1.1. Concept
- 8.1.2. Types
- 8.1.3. Classification
- 8.1.4. Selection Criteria

8.2. Current Benchmarks in Communication Publications
- 8.2.1. Indices
- 8.2.2. Selection Criteria

8.3. Scientific Research in Communication and International Impact
- 8.3.1. Main Settings for Research
- 8.3.2. Features
- 8.3.3. Conditions Required
- 8.3.4. The Importance of Prospects in these Settings

8.4. Drafting Techniques and Strategies. How to Write Scientific Articles
- 8.4.1. Structure
- 8.4.2. Sections and Headings
- 8.4.3. Academic Language
- 8.4.4. Writing Strategies

8.5. How to Present and Disseminate Research Results
- 8.5.1. Scenarios
- 8.5.2. Dissemination Strategies
- 8.5.3. Research Journals
- 8.5.4. Suitable Events for Research Dissemination

8.6. Publishing in English
- 8.6.1. Concepts
- 8.6.2. Features
- 8.6.3. Differences with Non-English Language Publications
- 8.6.4. How to Write Articles to Publish in English-Language Journals

8.7. Congresses, Seminars and Dissemination Settings
- 8.7.1. Concepts
- 8.7.2. Types
- 8.7.3. Predatory Congresses
- 8.7.4. How to Choose the Right Conference/Seminar

8.8. Research and N.G.O. Foundations, Agencies and Funding Options
- 8.8.1. Research Projects as Platforms
- 8.8.2. Calls for Proposals by Research Lines
- 8.8.3. Funding and Dissemination: Two Birds with One Stone
- 8.8.4. Main Agencies and How They Operate

8.9. Argumentation to Convince in Scientific Research
- 8.9.1. What is Argumentation?
- 8.9.2. Writing and Arguing for Publication
- 8.9.3. Validity and Relevance in Argumentation
- 8.9.4. Physiognomy of Scientific Research Articles

8.10. Research Articles. Structure and Variants
- 8.10.1. Concepts
- 8.10.2. Structure
- 8.10.3. Language
- 8.10.4. Example Analysis

## **Module 9.** Reflective Leaders in Communication: Identifying Problems

9.1. Reflective Leaders in Communication
- 9.1.1. Concepts
- 9.1.2. Features
- 9.1.3. Functions
- 9.1.4. Importance

9.2. Reflective Leaders in Research
- 9.2.1. Concepts
- 9.2.2. Features
- 9.2.3. Functions
- 9.2.4. Importance

9.3. Reflective Leadership as a Skill
- 9.3.1. Definition
- 9.3.2. Importance
- 9.3.3. Domain Levels
- 9.3.4. Performance Indicators

9.4. Research Team Management
- 9.4.1. Strategies
- 9.4.2. Organisational Models
- 9.4.3. Negotiating in Groups
- 9.4.4. Assessment Criteria

9.5. Teamwork as a Skill
- 9.5.1. Definition
- 9.5.2. Importance
- 9.5.3. Domain Levels
- 9.5.4. Performance Indicators

9.6. Ideas and Strategies for Reflective Leadership
- 9.6.1. Concept of Leader
- 9.6.2. Concept of Reflective Leader
- 9.6.3. Features
- 9.6.4. Strategies Used by Reflective Leaders

9.7. Tools to Diagnose Problems
- 9.7.1. Diagnostics
- 9.7.2. Context Assessment
- 9.7.3. Diagnostic Mechanisms
- 9.7.4. The Importance of a Sound Diagnosis

9.8. Troubleshooting Tools
- 9.8.1. Concept
- 9.8.2. Features
- 9.8.3. Tools
- 9.8.4. The Importance of Problem Solving as a Skill

9.9. Problem-Solving Resilience
- 9.9.1. Concept
- 9.9.2. Features
- 9.9.3. Tools
- 9.9.4. The Importance of Problem-Solving as a Skill

9.10. Reflective Leaders as Coaches
- 9.10.1. Concept of Coach
- 9.10.2. Features
- 9.10.3. Importance
- 9.10.4. Coaches' Main Tools

## **Module 10.** Final Project

10.1. Research Design
- 10.1.1. Concept
- 10.1.2. Design Elements
- 10.1.3. Types of Design
- 10.1.4. Example Analysis

10.2. Problem Statement
- 10.2.1. Concept
- 10.2.2. Problem Statement Elements
- 10.2.3. Types of Design
- 10.2.4. Example Analysis

10.3. Choosing a Research Paradigm
- 10.3.1. Concept of a Research Paradigm
- 10.3.2. Types
- 10.3.3. Tools for Each
- 10.3.4. Selection Criteria

10.4. Research Objectives
- 10.4.1. Concept of Objectives
- 10.4.2. Types of Objectives
- 10.4.3. Drafting Objectives
- 10.4.4. Example Analysis

10.5. Methodology
- 10.4.1. Concept of Methodology
- 10.4.2. Types of Methodology
- 10.4.3. Selection Criteria
- 10.4.4. Example Analysis

10.5. Instruments
- 10.5.1. Concepts
- 10.5.2. Tools for Each Paradigm
- 10.5.3. Features
- 10.5.4. Selection Criteria Based on Objectives and Research Paradigm

10.6. Referential and Theoretical Framework
- 10.6.1. Concept of Referential Framework
- 10.6.2. Concept of Theoretical Framework
- 10.6.3. Differences
- 10.6.4. Primordial Elements

10.7. Research Context
- 10.7.1. Concept
- 10.7.2. Identifying Fundamental Elements
- 10.7.3. The Importance of Interpretation
- 10.7.4. Example Analysis

10.8. The Results
- 10.8.1. Concept
- 10.8.2. Editorial Staff
- 10.8.3. Hierarchy of the Results
- 10.8.4. Analysis of Examples

10.9. New Opportunities
- 10.9.1. How to Identify Them
- 10.9.2. Relevance
- 10.9.3. Originality
- 10.9.4. Opportunities

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

06

# Methodology

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

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

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

## Case Study to contextualize all content

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

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

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

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

## A learning method that is different and innovative

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

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

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

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

## Relearning Methodology

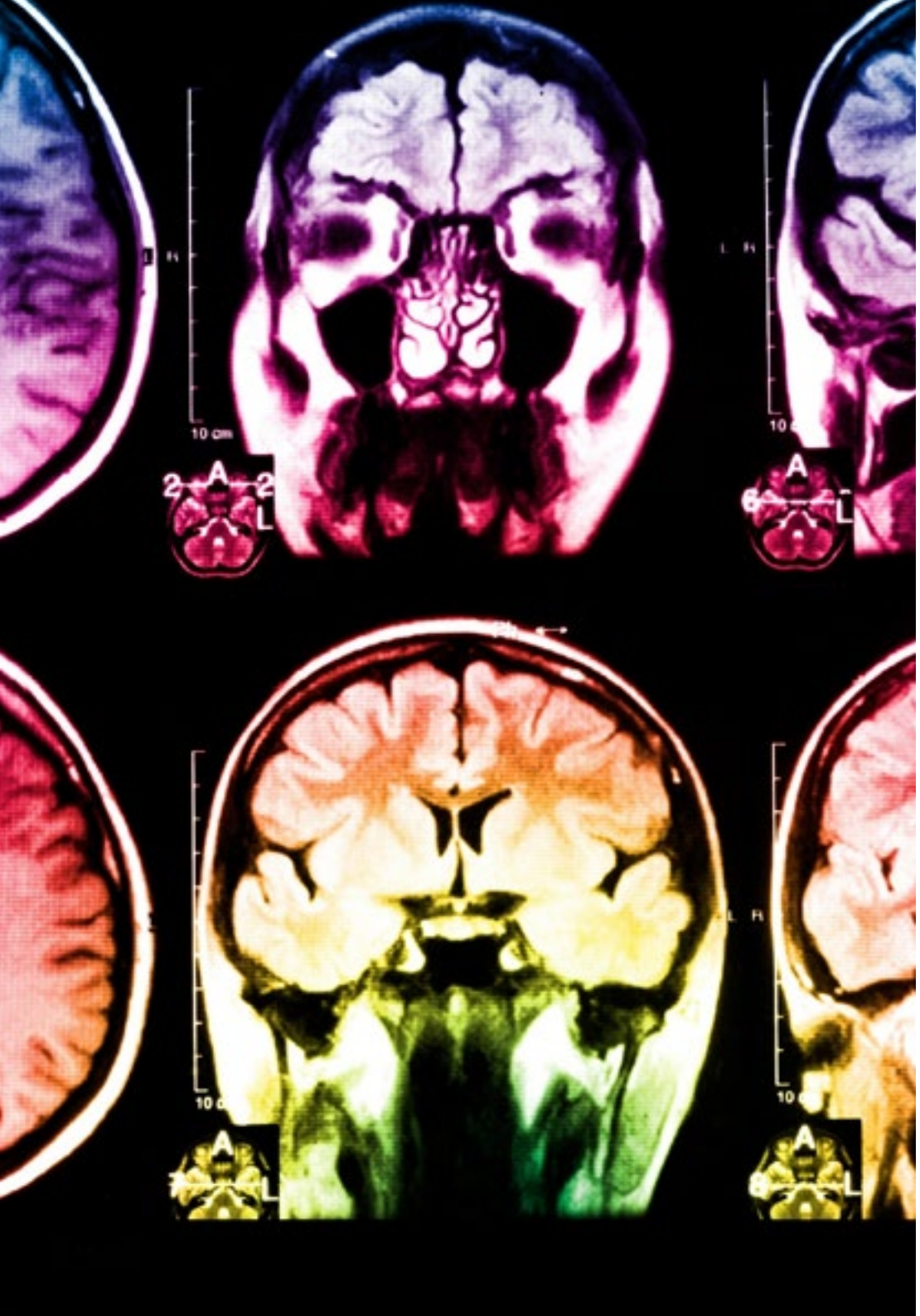
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

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

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

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

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



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically. This methodology has trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, and financial markets and instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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

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

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

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

### Study Material

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

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

### Classes

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

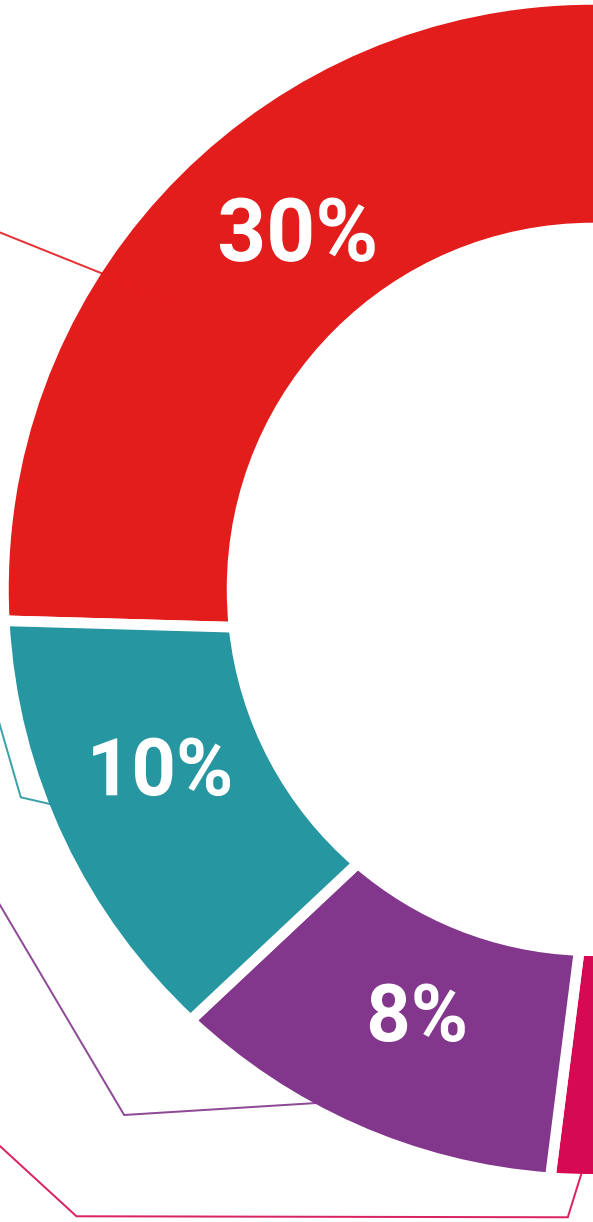
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

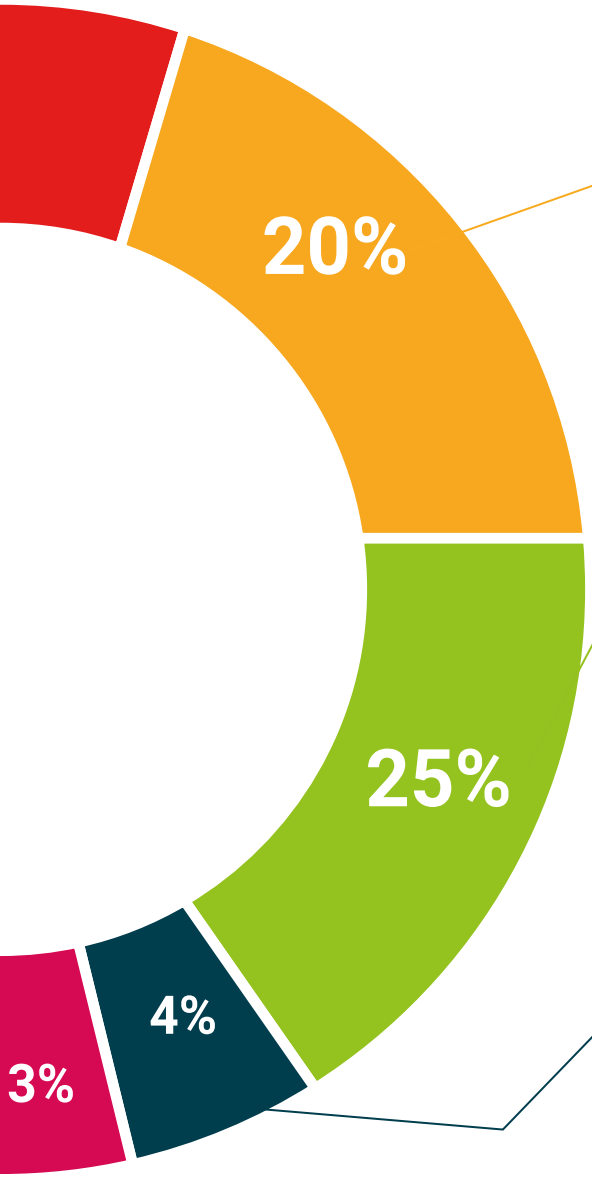
### Practising Skills and Abilities

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

### Additional Reading

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






### Case Studies

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

### Interactive Summaries

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

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

### Testing & Retesting

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

07

# Certificate

Through a different and stimulating learning experience, you will be able to acquire the necessary skills to take a big step in your training. An opportunity to progress, with the support and monitoring of a modern and specialized university, which will propel you to another professional level.

*Include among your qualifications a Master's Degree in Research in Communication: New Topics, Media and Audiences. A high-quality added value for any communications professional"*

This program will allow you to obtain your **Master's Degree diploma in Research in Communication: New Topics, Media and Audiences** 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** 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 Research in Communication: New Topics, Media and Audiences**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

**Master's Degree in Research in Communication: New Topics, Media and Audiences**

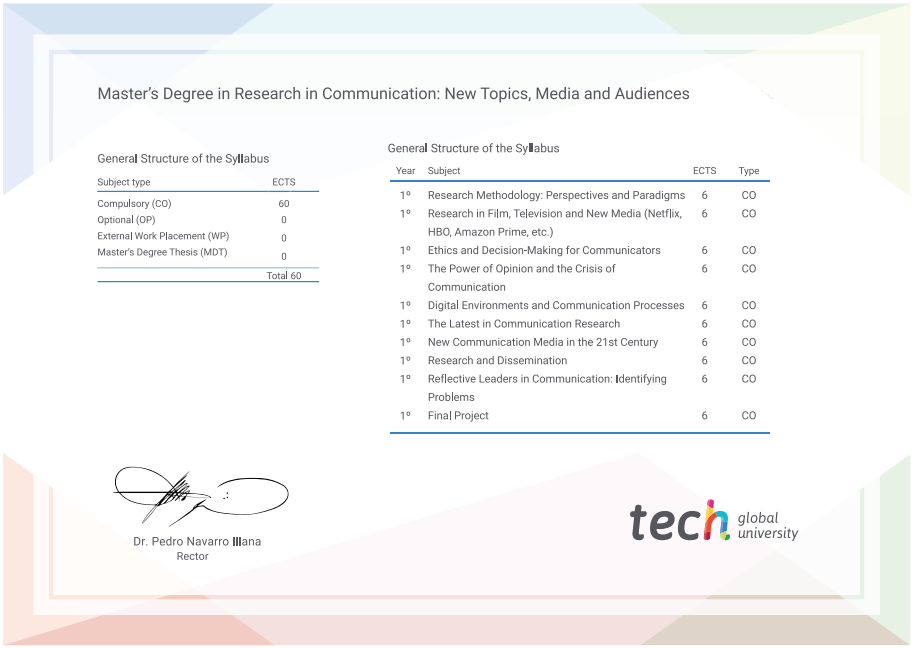
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates


Master's Degree in Research in Communication: New Topics, Media and Audiences

General Structure of the Syllabus

| Subject type | ECTS |
|---|---|
| Compulsory (CO) | 60 |
| Optional (OP) | 0 |
| External Work Placement (WP) | 0 |
| Master's Degree Thesis (MDT) | 0 |
| | Total 60 |

General Structure of the Syllabus

| Year | Subject | ECTS | Type |
|---|---|---|---|
| 1º | Research Methodology: Perspectives and Paradigms | 6 | CO |
| 1º | Research in Film, Television and New Media (Netflix, HBO, Amazon Prime, etc.) | 6 | CO |
| 1º | Ethics and Decision-Making for Communicators | 6 | CO |
| 1º | The Power of Opinion and the Crisis of Communication | 6 | CO |
| 1º | Digital Environments and Communication Processes | 6 | CO |
| 1º | The Latest in Communication Research | 6 | CO |
| 1º | New Communication Media in the 21st Century | 6 | CO |
| 1º | Research and Dissemination | 6 | CO |
| 1º | Reflective Leaders in Communication: Identifying Problems | 6 | CO |
| 1º | Final Project | 6 | CO |

Dr. Pedro Navarro Illana
Rector

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*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.

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# Master's Degree
## Research in Communication: New Topics, Media and Audiences

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

# Master's Degree

## Research in Communication: New Topics, Media and Audiences

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