

E-JOURNALISM TEACHERS' GUIDE

PROGRAMME OF THE COURSE

1. INTRODUCTION
2. JOURNALISM VS. E-JOURNALISM
3. ETHICS & MEDIA LAW (FREEDOM OF THE PRESS, ETHICAL PRINCIPLES OF JOURNALISM)
4. FACT GATHERING – REPORTING, ACCURACY, SOURCES
5. STORYTELLER: FOCUS OF THE STORY, 4 P'S, NEWS JUDGEMENT, REPORTING
6. BASIC JOURNALISTIC FORMS – NEWS AND INTERVIEW
7. NEW ONLINE FORMS OF REPORTING
8. MULTIMEDIA CREATOR I: WRITING FOR WEB
9. MULTIMEDIA CREATOR II: CREATING PHOTO NEWS
10. MULTIMEDIA CREATOR III: CREATING AUDIO NEWS
11. MULTIMEDIA CREATOR IV: CREATING VIDEO NEWS
12. WORK IN REDACTION



Erasmus+

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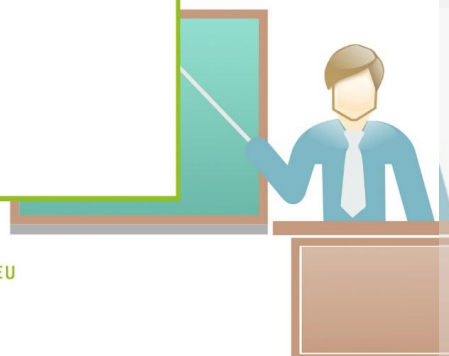
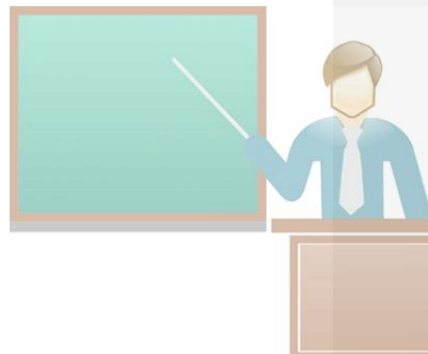




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Lesson 1 – Introduction

Duration: 1 hour

OBJECTIVE

Lesson 1 serves as an introduction to communication. It is a historical overview of the development of communication – from pictographs to mass communication and computer technologies.

TEACHING NOTES

Teachers' task is to give an understanding of how the communication is developed through history, and to make students understand which changes have influenced the way we communicate today.

Find some interesting examples and stories about development of human communication.

CLASSWORK

Watch the [film about Gutenberg](#).

You can also watch other videos: [A short overview of the history of communications](#), [Johannes Gutenberg and the Printing Press](#), [Mass Communication : What is Mass Communication?](#), [Mass Communication : Types of Mass Communication](#),

TEACHING AID

- Computer
- Projector
- Speakers
- Internet connection

Lesson 2 - Journalism vs. e-Journalism

Duration: 2 hours

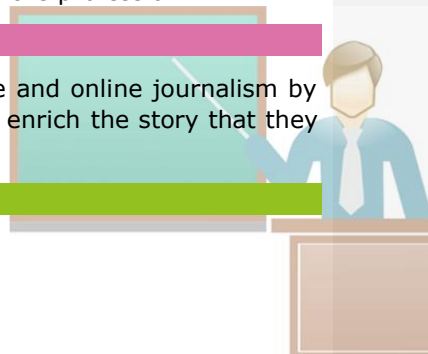
OBJECTIVE

Lesson 2 is designed to give students an understanding of what has changed in journalism as a result of third information communication revolution. In the first part, give them the introduction to online journalism following the Student handbook. Students have to learn the term of media convergence, and what is expected from journalists because of it - journalists have to be a multiskilled person. They have to be content creators, storytellers, investigators, public speakers and familiar with laws and ethics of the profession.

TEACHING NOTES

Try getting the students to recognize differences between offline and online journalism by some interesting example. Try to get them realize how can they enrich the story that they are creating by new ways of presenting it.

CLASSWORK





Watch the [film](#) about web 1.0, web 2.0 and web 3.0. Discuss about your local, regional and national media.

Make them find examples of good and bad adaptation to the online journalism, and discuss pro's and con's. Just in case, prepare your examples.

Prepare few examples of media convergence, and give an assignment to students to enumerate as much examples of media convergence that they recognize.

TEACHING AID

- Classroom with several computers
- Projector
- Speakers
- Internet connection

Lesson 3 - Ethics & media law (freedom of the press, ethical principles of journalism)

Duration: 2 hours

OBJECTIVE

Lesson 3 objective is to inform students about importance of freedom of the press and their duty to the community while reporting - to seek and report the truth, encourage civic debate to build our communities, and serve the public interest.

TEACHING NOTES

Introduce students with general journalistic conventions and associations that are presented in the Student handbook – for example visit the web page of the association, go through the document of the convention etc.

Introduce students with national journalistic association, national law regarding media or some other information's that are important for journalists [to know from national perspective to know](#).

Teacher should stress the importance of ethical principles of journalism.

CLASSWORK

You should develop discussion among students about importance of ethics and principles in journalism today.

If they are not talkative, try to imagine perfect journalist with your students – count as much characteristics of perfect journalist that are needed as you can. You can write on the board or give them post-it's to stick them on a picture/drawing of journalist that you have prepared.

TEACHING AID





- Computer
- Projector
- Speakers
- Internet connection
- Paper, post it's, markers (for the assignment)

Lesson 4 - Fact gathering – reporting, accuracy, sources

Duration: 2 hours

OBJECTIVE

Objective of Lesson 4 is to teach students how to gather information's for the story they are covering.

TEACHING NOTES

Teacher has to make students understand that accuracy is the base for creating a good journalistic content. Also, students have to know that their credibility is depending on the accuracy of information that they are sharing and that readers/listeners have the right to know where the information is coming from (attribution).

After this lesson, students have to know that every story has at least two sides and that they should include as many views on the story as possible to give a viewer a bigger picture of the topic. They should understand giving multiple perspective as journalist's mission.

CLASSWORK

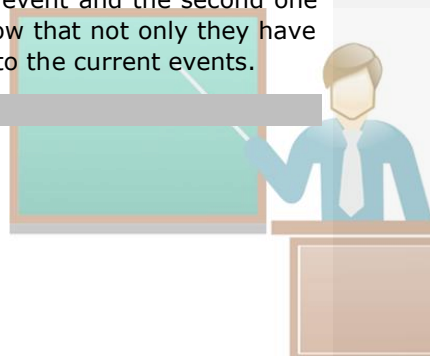
Choose one news/topic that is in the news at the moment. If you can, try to find some local news/topic so that students can investigate it with different tools (not only online). Give the assignment to the students to get as much information about it as possible.

Prepare some examples of news stories with only one perspective and some with multiple perspective. Also, try to find the same news but with more and less perspectives. Try to develop discussion on why it is important to develop multiple perspective stories and to give to the public more information.

The task regarding the initial news gathering could be divided in two parts. First assignement can be to gather information on some mainstream event and the second one could be something about their hobby or interest. This would show that not only they have different interests, but also draw a different amount of attention to the current events.

TEACHING AID

- Classroom with several computers
- Projector
- Speakers





- Internet connection
- Examples of news stories (for the assignment)

Lesson 5 - Storyteller: Focus of the story, 4 P's, News Judgement, Reporting

Duration: 2 hours

OBJECTIVE

Lesson 5 should develop the sense of news judgement among students, make them understand what is (un)important and give them an understanding that everything can become a news story.

TEACHING NOTES

You can start by asking students some general information's about some event/topic that is in the news these days. Most probably, they will have different information's – this should show them that all of them are interested in different angles and perspectives of the story.

CLASSWORK

Introduce students with the table *main areas of life*, and discuss which stories and events that are happening at the moment in your local community could make a news story in each category. To make it more interesting you can make a big table so that they can write on it or stick some papers on it (and later you can use it for work in redaction).

TEACHING AID

- Computer
- Projector
- Speakers
- Internet connection
- Table of categories (on table or paper – for assignment)

Lesson 6 - Basic journalistic forms – news and interview

Duration: 4 hours

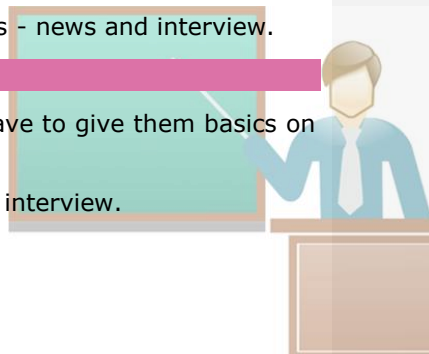
OBJECTIVE

Lesson 6 will introduce students most important journalistic forms - news and interview.

TEACHING NOTES

Lesson 6 is more based on practical work of students, but you have to give them basics on which they will rely on.

Divide the lesson in two parts – one for the news and one for the interview.





You can create a flip chart with 5 W's and H and leave it in the classroom so that students have it always on their mind. You can do the same with the inverted pyramid.

You can talk with them about tactics on how to make person comfortable during the interview.

CLASSWORK

First classwork assignment is about hard and soft news. Prepare few of them so that you can create a discussion among students about presenting and positioning of these two types of news. Try to have news that are happening at the moment and that are interesting to your students.

Second classroom assignment is about finding the right headline of the story. Prepare some story (again try to have some news that is happening at the moment), give it to the students and give them 10-15 minutes to think of the best headline for the story. You can have a surprise award for the student that makes the best one.

Third classroom assignment can be done with the same story that you have used for the headline assignment. The task is to create the best lead/introduction.

Fourth classroom assignment is to create an interview based on what they have learned. They can choose a famous person for interview or you can give them an assignment to make an interview with other students of e-Journalism module or other modules from the project Generation 0101 and publish it on the <http://www.generation0101.eu/hr/>. Let them be creative!

TEACHING AID

- Classroom with several computers
- Projector
- Speakers
- Internet connection
- Flipchart (for assignments)
- News stories (for assignments)

Lesson 7 - New Online Forms of Reporting

Duration: 2-3 hours

OBJECTIVE

Students will understand how technological development has developed new reporting forms.

TEACHING NOTES

Try to find local examples for each of new online forms of reporting that is presented in students' handbook and incorporate it in the lecture.

CLASSWORK





Students will have to prepare an infographic using some free online application. Here are some of them: <http://piktochart.com/>; <https://infogr.am/>; <https://www.canva.com/create/infographics/>.

All of the three mentioned applications have tutorials on how to create an infographic. You can watch it with your students, create a few slides on data visualisation or go through the examples that you find good/bad.

TEACHING AID

- Classroom with several computers
- Projector
- Speakers
- Internet connection

Lesson 8 - Multimedia creator I: Writing for web

Duration: 3-4 hours

OBJECTIVE

To give an understanding to students how to take full advantage of the online media.

TEACHING NOTES

This is a lesson about how to make a journalistic content appealing in the online environment. You can start the lecture by showing some examples of what is and what is not appealing and starting a discussion with them about it. Maybe they will have some examples that you didn't think of.

You have to stress the importance of not exaggerating with all opportunities and thinking about which online feature can help them to create the best story.

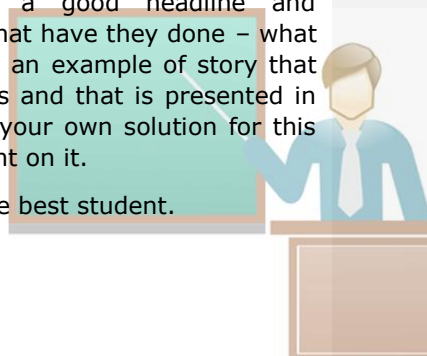
[Show them a process of publishing online content.](#)

CLASSWORK

Prepare examples for transition task.

For the last task, prepare a story that is totally plain – pure text without paragraphs, formatting, and visual content. Give them an assignment to create an online appealing content out of it. They have to use all the knowledge that you have given them by now – from accuracy and attribution, 5W's and H, to writing a good headline and lead/introduction. After they are finished, start a discussion on what have they done – what is good and what is bad, what they have forgot etc. Give them an example of story that can be complemented with the online photos, videos and audios and that is presented in the media so that information can be double checked. Prepare your own solution for this task and show it to them after they finish it. Ask them to comment on it.

To motivate them to be better, have some surprise awards for the best student.





TEACHING AID

- Classroom with several computers
- Projector
- Speakers
- Internet connection

REFERENCES TO OTHER MODULES

- [For students interested in content publishing address them on students guide for Web design module.](#)

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Lesson 9 - Multimedia creator II: Creating photo news

Duration: ~~3~~4 hours

Lesson 9 is designed in the following way:

1. Going through the theoretical part of the Student handbook (all the way to the Pixlr Express paragraph)
2. Going out of the classroom and taking photographs
3. Returning to the classroom and editing the photographs in Pixlr Express (Last lesson)

Fundamentals of photography

Composition

OBJECTIVE:

Students must understand the rules of different composition types.

TEACHING NOTES:

Try getting the students to conclude on their own that the rule of thirds is the best amateur photography composition.

Show the students some examples of good and bad photographs with different compositions.

If you have cameras, take some photographs following these rules of composition.

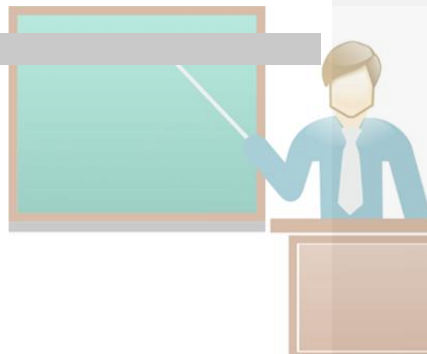
Duration: 45 min.

CLASSWORK

Adjust your camera to show the rule of thirds grid. Try taking some photographs using that method.

TEACHING AIDS:

- Computers
- Projector
- Camera





Online Photojournalism

OBJECTIVE:

Students must learn the types of online photographs.

TEACHING NOTES

Pop-quiz the students about different types of online photography by showing them different photographs off the internet.

Find more examples of good and bad informative, passive and active photographs and show them to students.

Duration: 10 min.

TEACHING AIDS

- Computer
- Projector
- Internet connection

Types of photo galleries

OBJECTIVE

Familiarizing the students with different types of photo galleries.

TEACHING NOTES

Go through the "Things to remember" section in the Students handbook. If there's interest in the class, take some time to research the web together for examples of good photo galleries. Let the students give their comments and personal opinions on different examples they have found.

Show the students this feature from New York Times:
http://www.nytimes.com/packages/html/nyregion/20071125_DNA_FEATURE/index.html

Discuss the photo gallery, images used, narration.

Duration: 20 min.

TEACHING AIDS:

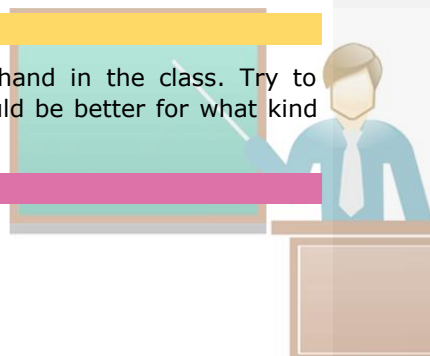
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- Projector
- Internet connection

Equipment and software

OBJECTIVE

Going through the options of different cameras you have at hand in the class. Try to compare the equipment with commentary on which camera would be better for what kind of photography.

TEACHING NOTES





Show examples of different cameras you have at hand (analog, digital, professional, amateur ...). Let the students compare their cameras or phone cameras.

With this lesson, the theoretical part of the subject is finished. If you have time and interest in the class, take your cameras and go out of the classroom, document some photographs, so you can have materials for the next lesson – Pixlr Express.

TEACHING AIDS:

- Computer
- Projector
- Internet connection
- Transfer cables for different devices (camera's, mobile phones)

Pixlr Express

OBJECTIVE

Introducing a free, online photo editing software, which will conclude the photography part of the E-journalism module.

TEACHING NOTES

If you have went out with your class use the photographs you have made. If the students take interest in photo editing, try to motivate them to start using other photo editing software's at home, like Adobe Photoshop.

Show the students how to use the tools on the projector and afterwards help each student individually with their own photo editing

Duration: 20 min

CLASSWORK

Select a photograph from your computer, upload it to Pixlr and edit it. Try using all of the tools to get a better view of what they can do.

All students could work with Pixlr on the same photo and at the end we could make some kind of vote on whitch is the best one.

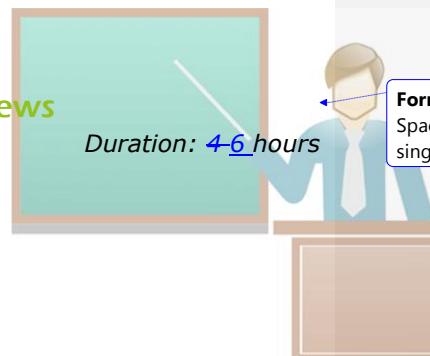
TEACHING AIDS

- Computer
- Projector
- Internet connection

Lesson 10 - Multimedia creator III: Creating audio news

Lesson 10 is designed in the following way:

1. Teacher should explain theoretical part of every topic.



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2. Every topic should be accompanied by practical exercises which the students will have to do by themselves with teacher's help.
3. Every exercise is based upon previous exercise so students will create one final work one step at a time.

Introduction

OBJECTIVE:

Students must understand the general idea about what audio journalism is.

TEACHING NOTES:

Play the students some audio news and explain them the sounds involved.

Divide students into groups and let them write down ideas for short story for audio news alone. In case they have questions, answer them but try to let them work alone.

CLASSWORK

Think about different ideas for a good audio news story.

TEACHING AIDS:

- Computer
- Projector
- Speakers

Planning

OBJECTIVE:

Students must understand how to plan a story or interview and how to set up equipment.

TEACHING NOTES

Help students to plan main aspects of their story.

Explain them what questions should they ask, how should they prepare the interviewee, etc.

Show students how to prepare equipment for recording and test sound levels and sound quality.

CLASSWORK

Prepare the interview questions and adjust the sound settings for a good sound quality.

TEACHING AIDS

- Microphone
- Computer or other recording device
- Dictaphone or smartphone with sound recorder
- Speakers

Recording

OBJECTIVE

Students must understand how to record audio and what to keep in mind when recording.

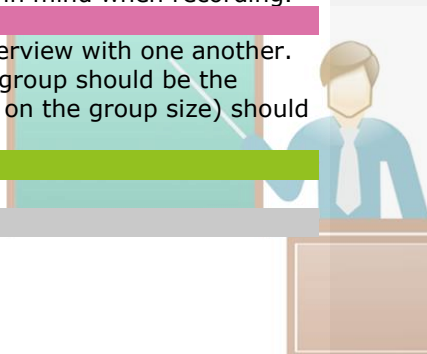
TEACHING NOTES

Divide the students in groups and help them to record a short interview with one another. Help students to record narration to the story. One person in the group should be the interviewer, one should be narrator and one (or more, depending on the group size) should be interviewee.

CLASSWORK

Divide into groups and record an interview with narration.

TEACHING AIDS:





- Microphone
- Computer or other recording device
- Dictaphone or smartphone with sound recorder
- Speakers

Editing and publishing

OBJECTIVE

Help students edit and publish an audio clip.

TEACHING NOTES

Let students work alone with the help of a student's handbook.

Answer questions and help students around the classroom to edit and publish their work.

Listen to students' work after they finish and evaluate.

CLASSWORK

Edit the news article and export for publishing.

TEACHING AIDS:

- Computer
- Projector
- Speakers

Conclusion

OBJECTIVE

Show the students some good practice examples and alternative editing software.

Encourage them to create audio news.

TEACHING NOTES

Do a brief Q & A session with students.

Encourage them to practice audio journalism.

Show students alternative editing software.

TEACHING AIDS:

- Computer
- Projector
- Speakers

REFERENCES TO OTHER MODULES

[For students interested in audio production address them on students guide for Community web radio module.](#)

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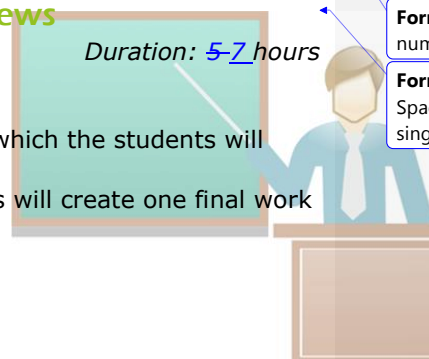
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Lesson 11 - Multimedia creator IV: Creating video news

Lesson 11 is designed in the following way:

1. Teacher should explain theoretical part of every topic.
2. Every topic should be accompanied by practical exercises which the students will have to do by themselves with teacher's help.
3. Every exercise is based upon previous exercise so students will create one final work one step at a time.





Introduction

OBJECTIVE:

Students must understand basics of video news.

TEACHING NOTES:

Show the students examples of different types of video news. Explain in depth to the student what it means to think visually – encourage them to imagine one whole news article in their mind.

Ask them what they think about all of the factors involved.

Divide the students in groups and help them to do the classwork. In case they have questions, answer them but try to let them work alone.

Duration: 45 min.

CLASSWORK

Divide the students in groups and ask them to think of a story they want to do.

TEACHING AIDS:

- Classroom with several computers
- Projector

Planning

OBJECTIVE:

Students must understand how to plan a video news create a short synopsis for the video story.

TEACHING NOTES

Help students to plan main aspects of their story.

Divide the students in groups, describe random story to each group and ask them to make a plan how to make a video about it. (Ideas for story: Carnival in town, National football championship, Miracle cure, Old town history, etc).

Student must choose which shots to use.

Explain them what questions should they ask, what they should explain to the audience, how they should prepare the interviewee in an interview.

Duration: 45 min.

CLASSWORK

Create a short synopsis for a video story and elaborate it for shooting purposes.

TEACHING AIDS

- Drawing board

Recording

OBJECTIVE

Students must understand how to set up the equipment and record video.

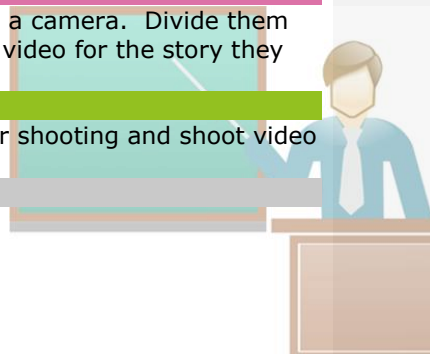
TEACHING NOTES

Show students how to set up white balance and other settings on a camera. Divide them in groups and help them to do the classwork. Let them shoot the video for the story they came up with in previous lessons.

CLASSWORK

Divide students in groups and help them set up the equipment for shooting and shoot video clips.

TEACHING AIDS:





- Camera
- Microphone
- Tripod

Editing and publishing

OBJECTIVE

Students must understand how to import, edit and export video for publishing.

TEACHING NOTES

Show the students how to edit video in Lightworks.

Show them how to import video clips and how to combine them in composition.

Let students combine and edit the video they recorded in previous lesson on their own.

Show them some effects and transitions.

Help them add some music in the background (if their video requires it).

Export the video.

CLASSWORK

Edit the video students made in previous lesson and export it for publishing.

TEACHING AIDS:

- Classroom with several computers
- Projector

Conclusion

OBJECTIVE

Students must evaluate their work.

TEACHING NOTES

Do a brief Q & A session with students.

Encourage them to practice video journalism.

Show students alternative editing software.

Let students evaluate their work among each other.

TEACHING AIDS:

- Computer
- Projector

REFERENCES TO OTHER MODULES

[For students interested in video production address them on students guide for Video production module.](#)

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Lesson 12 - Work in redaction

OBJECTIVE

This practical part of the module should give an understanding to students how does work in online redaction and online media looks like.

TEACHING NOTES

Assign roles in redaction and create working rules that will help all of you to cooperate better. Create them together – in that way students will have more commitment to it. You

Duration: ~~10~~ 3 hours





have to prepare rules that you find important (it should consist of journalism ethics and principles, but also from good team work, respect for each other, trying to be positive etc.).

The stories that students will create should be published on Generation 0101 webpage. They should cover topics: ICT, youth, media, (un)employment, Digital agenda, education,...

CLASSWORK

Produce as much content for Generation 0101 website as you can with students.

TEACHING AIDS:

- Classroom with several computers
- Projector
- Equipment for making audio, video and photo news



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