Storytelling in social media

A syllabus for Journalism and Media Studies programmes

Erasmus+

1. Data on the programme

1.1 Field of study	**Journalism/Communication and Media Studies**
1.2 Recommended level *[Bachelor/ Masters]*	**Bachelor**
1.3 Recommended study programme/ qualification	**Journalism/Communication and Media Studies**

2. Data on the discipline

2.1 Name	**Storytelling in social media**
2.2 Recommended qualifications for the teacher *[practitioner, theoretician, PhD holder in a certain field of study, etc.]*	**Theoretician; practitioner for seminars**
2.3 Year of study *[entry level/ advanced]*	**3rd**
2.4. Evaluation type *[examination/ project/ portfolio/essay]*	**Portfolio**
2.5. Type of discipline [facultative, compulsory]	**Compulsory**

3. Total time - estimated [hours per semester of student activity]

3.1 Number of hours per week	2	From which: 3.2 course *[theory]*	**2 (5 weeks)**	3.3 seminar *[theory & practice]*/laboratory *[practice & laboratory]*	**2 (7 weeks)**
3.4 Total number of hours *[3.1 X number of weeks; 12-14 weeks per semester]*	24	From which: 3.5 course *[theory]*	**10**	3.6 seminar *[theory & practice]*/ laboratory *[practice & laboratory]*	**14**
Time distribution					**Hours**
Individual study using a manual, course support, bibliography, notes from the course					**30**
Documentation online and/ or on the field					**40**

Preparing homework: individual or teamwork, portfolios, essays, etc.	**70**
Tutoring	**0**
Examinations	**0**
Other activities	**0**
3.7 Total hour of individual study	**140**
3.8 Total hours per semester (3.4. + 3.7)	**164**
3.9 Number of ECTS	**6**

4. Preconditions (if applicable)

[Who are the intended students]

4.1 curriculum preconditions (recommended previous courses)	**Introductory courses in journalism and/or media studies**
4.2 competences preconditions	**Visual editing**

5. Infrastructure needed (if applicable)

5.1 for the course	**Computer, internet access, projector, screen**
5.2 for the seminar/laboratory	**Computer, internet access, projector, screen**

6. Specific abilities

[What do we want students to be able to do]

6.1. Professional competencies *[job skills to be developed]*	**Translate theoretical insights into journalistic practice and vice versa.** **Understand key main challenges facing journalism today.** **Understand (English) terminology in the field.** **Skills to plan and produce case studies in the field.** **Skills to plan and create journalistic social media content.** **Essay writing skills.** **Presentation skills.**

	Discussion and debate.
6.2. Transversal competencies *[team work, critical thinking, global citizenship, etc.]*	**Analytical thinking.** **Independent work.** **Teamwork.**

7. Discipline's objectives

[related to developing abilities & competencies]

7.1 General objective	**Students have an in-depth understanding of the current digital transformation of journalism and the new opportunities for journalism in the social media space.**
7.2 Specific objectives *[Learning outcomes – observable, measurable]*	• **Understanding the main aspects of the digital transformation of journalism.** • **Analysing recent social media storytelling practices critically.** • **Understanding and adopting good practices in social media journalism.** • **Improving individual storytelling skills.** • **Developing own journalistic storytelling techniques.**

8. Content

[for 12 weeks]

8.1. Course	Teaching methods *[connected to professional & transversal competencies]*	Observations *[link among proposed teaching methods and intended competences]*
Course - week 1 Introduction: Changing boundaries of journalism	Lecture and questions/answers	Brief overview of the course topic, structure of the course. Presenting basic terminology, assignments, and evaluation criteria.

Course – week 2	E-learning, lecture and discussion	Current trends in journalism I.: citizen participation
Course – week 2 Participatory journalism, citizen journalism	E-learning, lecture and discussion	Current trends in journalism I.: citizen participation - brief history of citizen journalism - citizen witnessing - participatory journalism in a participatory culture - benefits of citizen journalism professional and ethical challenges
Course – week 3 Digital and social media journalism	E-learning, lecture and discussion	Current trends in journalism II.: digital and social media journalism - journalism and 'platform society' - social media logics in the field of journalism - tools and techniques of digital journalism the role of algorithms in social media
Course - week 4 Newsrooms, jobs, duties, and strategies in social media journalism	Lecture and discussion	Changing professional and business models of journalism - changing newsrooms - changing role of the journalist - possibilities of public service media in the digital age. Discussing the analysis criteria of the later case studies.
Course – week 5 Branding in social media journalism	E-learning, lecture and discussion.	Branding in journalistic work - Personal branding - Improving the media outlet's brand Social media and personal branding
8.2 Seminar/laboratory	Teaching methods *[connected to professional & transversal competencies]*	Observations *[link among proposed teaching methods and intended competences]*
Seminar – week 6 Affordances of Instagram	E-learning, presentations and workshop	Understanding the history, the main functions, and the visual culture of Instagram. Implications of the theory of Instagramism.
Seminar – week 7 Case studies	E-learning, group presentations	Presenting case studies focused on the journalistic practices of a selected media outlet on Instagram

		(8-10 slides, 15-20 minutes of each group).
Seminar – week 8 Storytelling techniques in social media	Workshop	Understanding and discussing different storytelling techniques and logics.
Seminar – week 9 Journalistic micro-formats: picture and texts	Workshop	Understanding possibilities for creating social media content for journalism, visual and textual content
Seminar – week 10 Journalistic micro-formats: video and infographics	Workshop	Understanding possibilities for creating social media content for journalism, video, and infographics.
Seminar – week 11 Presentation of individual portfolios	Discussion and evaluation (individual presentations)	Presenting individual portfolios (max. 15 minutes), discussion and evaluation.
Seminar – week 12 Presentation of individual portfolios	Discussion and evaluation (individual presentations)	Presenting individual portfolios (max. 15 minutes), discussion and evaluation.

9.1. Compulsory (core) bibliography

Adornato, Anthony. 2021. Mobile and Social Media Journalism. A Practical Guide for Multimedia Journalism. Routledge

Bettendorf, Selina. 2019. Instagram-Journalismus. Ein Leitfaden für Redaktionen und freie Journalisten. Springer, Wiesbaden

Burgess, J., & Hurcombe, E. 2019. Digital Journalism as Symptom, Response and Agent of Change in the Platformed Media Environment. Digital Journalism 7(3): 359-367.

Hermida, Alfred – Mellado, Claudia. 2020. Dimensions of Social Media Logics: Mapping Forms of Journalistic Norms and Practices on Twitter and Instagram, Digital Journalism (online) 1-20.

Holton, Avery E. – Molineux, Logan. 2017. Identity lost? The personal impact of brand journalism. Journalism 18(2) 195–210.

Maares, Phoebe – Hanusch, Folker. 2018. Exploring the boundaries of journalism: Instagram micro-bloggers in the twilight zone of lifestyle journalism. Journalism 1-17.

Molyneux, Logan – Holton, Avery E. 2015. Branding (health) journalism: Perceptions, practices, and emerging norms. Digital Journalism 3(2): 225–242.

Newman, N., et al. 2020. Digital News Report 2020. Oxford: Reuters Institute for the Study of Journalism. https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2020-06/DNR_2020_FINAL.pdf

Perreault, G. P. & Ferrucci, P. 2020. What Is Digital Journalism? Defining the Practice and Role of the Digital Journalist. Digital Journalism, 8(10): 1298-1316.

Poell, T. & Borra, E. 2011. Twitter, Youtube, and Flickr as platforms of alternative journalism: The social media account of the 2010 Toronto G20 protest. Journalism 13(6): 695-713.

Salaverría, R. 2019. Digital journalism: 25 years of research. Review article. El profesional de la información, 28(1) e280101, 1-26. doi: 10.3145/epi.2019.ene.01

Vázquez-Herrero, Jorge - Direito-Rebollal, Sabela and López-García, Xosé. 2019. Ephemeral Journalism: News Distribution Through Instagram Stories. Social Media + Society. October-December 2019: 1–13.

9.2. Additional bibliography

Atton, C. & Hamilton, J. F. 2008. *Alternative Journalism*. London: Sage.

Bettendorf, Selina. 2019. *Instagram-Journalismus. Ein Leitfaden für Redaktionen und freie Journalisten*. Springer, Wiesbaden

Carlson, Matt – Lewis, Seth C. 2015. *Boundaries of Journalism. Professionalism, Practices and Participation*. Routledge

Jurrat, N. 2011. *Mapping Digital Media: Citizen Journalism and The Internet.* London: Open Society Foundations. 1-20. http://www.ritimo.org/IMG/pdf/Mapping_Digital_Media-4.pdf?fbclid=IwAR3eDXxRFPiVsgbZFFYLFHQ-R7kN8hiAF7Wz-bb5NCqoXejJ0uCaYHn07LU

Manovich, Lev. 2017. Instagram and contemporary image, part 1. and part 2.

Singer, J. B., et al. 2011. *Participatory Journalism. Guarding Open Gates at online Newspapers*. New Jersey: Wiley – Blackwell.

Stuart, Allen.2013. *Citizen Witnessing. Revisioning journalism in times of crisis* (Key Concepts in Journalism). Polity Press, Cambridge – Malden.

10. How is the discipline connected to the expectations of the professional /epistemic community

With the increasing digitisation of journalism and the integration of news consumption in the social media space, journalists are increasingly focusing on social media for news production and distribution. In this context, they stress the importance of (social media) analytics skills, knowledge and use of social media formats, and the development of basic visual editing skills.

11. How is the discipline connected to the rest of the journalistic / communication studies curriculum

Social media storytelling skills are an advanced level of knowledge and a specialised curriculum within the journalistic studies curriculum. It builds on the knowledge of basic disciplines such as press and media history, journalistic genres, and media economics.

12. Evaluation

[How to measure students' acquired abilities, through different instruments, such as: tests; analyses of existing journalistic examples; essays; suggested portfolio]

Type of activity	12.1 Evaluation criteria	12.2 Evaluation methods
Course	Class participation (5 %)	Knowledge of compulsory reading, ability to answer questions during the lecture or/and discuss topics. Students can get 5 points.
Seminar/laboratory	Group assignments – case study (45 %,)	Written analysis (academic essay, max. 5 page) and presentation (8-10 slides) focused on the journalistic practices of a selected media outlet on Instagram. Group of authors can get 10 points (max. 5 points for the essay and the presentation each).
	Individual assignments – portfolio (50 %)	Portfolio of 5 different self-made journalistic micro-formats (20 points, max. 4 for each).
12.3 Minimum performance standard *[linked to specific objectives/ learning outcomes]* 60 % of the overall score; all tasks must be finished and submitted/performed		

13. Rationale

Benchmarking courses

https://www.jou.ufl.edu/assets/syllabi/202101/JOU4930-Live-Storytelling-Williams-S21.pdf
https://www.jou.ufl.edu/assets/syllabi/202106/MMC3030-Personal-Branding-for-Communicators-Summer-2021-Williams.pdf
https://www.jou.ufl.edu/assets/syllabi/202008/JOU3220C-Fall2020-Fisher.pdf
https://www.cityu.edu.hk/catalogue/ug/202021/course/GE3202.pdf
http://www.digitalstorytelling2019.jimmcgrath.us/syllabus/
https://handbook.uts.edu.au/subjects/details/54020.html

https://mobileandsocialmediajournalism.wordpress.com/syllabus/
https://www.lsj.org/courses/distance-learning/internet-journalism
https://handbook.uts.edu.au/subjects/details/54021.html
https://www.jou.ufl.edu/assets/syllabi/202106/JOU3346-Multimedia-Reporting-Summer-2021-Sparks.pdf
https://www.jou.ufl.edu/assets/syllabi/202101/JOU3109C-Multimedia-Writing-Marsh-S21.pdf
https://www.jou.ufl.edu/assets/syllabi/JOU3346L_Multimedia_Reporting_Syllabus_Fall_2015.pdf
https://docs.google.com/document/d/1GyVqLT4VNzn_O1dG3bJ-JaUxfBg7JfL0BHxG5raLje4/edit

Topical courses:

Course design:

http://www.washington.edu/teaching/teaching-resources/preparing-to-teach/designing-your-course-and-syllabus/

Distinction among Learning Goals/ Objectives and Outcomes:

https://provost.asu.edu/sites/default/files/page/1595/student-learning-outcomes.pdf

Transversal competencies:

http://unesdoc.unesco.org/images/0024/002465/246590E.pdf

Professional competencies:

http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy

European Credit Transfer and Accumulation System (ECTS):
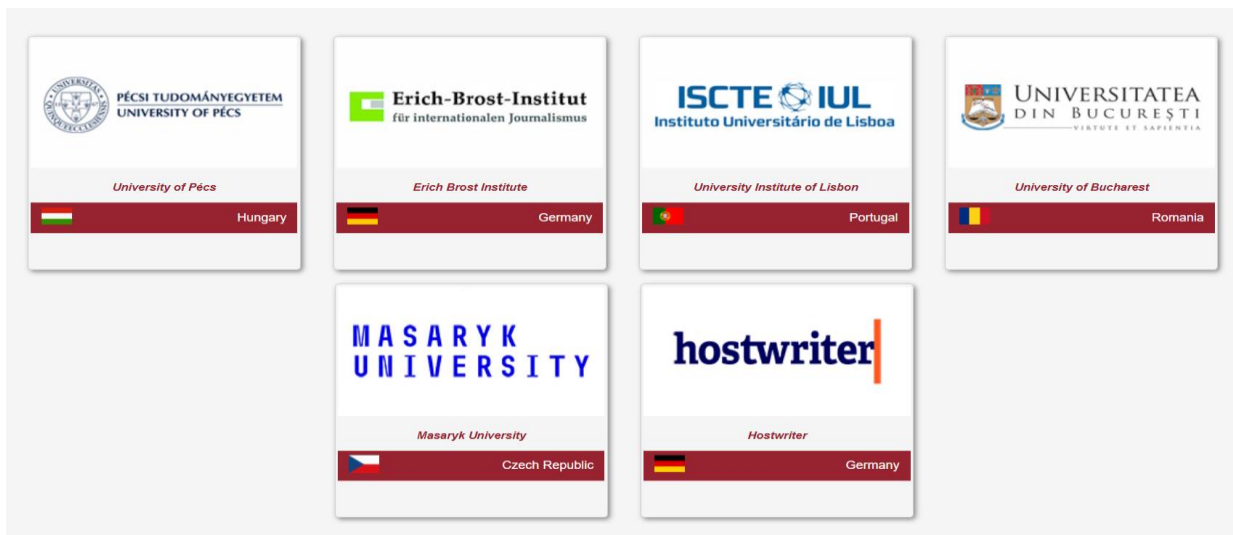
One credit point means 25-30 hours of workload

https://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en

Experiential learning, journalism:

http://www.zurnalai.vu.lt/files/journals/6/articles/72/public/zt-nr2-3.pdf

New Teaching Fields for the Next Generation of Journalists | 2020-1-HU01-KA203-078824

NEWSREEL2 - NEW TEACHING FIELDS FOR THE NEXT GENERATION OF JOURNALISTS (2020-2023)

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