



DIGITAL WELCOME

PROGRAMME CONTENTS AND GUIDELINES

3. DIGITAL JOURNALISM



Project Acronym	DIGITAL WELCOME
Project Title	The WELCOME Programme
Work Package	WP1
Deliverable Title	Programme Contents and Guidelines – Digital Journalism
Dissemination level	Public
Version	1
Delivery date	23/03/2018
Keywords	Digital, Video, Interviews
Abstract	<p>This module is dedicated to digital journalism. Through it, participants will acquire mobile digital journalism techniques, with special emphasis on two basic aspects:</p> <ul style="list-style-type: none"> • The use of mobile technologies to produce small multimedia elements (video and audio productions) and to publish and promote them on the Internet. As an alternative, applications linked to computers (cloud or desktop applications) can be used with digital cameras and digital recorders. • The use of journalistic techniques that will allow participants to relate to their immediate surroundings, ask

	questions and obtain answers that will help them to better know their environment.
Authors	Colectic
Project n°	776128
Agreement n°	776128
Website	Digitalwelcome.eu

TABLE OF CONTENTS

1. Module Overview	6
1.1. Module title	6
1.2. Module description	6
1.3. Learning objectives	7
1.3.1 Knowledge	7
1.3.2 Skills	8
1.3.3 Competences	8
1.4. Learning hours	8
1.5. This module will be delivered through	8
1.6. This module will be assessed through	9
2. Activities description and implementation.....	9
2.1. Description of activity type, context and settings.....	9
2.2. How to implement it?	10
2.2.1. Energizers, Ice-breakers and Brainstorms	10
2.2.2 Work in groups, research, make a list, contact.....	13
2.2.3 Preparing interviews, collaborate, test the camera	14
2.2.4 Recording the interviews	15
2.2.5 Editing and publishing	15
2.2.6 Publish it, map it, talent show	16
2.2.7 Assessment	16
2.3 Duration	16
2.4 Participants (profile, number).....	16
2.5 Required materials.....	17

2.6	Assessment	17
2.7	Limitations, which need to be considered	17
3.	Using Journalism as an evaluation tool for the entire programme.....	17
4.	Resources and references	18
5.	Learning outcomes	18

LIST OF FIGURES

Figure 1.	European map	Error! Bookmark not defined.
Figure 2.	Overview.....	12
Figure 3.	Sikkona.....	12
Figure 5.	Make a list.....	12
Figure 6.	Digital tools Calendar.....	Error! Bookmark not defined.
Figure 7.	Digital tools Lists	Error! Bookmark not defined.
Figure 8.	Digital tools E-mail	Error! Bookmark not defined.
Figure 9.	Collaborative documents.....	Error! Bookmark not defined.
Figure 10.	Creating a consent form	Error! Bookmark not defined.
Figure 12.	Recording the interviews	Error! Bookmark not defined.
Figure 14.	Sharing folders.....	Error! Bookmark not defined.
Figure 15.	Google Maps.....	Error! Bookmark not defined.
Figure 16.	Assessment.....	Error! Bookmark not defined.

1. MODULE OVERVIEW

1.1. Module title: Digital Journalism

1.2. Module description

Through this module, participants will learn:

- the use of mobile technologies, apps and, as an alternative, cloud or desktop applications, to produce small multimedia elements (video and audio productions) and to publish and promote them on the Internet.
- the use of journalistic techniques to relate to their immediate surroundings

Participants carry out different interviews with key people in the most notable different social areas (social, educational, health, political, economic) related to their immediate surroundings. They will also interview people with profiles similar to their own (refugees or asylum seekers).

The module will be implemented using the techniques of **Project Based Learning**. It promotes initiative, proactivity, independence and innovation in different areas: professional, social and personal. The challenge acts like a motor to achieve the goal. By using this methodology, the participants will produce a (material or intellectual) output (the set of interviews, in this case).

The Project Based Learning methodology is closely related to employability and entrepreneurship. It specially stands out for urging participants to put into practice a wide range of knowledge, abilities, skills and attitudes and develop team work abilities.

Engagement is the main goal, and:

- the participants generate value beyond the classroom environment
- motivation increases with the positive effect on their social context
- their self-esteem is also improved.
- they work on real situations that are, or could be, part of the professional context.

1.3. Learning objectives

- **Acquire digital techniques:**
 - Learn to use digital resources available in mobile phones and digital tablets, to produce semi-professional audio-visual products.
 - Use these mobile devices to publish and disseminate content on the Internet and, in general, participate in the digital society.
- **Basic digital journalism**
 - Learn how to do interviews: preparation, documentation, realization, post production.
- **Interact with the host society:**
 - Be empowered and able to ask questions and get answers to know the basic information that will help them understand how this society works in its different spheres (educational, social, health, political, etc.) what opportunities it offers them and how they can participate in it actively, what rights and duties they have, etc..
 - Demonstrate ability to understand, to make interesting questions, offer their own point of view and produce a social benefit in their environment.
 - Build new relationships, with an entrepreneurship approach, but also from a social perspective.

1.3.1 KNOWLEDGE

- Journalistic interviewing techniques.
- Knowledge of the image and video formats, general characteristics, and their communicative potential.
- Knowledge and mastery of digital culture in general, and about the most important productivity applications of smartphones.
- Knowledge of the social, economic, educational, health structure, etc. of the immediate surroundings of the participants.
- Knowledge about usage rights of the interviews

1.3.2 SKILLS

- Ability to document and prepare scripts for interviews, execute them, post-produce them and publish them to the internet
- Ability to work with digital documents, collaboratively
- Ability to manage space and time
- Ability to manage the productivity tools of mobile phones, especially text, image, audio and video processing and also calendars and maps
- Linguistic ability to interact with the environment, ask and answer questions
- Ability to face challenges, evaluate difficulties and solve problems

1.3.3 COMPETENCES

- Collaborative work
- Dialogue, active listening
- Proactive and entrepreneurial spirit
- Creativity

1.4. Learning hours

Total: 21 hours

Face-to-face: 10 hours

Self-study: 10 hours

Assessment: 1 hours

1.5. This module will be delivered through

- Discussion
- Fieldwork
- Hands-on
- Presentations
- Working groups

1.6. This module will be assessed through

- Ongoing assessment
- Portfolio
- Practice
- Presentation
- Project
- Structured feedback meetings/discussions
- Self-assessment
- Skills demonstration

2. ACTIVITIES DESCRIPTION AND IMPLEMENTATION

2.1. Description of activity type, context and settings

The participants **work in groups and share** their doubts, interests and the information needs they want to satisfy. The **trainer provides the learning resources** necessary to meet the needs of the participants, which basically consist of:

- Information about the local environment: who is who, sources of information, people with the potential to be interviewed, etc.
- Information on the structure of the journalistic interviews. How to prepare, script, record and post produce them
- Forms to ask people for permission to publish interview on the Internet
- Information about the mobile applications that are useful for the job of interviewer

Together, the participants and trainers establish a work plan, that could be useful and put in place the necessary mechanisms to carry it out.

The interviews are published in a **large European map**, where all the programme partners publish their products, so that similarities and differences are visible in the different contexts and the participants of the programme visible as the protagonists of the programme.

The interviews are published in the language of origin of each participating country, on the YouTube platform and subtitled with the automatic translation this platform offers
More info at: (<https://support.google.com/youtube/answer/6373554?hl=en>)

2.2. How to implement it?

We have foreseen the realization of a certain number of sessions with a predefined duration, even if the trainers of the module are free to restructure the set of sessions according to the need of their group.

In general, the stages to be accomplished are these:

1. Detection of the opportunity to work on
2. Organization of the work teams (different profiles, complementarity)
3. Final definition of the challenge, the solution to be achieved
4. Preparation of the plan
5. Training and information research
6. Analysis and synthesis. The participants share their work by exchanging ideas, discussing solutions, doing suggestions, etc.
7. Elaboration of the product by applying everything they have learnt
7. Presentation of the product or project
8. Implementation of improvements, if necessary
9. Assessment and self-assessment

A suggested distribution could be:

2.2.1. ENERGIZERS, ICE-BREAKERS AND BRAINSTORMS

1. Energizers & Icebreakers:

We would recommend using most of these at the beginning of the day or after a long break to bring some energy into the group.

Presentation by interviews

Everyone starts to mingle and when you clap your hands they need make couples with the person the closest to them. Then they have 1 minute to ask as much questions as possible about each other: where do they live, what are their hobbies, etc.

When the minute is done you clap your hands again, the group starts to mingle again etc. You do this about 5 to 6 times.

When this first round is done you all stand in a circle. Now one participant has to stand in the middle of the circle. This participant cannot speak or present him or herself. It's up to all the other people that interviewed this person to give all the information they were able to gather from him/her and present the person. When all is said the person in the middle changes and now the new person will be presented by the rest of the group. Continue this until everyone has been in the middle.

People Bingo

Print out a bingo-sheet for each participant.

They have 10 minutes to find as much people of which the statements on this bingo-sheet are true. The one with the most filled in statements wins.

Once the ten minutes are over you can also gather in a circle and go over each statement. Each time a statement is true for someone they need to raise their hands. A good way of checking if the winner played honestly as well.

Asking open questions

Open questions start with an interrogative word: Who, what, where, when, why and how. (How did you manage to do it? What was the goal of that task?)

One participant has to stand up and he is now what we call "the interviewee". The rest sits down around him/her and are the interviewers. The interviewee cannot answer any question with "yes" or "no". If he does, he loses. The interviewers need to ask tricky "yes or no questions". The interviewee needs to answer all these questions and as fast as possible. The moment he does say "yes" or "no" he gets replaced by the person that asked the question.

Typical:

The participants ask each other questions about their experiences in the host country according to the motto “typical [nationality]”.

3 Brief introduction to the course (digital presentation by trainer). See “[Overview](#)”

4 Brainstorming:

Participants share the need they have to gather information about the local environment. How does the health system work? The school system? How is public life organized? What resources are available to you?

To stimulate this brainstorming, different kind of visual tools could be helpful, like Sikkona (<http://www.sikkhonaedu.com/>, <https://youtu.be/gYvfe9-2AZs>), by asking the participants to choose a photo that helps them to explain some of their needs when they arrived in the country.

Make a list:

They make lists of needs and classify them with the help of digital tools like Linoit.com (<https://youtu.be/L2zoKCbBvAw>)

Trainer can create a group and share the link to the content with them through WhatsApp tools.

3 Digital tools 1: calendar. Recommended hours for this session: 1,5.

Practice: introduce in the calendar the dates of the following sessions.

Off-session work:

- *Complete the brainstorming using the digital tool*
- *Practice with the calendar.*
- *Think about the questions that could be done during an interview*

- *Look for different kind of interviews on the Internet: how long are they? Which kinds of questions are made? How is the character introduced? Which is the position of the camera? Do you prefer video or audio-interviews?*

2.2.2 WORK IN GROUPS, RESEARCH, MAKE A LIST, CONTACT

- **Work groups** are organized (2 or 3 people maximum recommended) and each group begins to work independently, although accompanied by the trainer, on a specific subject (for example, education, health, social policies... it depends on the classification build the previous session)
- **Digital tools 2: camera**
 - Take a group-picture (selfie or not) and share it with the colleagues (using an APP)
- **Research:** Trainer will provide sources of information and email and LinkedIn profiles so participants can contact them in order to arrange interviews.¹
- **Digital tools 3: making digital lists.** Apps like Wunderlist (see <https://www.wunderlist.com/>) can be helpful. On the page [Wetting started with Wunderlist](#), the trainer and the participants can take an overview and evaluate the different possibilities.
- **Digital tools 4: e-mail.** Participants prepare and send e-mails to the potential people to be interviewed or that can offer information.

Off-session work:

- *Complete the research*
- *Check the email in order to know if you have an answer and you can make an appointment. Contact the trainer if you need any help.*

¹ Trainer may need to have some previous contacts with potential agents to be interviewed. That can help the group and facilitate the work.

- *Interview a friend using a digital device. Think about this interview: how was it? Can you learn anything about it? What would you do better or different the next time?*

2.2.3 PREPARING INTERVIEWS, COLLABORATE, TEST THE CAMERA. Recommended hours for this session: 1,5.

- **Preparing interviews:** The groups of participants prepare their interview following the step-by-step process provided by the trainer:
 - Research on internet and look for information about the topic.
 - Make a list of possible questions to be done. We can use the 6 WS in order to provide some structure to the interview:
 - What,
 - Who,
 - Where,
 - When,
 - Why and
 - How.
 - Write in a shared document the most important questions
- **Digital tools 5: collaborative documents**

Participants can use digital tools like Google docs or Tricider.com (<https://youtu.be/dvLuwL9Quzw>) to design the interviews and write down the questions and prioritize them by voting.
- **Creating a consent form:** participants are informed about usage rights regarding videos, pictures and texts of other persons and the ways to record consent. [See 3 Usage-rights_privacy](#) presentation and [3 Annex: the Consent-Form.docx](#)
- **Digital tools 6: camera and/or audio-recorder:** participants learn to use the video or audio-recorder (in the mobile device or digital device) and test the tool.

Off-session work:

- *Complete the preparation of the interview*
- *Practice with the digital device, as many times as possible. Make a list of problems you have to face.*

2.2.4 RECORDING THE INTERVIEWS. Recommended hours for this session: 1,5.

- **Recording the interviews** The trainer present the most important things to care about (see [3 digital video presentation](#)) when recording an interview.

Then, we recommend the participants to run some test. Once they feel they have a good control of the tool, we can go for real interviews.

Off-session work:

- *Listen/view the content you have recorded.*
- *Make a security copy of the recorded content.*
- *Prepare any text you would like to add to the screen (as the name of the interviewed people).*

2.2.5 EDITING AND PUBLISHING. Recommended hours for this session: 1,5.

- **Editing and publishing the interviews with digital/mobile tools:** first step is to listen and view the recording and choose which parts are going to be included on the final product. Interviews need to be short (2 or 3 minutes each).
- **Digital tools 7: editing digital video or digital audio:** we recommend PowerDirector for Android and iMovie for iOS. Following the welcome tutorial is the best way to learn how the tool works.

Participants may want to use the logo of the Welcome Program and they need to publish the official disclaimer into the video. The trainer can share with them the folder where this elements are ready to use (see <https://goo.gl/edYfzZ>)

2.2.6 PUBLISH IT, MAP IT, TALENT SHOW. Recommended hours for this session: 1,5.

- **Map the interview on the layer of Welcome - Google Maps:** a layer on Google Map has been created, so the participants can map all the videos made during the Digital Welcome Training. information about this feature at Google's help section: [Add places to your map](#)
- **Talent show:** the interviews carried out by the participants are projected on the screen and a general assessment is made, highlighting the positive points. After the visualization of all the productions, the trainer can propose a **colloquium** on the lived experience: the difficulties overcome, the challenges achieved, what we have learned along the way, what we could have done differently...

2.2.7 ASSESSMENT. Recommended hours for this session: 1 h.

The trainer can present a technique that allows to run a personal reflection on the acquired knowledge and skills both at the technical level and at the content level.

See the form at: <https://goo.gl/forms/S92UCrQDaJBxnCHM2>

Once this is done, the trainer can start a dialogue pointing to the future: which are the next steps?

2.3 Duration

10 hours of face-to-face work, including 1 hour for self-assessment and group assessment.

10 hours of autonomous work (reading, planning, processing sources and materials, tutorials, etc.)

2.4 Participants (profile, number)

The main target group is young people 16-29 years old.

A group of 10-12 people is suggested.

The profile of the participants can be very diverse, considering that it is a very basic and general type of training; the topic of the course makes it ideal for people who communicate minimally, with basic notions of the language spoken locally.

2.5 Required materials

- Mobile devices for every 3 participants. It is suggested to use the Bring Your Own D model. The mobile devices need to be prepared in advance, so the selected APPS are available: google apps, calendar, Wunderlist, Linoit, a browser, etc.
- External microphones (if available)
- Headphones, USB cables to connect the devices, etc.
- A stable and fast internet connection
- Classroom with one computer and projector.

2.6 Assessment

The evaluation form is part of the methodology of the module and is carried out by the participants themselves, who, to a certain extent, direct the evaluation process.

2.7 Limitations, which need to be considered

3. USING JOURNALISM AS AN EVALUATION TOOL FOR THE ENTIRE PROGRAMME

- Language barriers
- Need to have digital devices to make the off-sessio

By using the Digital Journalism programme, participants could each make a small documentary of the programme that includes interviews of them. Some questions that can be used a guideline for these interviews could be:

- Who are you and where are you from?
- How did you hear of the programme and why did you enroll?
- What were new things you learned during the programme?

- What was the most fun aspect of this experience?
- What was the most difficult part and how did you solve or fix it?
- Which elements of the programme will you use in the future and how?

4. RESOURCES AND REFERENCES

- <http://codemob.eu/en/resources/mobile>
- [Mobile: effective use of mobile devices - currículum for end-users](#)
- [Mobile: effective use of mobile devices - currículum for e-facilitators](#)

5. LEARNING OUTCOMES

By the end of this course, the participants will be able to:

- Use basic digital tools to communicate: email
- Collaborate using digital documents
- Search information in Internet
- Make small interviews using basic digital tools
- Edit digital content
- Publish content on the Internet
- Use a personal agenda and a digital map
- Have a general knowledge about the local community: social, educational, sanitary system, etc.
- A personal agenda of key-contacts that could be useful in the future.