News Media Business, Innovation and Project Development

A syllabus for Journalism & Mass Communication programmes

Erasmus+

1. Data on the programme

1.1 Field of study	Journalism / Communication and Media Studies
1.2 Recommended level *[Bachelor/ Masters]*	Masters
1.3 Recommended study programme/ qualification	Communication sciences, journalism, media management, marketing studies

2. Data on the discipline

2.1 Name	News Media Business, Innovation and Project Development
2.2 Recommended qualifications for the teacher *[practitioner, theoretician, PhD holder in a certain field of study, etc.]*	Academic with journalistic background or academic with background on media studies, journalism, innovation, management
2.3 Year of study *[entry level/ advanced]*	Advanced
2.4. Evaluation type *[examination/ project/ portfolio]*	Project

3. Preconditions (if applicable)

[Who are the intended students]

3.1 curriculum preconditions (recommended previous courses)	Undergraduate degree in any field, but recommended in social sciences in general or IT, and with preference in communication sciences, marketing or management
3.2 competences preconditions	Recommended experience in a newsroom or in a media or new media company (even just as curricular training or equivalent)

4. Infrastructure needed (if applicable)

4.1 for the course	Classroom with computer connected to a data show, loudspeakers and internet access, plus a whiteboard (for the teacher); wifi
4.2 for the seminar/laboratory	The same as in 4.1 plus computers and internet access for each student

5. Specific abilities

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

5.1. Professional competencies [job skills to be developed]	**News media and new media management skills** **News media and new media business models evaluation and implementation skills** **News media or new media benchmark skills, including business intelligence** **Social media and internet analysis skills** **News media or new media project development skills** **Innovation and design thinking skills**
5.2. Transversal competencies [team work, critical thinking, global citizenship, etc.]	**Team work management, critical thinking, media business context knowledge, innovation awareness, project development, big data analysis, global citizenship and social responsibility**

6. Discipline's objectives

[related to developing abilities & competencies]

6.1 General objective	**The overall objective is that students absorb and master the main issues and key techniques related to the theory of news media business, media management, and news media or new media project development.** **The main focus of the course will be the process of creating innovative products for the emerging media ecosystem created by the digital revolution. The impact of digital technologies on the legacy media industry, both on the production side as on the consumption side, will be addressed. Special attention will be given to changes in news media business models and distribution. Through study of relevant cases, innovative digital journalism initiatives will be analysed.** **This course aims to prepare professionals and academics to work as "enterprising journalists" in digital technology environments such as the Internet and mobile, and/or develop academic activities related to the impact of these technologies on journalism and the need for innovation in journalism.**
6.2 Specific objectives [Learning outcomes – observable, measurable]	**By the end of the semester, students in this class will:** • **Identify the main concepts, practices and trends in the media business (in general, news media, *telcos*, new media and journalistic start-ups.** • **Identify the key elements to design a new project or to upgrade an**

	existing media project.
	• Be able to develop a news media or new media project, including market evaluation, competition benchmark, editorial project, strategic and resources planning (non-financial).
	• Extensively research and discuss the impact of the Digital Revolution on the news media industry, especially on the business models that finance journalistic enterprises.
	• Analyse the media ecosystem that came out from the adoption of digital technologies that revolutionized the paradigms of mass communication.
	• Study the business of digital news enterprises, including costs, revenue streams, audience metrics, marketing, content production and distribution.
	• Study cases of media start-ups that use digital technologies in innovative ways, as well as innovation by legacy media organizations.
	• Understand the basics of entrepreneurship, especially the early stages of technology start-up companies.
	• Apply techniques and processes to transform innovative ideas into a media project with a sustainable business plan.
	• Develop a project for an innovative news and information project, for-profit or non-profit, including a business plan.
	• Know how to make an elevator pitch
	• Know how to do an executive summary
	• Know how to do a SWOT analysis
	• Analyse social media and internet usage, using software analysis tools to deliver quantitative and qualitative information for business creation, development and sustainability.
	• Understand the importance of big data analysis in business intelligence processes that lead to lean and sustainable management.

7. Content

[for 12-14 weeks]

7.1. Course	Teaching methods *[connected to professional & transversal competencies]*	Observations *[link among proposed teaching methods and intended competences]*
News media companies business theories: **Legacy media, new media, telcos and journalistic start-ups;** **The media challenges in the network society: from the industrial era to the digital age;** **Evolutionary theory and the problem of**	Lecture + Discussion	Master the main issues and key techniques related to the theory of news media business

innovation; **The new ecosystem of media in the Post-Industrial Age - the changes in business and distribution models and the ways people consume (and produce) news and information.**		
Media environment analysis: **Macro- structural;** **Mid-strategic context;** **Micro-organizational context.**	Lecture + Question and Answer	Research and discuss the impact of the Digital Revolution on the news media industry
Global and regional media market: overview and major trends: **The challenges, risks and opportunities for news media;** **The revenues dilemma and revenue trends;** **Investment focus (new products, revenues, competences, partnerships, technologies, diversifying workforce);** **Social media and news;** **Mobile domination.**	Lecture + Discussion	Study the business of digital news enterprises, including costs, revenue streams, audience metrics, marketing, content production and distribution
Media companies business models: **Traditional models (sales and advertising);** **The problems with ad-blocking and paywalls;** **New monetization models**	Lecture + Discussion	Research and discuss the business models that finance journalistic enterprises
Entrepreneurship and innovation: 10 desires of change; **The 7 building blocks to create a sustainable culture of innovation (Innovation role models, Resources, Values, Processes, Behaviours, Success,**	Lecture + Question and Answer	Identify the key elements to design a new project or to upgrade an existing media project

Climate); **From the initial start-up idea: the development of a project;** **Elevator pitch: how to present a project;**		
7.2 Seminar/laboratory	Teaching methods *[connected to professional & transversal competencies]*	Observations *[link among proposed teaching methods and intended competences]*
Project design and development: Tools and methods to develop innovative projects of news and media: **Principles of Design Thinking - inspiration, ideation and implementation;** **Business Model Generation - preparing canvas for business models;** **SWOT analysis** **Executive summary highlights**	Direct instruction + Drill and Practice	To develop a news media or new media project, including market evaluation, competition benchmark, editorial project, strategic and resources planning (non-financial).
Social media and Internet usage analysis **Metrics** **Tools** **What and how to look for**	Direct instruction + Drill and Practice	Analyse social media and internet usage, using software analysis tools to deliver quantitative and qualitative information for business creation, development and sustainability.
Big data analysis **Tools and procedures** **What and how to look for**	Direct instruction + Drill and Practice	Understand the importance of big data analysis in business intelligence processes that lead to lean and sustainable management.

8.1. Compulsory (core) bibliography

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8.2. Additional bibliography

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Storsul, Tanja e Krumsvik, A.H. (2013). Media Innovations – A Multidisciplinar Study of change, Gotemburg: Nordicom.

And online publications such as:

Journalism.co.uk: Journalism.co.uk

Nieman Journalism Lab: http://www.niemanlab.org/

Mashable: http://mashable.com

Media Bistro: http://www.mediabistro.com/

Monday Note: http://www.mondaynote.com/

Poynter Insitute: http://www.poynter.org/

Recode: Recode.net

Reflections of a Newsosaur: http://newsosaur.blobgspot.com

Romenesko: http://jimromenesko.com/

Techcrunch: http://techcrunch.com/

VentureBeat: http://venturebeat.com/

The Media Business: http://themediabusiness.blogspot.com/

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

The news media business management is moving from an area where only management professionals work to an area where journalists can also have an important role. If into legacy media or new media companies this is a trend we observe in the last decade, in the journalism start-ups scene, the full understanding of journalistic media, from the idea to the project and then to the business is fundamental, making the understanding of the market as relevant as the traditional journalism production skills. So journalists with media management knowledge and skills, with a broader view of the business, can be more useful than ever.

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

This course works as a complement or counterpart to the more traditional journalism orientated curricula. Giving the students a news media business background allows them to have the whole picture of media, and not just the production part of it. Apart from the global view of the business and corporate system, this course will give the students some in depth view of major challenges and trends in the news media business. To add to the context, the students will also discover and learn to master the tools and techniques needed to transform an idea in a concrete project, and also how to analyse data from social media and big data sources, and extract all the relevant information from it.

11. Evaluation

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

The evaluation is carried out in two phases: 1) during the school period and 2) final evaluation.

1. Classes participation: 10 %
2. Individual written work (final report): 40 %
3. Entrepreneurial project (in 4 steps): 50 %

The evaluation requires the disclosure of written and oral skills, quality of literature search, acquired knowledge applied use and the ability of analysis and synthesis.

The evaluation has three stages:

1) Term Time: attendance (and punctuality) equal or exceeding 80% and active oral participation (10%);

2) Individual written work. The time to accomplish the work is about 20 hours of library research and/or fieldwork. The final version represents 40% of the course grade. The originality and innovation in research for writing this article contributes 20% for the final work's assessment. The other 80% are distributed between the correct use of concepts, adequate literature, in-depth analysis and critical thinking, according to the proposed challenge. This work is due by the end of the semester.

3) Students will work on their own entrepreneurial projects, creating working teams from 3 or 4 students each. The course school period culminates with the presentation of the projects of news media or new media start-ups. For this part of the evaluation, the students will have to 1) Develop an idea for a start-up (must be approved by the teacher but not evaluated); 2) Develop the business model canvas for the idea; 3) Create a short executive summary for the project including a SWOT analysis; 4) Create and present in class an elevator pitch of the project. The evaluation of this part of the grade is made by the sum of: 2) 30% 3) 30% 4) 40%. The total of this part represents 50% of the course grade.

Students with higher grades than 9.5 are approved (2 absences allowed).

Deadlines are sacred. No late assignment will be accepted. If students miss the deadline, the grade for that assignment will be zero.

How to do the evaluation:

Attendance - subtract 1% for each absence (max 2%); punctuality: subtract 0,5% for each extreme or unjustified delay (max 5%); active oral participation; add 1% for each class useful and constructive participation (do not add any percentage for non-participants);

2) Individual final written work (essay)

 - originality and innovation add up to 20%;

- correct use of concepts 20%;

- adequate literature 15%;

- in-depth analysis 20%;

- critical thinking (conclusions) 25%. NOTE: all the essay must comply with the proposed challenge. You can subtract up to 30% from the final grade if it does not comply the requested challenge.

Team work on entrepreneurial projects

– idea (approved but not evaluated);

- business model canvas (30%) must evaluate if all the fields of the canvas are well developed according to the rules (up to 30%), subtract up to 1% for each wrong placement of information or missing information, subtract up to 0,5% for extra wrong information (max subtraction of 10%).

- Short executive summary (30%) - must evaluate if all the fields are well developed according to the rules (max 20%) and the completion of the SWOT analysis (10%), subtract up to 1% for each wrong placement of information or missing information, subtract up to 0,5% for extra wrong information (max subtraction of 10%).

- presentation in class of the elevator pitch (40%) – must evaluate the presentation (ppt or similar) according to the appeal to a potential client/partner/financer (selling the idea), up to 15%; quality and clarity for the oral presentation and answers to the teacher and colleagues questions (up to 20%, can be differentiated for each team member); compliance with the assigned presentation time (suggested 3 minutes), up to 5%.

DATA RESOURCES: where you will find the info? How you will collect data? How to analyze them? First link to methodology.

Type of activity	11.1 Evaluation criteria	11.2 Evaluation methods
Course	News media companies business theories Media environment analysis Global and regional	Final essay: apply the theories and concepts to contextualize a national/regional/local case study + exercises during classes

	media market Media companies business models Entrepreneurship and innovation: 10 desires of change	
Seminar/ laboratory	Project design and development Social media and Internet usage analysis Big data analysis	In class group project development + pitch class presentation + final report (executive summary) In class individual data analysis exercise In class individual data analysis exercise

11.3 Minimum performance standard *[linked to specific objectives/ learning outcomes]*

Correct use of theories and concepts, correct explanation of recent news media history and its transformations, knowledge of the main business models and awareness of the challenges for news media must be displayed in the final essay.

The tools and methods to develop innovative projects of news and media must be used correctly in the laboratory and reflected on the in class group project development + pitch class presentation + final report (executive summary).

The knowledge of metrics, tools and what and how to look for on social media and big data must be clear on the in class individual data analysis exercises.

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