

**COURSE DATA****DATA SUBJECT****Code:** 36631**Name:** Multimedia journalism**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1334 - Degree in Journalism	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1334 - Degree in Journalism	Información periodística y su tecnología	COMPULSORY

**COORDINATION**

IRANZO CABRERA MARIA

**SUMMARY**

This compulsory subject aims to encourage students to design, produce, and disseminate digital audiovisual content. Through a web content manager and social media platforms, students manage their own journalistic projects. The course also includes live news reporting practice. Both the materials and the structure of the course follow a distinctly practical approach.

In line with the Sustainable Development Goals, the course is committed to gender-sensitive journalism (SDG 5) and to responsible production and consumption (SDG 12).

*Multimedia Journalism* is part of the educational innovation project COM2TU. The initiative involves students from various undergraduate programs. Working as a team, they will collaborate on the preparation, recording, and distribution of audiovisual interviews with female graduates of our university who have distinguished themselves through their leadership in various professional fields.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



There are no specified enrollment restrictions with other subjects of the curriculum.

## OTHER REQUIREMENTS

This course is a continuation of *Digital Journalism*, taught in the first semester, and focuses on the creation of audiovisual digital content, as well as the ideation and management of a media outlet on social media platforms. Students will apply the concepts and skills acquired in previous courses, especially: *Informative Genres*, *Interpretative Genres*, *Opinion Journalism Genres*, *Communication Technologies I and II*, *Communication Documentation*, *Radio Journalism*, *TV News Production* and *Voice-over and Presentation Techniques*, and *Graphic Design and Infographics*. Although no prerequisites have been established for enrollment, it is highly recommended that students have previously taken the subjects mentioned.

## COMPETENCES / LEARNING OUTCOMES

### 1334 - Degree in Journalism

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must be able to communicate in their own language through traditional forms of media (the press, photography, radio, television), through new combined forms (multimedia), through new digital forms (the internet), or through hypertextuality.

Students must be able to design both formal and aesthetic aspects in written, graphic, audiovisual and digital media, as well as the use of computer techniques for the representation of facts and data through infographic systems.

Students must be able to reasonably propose ideas from the basics of rhetoric, as well as to communicate through the techniques of persuasion.

Students must be able to use the communicative and informative technologies and techniques in different medias and combined/interactive systems (multimedia).

Students must have an understanding of the data and mathematical operations performed, with some of them commonly used in the media. Students must know how to use data and statistics in a correct and understandable way for global dissemination.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Students should be able to adapt to technological and socio-occupational changes.

Students should be able to experiment and innovate through the understanding and use of the applied



methods and technologies.

Students should be able to express themselves fluently and effectively in their own languages, as well as in a third language (preferably English), taking advantage of the linguistic and literary resources that are most appropriate for the different forms of media.

Students should be able to obtain and select relevant information and sources in order to solve problems and elaborate on strategies.

Students should be able to recover, organize, analyse and process information and communication with the purpose of private or collective uses through various media and supports or in the creation of productions of any kind.

Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).

Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.

## DESCRIPTION OF CONTENTS

### **1. Evolution of Digital Narratives**

- 1.1 Concept and origins of the multimedia system
- 1.2 Bits and multimedia principles
- 1.3 Elements and expressive configuration in multimedia
- 1.4 The digital audiovisual ecosystem and the transformation of journalistic genres

### **2. Audiovisual and Infographic Information**

- 2.1 Audiovisual language: basic codes and techniques
- 2.2 Mobile Journalism (MOJO): mobile production and dedicated tools
- 2.3 The interactive image
- 2.4 Journalistic infographics: design and visual storytelling
- 2.5 Timelines
- 2.6 Geographic storytelling

### **3. New Narratives for Immersive Journalism**

- 3.1 Multimedia, crossmedia, and transmedia narratives
- 3.2 Gamification and newsgames
- 3.3 Virtual reality and augmented reality
- 3.4 Live streaming
- 3.5 Uses of AI for immersive journalism

### **4. Design and Production of a Social Media Journalism Project**

- 4.1 Project ideation: narrative, goals, and audience
- 4.2 Content editing for social platforms
- 4.3 Planning and management tools



4.4 Journalistic ethics

4.5 Distribution, positioning, and basic metrics

This content plan will be reflected in the following learning outcomes:

- Identify the ability and skill to report current events and to use computer systems and resources.
- Reorganise printed content into digital format, taking into account the characteristics of the digital environment (hypertextual, multimedia and interactive).
- Operate on the Internet in any of the areas of work offered by this medium in the communication sector (design and production of written and/or audiovisual content, website management, etc.).
- Demonstrate the ability and skill to carry out the main journalistic tasks and to use information and communication technologies and techniques.
- Demonstrate the ability and skill to correctly record images with professional video cameras.
- Demonstrate the ability and skill to edit and process audio using standard software programmes.
- Discover the ability and skill to edit and process audiovisual material using standard software programmes.
- Develop the ability and skill to digitally process still images using standard software programmes.
- Define knowledge of the technical audiovisual environment: TV studio, TV control room, radio booth, radio control room, cable nomenclature.
- Apply key argumentative techniques: persuasion, convincing and manipulation.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	20,00
Laboratory	40,00
<b>Total hours</b>	<b>60,00</b>

**NON PRESENCIAL ACTIVITIES**



Activity	Hours
Attendance at other activities	0,00
Individual or group project	68,00
Independent study and work	26,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>94,00</b>

## TEACHING METHODOLOGY

- **Theoretical sessions:**  
The theoretical sessions will combine different methodological strategies to foster active and meaningful learning. Lectures will be used to introduce key concepts, while flipped classroom activities will encourage students' prior preparation. Problem-based learning (PBL) will also be incorporated, together with seminars focused on the analysis and critical discussion of recommended readings, as well as meetings with journalists renowned for their innovative work. Through these dynamics, students will acquire the theoretical and conceptual foundations of multimedia and transmedia storytelling.
- **Practical sessions:**  
In the practical sessions, students will apply the knowledge acquired by carrying out exercises focused on the creation of multimedia and transmedia content. These activities will be continuously assessed during class time. Students will work in groups of 3 or 4 and must submit the tasks and exercises as scheduled in the academic calendar provided on the first day of class. This collaborative methodology is designed to promote professional competencies such as teamwork, planning, and creativity in the development of communication projects.

## EVALUATION

The general grading system will follow the regulations of the University of Valencia, approved by the Governing Council on May 30, 2017 (ACGUV 108/2017).

The assessment of this course is based on progressive learning and the acquisition of both theoretical and practical competences. Three differentiated components are established, each with a specific weight in the final grade:

### First call

1. **Theoretical exam (30%)**  
Individual written test(s) on the conceptual contents covered in the syllabus.  
**Status: Recoverable**
2. **Individual and/or group assignments (60%)**  
Practical exercises and the development of group projects related to the production of journalistic content for websites and social media.  
These assignments are carried out mainly during classroom sessions. Students must attend at



least 90% of the practical sessions, and any absences must be previously justified for medical, work-related, or other serious reasons. Group changes and completing practices outside the established schedule will not be allowed unless expressly authorized by the teaching staff.

**Status: Recoverable**

3. **Active participation in classroom dynamics (10%)**

Engagement in debates, group analyses, reading discussions, oral presentations, and other classroom activities.

**Status: Not recoverable**

To pass the course, students must score **at least 5 out of 10** in both the theoretical exam and the practical assignments. Only if this requirement is met will the final weighted average be calculated. Participation is not recoverable and is not considered a minimum requirement to pass.

Recognition for participation in COM2TU

Students who actively participate in the organization, preparation, recording, and editing of interviews within the framework of the COM2TU Educational Innovation Project may receive up to 1 additional point in the final grade, provided they have passed both the theoretical and practical components of the course. This bonus will be awarded based on an evaluation of the level of involvement by the course instructor.

**Second call**

Students who did not pass some of the recoverable parts in the first exam period may take a new evaluation as follows:

- **Theoretical exam (30%)**  
New individual written exam.
- **Practical component (60%)**  
Individual production of a multimedia report based on a transmedia narrative for social networks, following the criteria set by the instructor. This replaces the group practical work not completed or failed.

Participation (10%) is not recoverable and will not be considered during this period.

Grades from the first exam period for passed components will be retained. To pass the course in the second period, students must achieve **at least 5 out of 10** in both the theoretical and practical parts.

**Academic integrity**

Intellectual honesty is vital in academic communities and for the fair assessment of students' work. All assignments submitted in this course must be original. Work involving fraudulent collaboration will not be accepted, in accordance with the [Protocol for action in cases of fraudulent practices at the Universitat de València](#), approved by the Governing Council on 14 July 2020. ACGUV 123/2020. The use of artificial intelligence tools shall comply with the provisions of the [Guidelines for the responsible use of artificial intelligence \(AI\) in teaching and assessment activities at the Universitat de València](#) or any regulation that may replace them.

If plagiarism or improper use of external tools is detected, the work will receive a score of 0 and may lead



to the suspension of the exam period, regardless of any applicable disciplinary procedures.

The following will also be considered serious offenses: copying or enabling the copying of assignments between students; unauthorized access to exam materials; tampering with or destroying results of an evaluable activity; impersonating another person during an exam or assignment. Any such cases must be reported by the instructor to the Degree Program Coordinator.

Likewise, assignments or exams that contain spelling, grammar, or syntax errors, or lack coherence or clarity, may be penalized and, in extreme cases, lead to the suspension of the corresponding assessment.

## REFERENCES

### Core references

Planer, R. (2024). *Two decades of multimedia storytelling in digital journalism: Lessons of the past, challenges of the present, and potentials for the future* (1st ed.). Springer Fachmedien Wiesbaden. <https://doi.org/10.1007/978-3-658-42315-4>

Domínguez, E. (2013). *Periodismo inmersivo: La influencia de la realidad virtual y del videojuego en los contenidos informativos*. Editorial UOC.

Dunham, R. (2020). *Multimedia reporting: How digital tools can improve journalism storytelling*. Springer.

Grifey, J. (2020). *Introduction to interactive digital media: Concept and practice*. Routledge.

Scott, R. (2020). *Multimedia reporting: How digital tools can improve journalism storytelling*. Springer.

### Supplementary references

Burum, I., & Quinn, S. (2015). *MOJO: The mobile journalism handbook*. Routledge.

Tu, D. (2015). *Feature and narrative storytelling for multimedia journalists*. Routledge.

Kelly, S. (2017). *Personal branding for entrepreneurial journalists and creative professionals*. Routledge.