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	This module is dedicated to digital journalism. Through it, participants will acquire mobile digital journalism techniques, with special emphasis on two basic aspects: - 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.
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Agreement n°	776128
Website	Digitalwelcome.eu

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1. MODULE OVERVIEW

1.1. Module title

Digital Journalism

1.2. Module description

This module is dedicated to digital journalism. Through it, participants will acquire mobile digital journalism techniques, with special emphasis on two basic aspects:

- 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 with the complement of 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.

During this training, the participants will work in small groups. Together they carry out different interviews with key people related to their immediate surroundings, which possess a set of key knowledge in the different social areas most notable: social, educational, health, political, economic, etc. They will also interview people with profiles similar to their own (refugees or asylum seekers).

Through these interviews, the interviewees will share key information, which will help the new neighbours to understand how the host society works, what opportunities it offers them and how they can participate in it actively.

In addition, participants from the different countries collaborating with the programme will jointly build a large European map that will showcase their journalistic activities.

The programme seeks the empowerment of the participants to relate to their environment, assume a leading role and demonstrate their ability to understand, to

make interesting questions, offer their own point of view and produce a social benefit in their environment.

The module will be implemented using the techniques of **Project Based Learning,** having the participant at the center of the learning process, having a central role, capable of generating solutions in response to the different opportunities.

It is a methodology 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.

By using a Project Based Learning methodology the participants need to produce a (material or intellectual) product (the set of interviews, in this case). Cooperation and collaboration among the participants to achieve this goal are a must. It promotes initiative, proactivity, independence and innovation in different areas: professional, social and personal. The challenge acts like a motor (motivation and determination) to achieve the goal.

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

We have 3 types of learning objectives that complement each other:

- **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, publish opinions, collaborate and, in general, participate in the digital society. As an alternative, cloud-solutions and desktop applications in a computer could be used.

- **Basic digital journalism**
  o Learn how to do interviews: preparation, documentation, realization, post production.

- **Interact with the host society:**
  o Be empowered and able to ask questions and get answers, learn the rules of functioning in this society and know the basic information that will help them understand how this society works in its different spheres (educational, social, health, political, etc.) and how they can affect it, what rights and duties they have, etc. so that they will have a real impact on the social context of the host country.
  o Build new relationships, with an entrepreneurship approach, not only from the economic (business) point of view, 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 and 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 and interact with the environment, ask and answer questions

- Ability to face challenges, evaluate difficulties and solve problems.
- Ability to foresight and be advanced. Ability to face challenges, assess difficulties and solve problems.

1.3.3 COMPETENCES

- Collaborative work
- Insight, wit and creativity
- 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
- Practical
- Presentation
- Project
- Structured feedback meetings/discussions
- Self-assessment

- Skills demonstrations

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, based on the opportunities that this programme offers them.

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 and put in place the necessary mechanisms to carry it out: **the production of a set of interviews** with **key agents** of the environment, which will be published on the Internet and shared with friends and collaborators. This set will also become an information imputation for people who, in the future, share their same situation.

In addition, 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. The resulting resource becomes, in this way, a map that makes the participants of the programme visible as the protagonists of the programme.

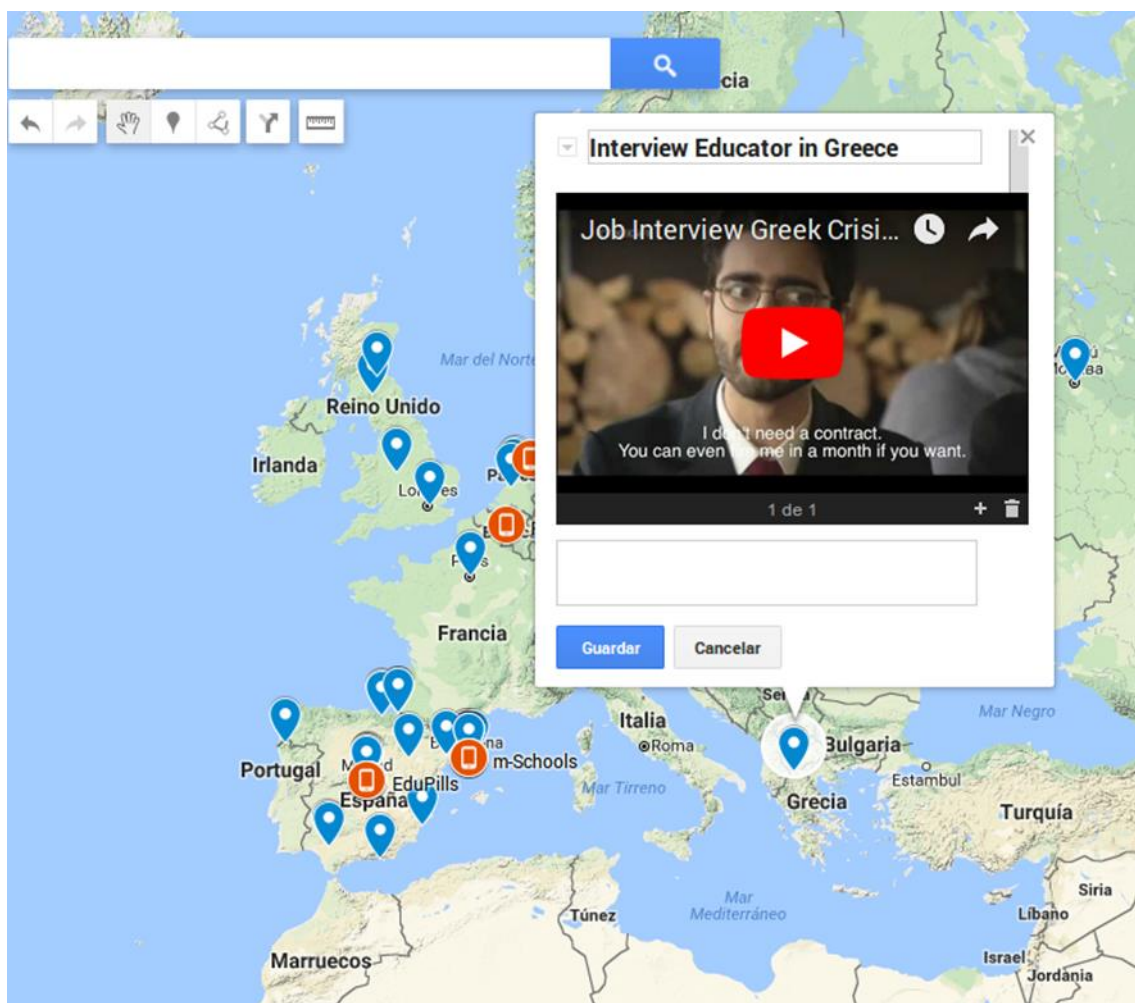Figure 1. European map

The interviews are published in the language of origin of each participating country, on the YouTube platform, so you can use the option of subtitling and automatic translation this platform offers (although it does not work perfectly, it allows you to understand - in general - the content that is communicated. More info at

(https://support.google.com/youtube/answer/6373554?hl=en)

2.2. How to implement it?

What is most significant about this technique is to follow the process gradually. However, to facilitate a better understanding of the methodology, we have foreseen the realization of a certain number of sessions with a predefined duration.

The trainer or tutor of the module is free to restructure the set of sessions according to the need of their group, the pace of work of the participants, and the needs of their environment. In any case, recommend respecting the sequence.

At the same time, it is possible to add or remove some of the technological tools. Not all are essential. However, we must bear in mind that, in addition to proposing a digital journalism activity, we pursue the acquisition of basic technological skills.

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:

None of these energizers are mandatory but 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

Small get-to-know each other game but also a good energizer to start getting into the role of a journalist!

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 this person and present the person in the middle this way. 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

Another get-to-know each other game but also involves asking questions to your fellow participants:

Print out this bingo-sheet for each participant:

They now 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

As an interviewer you need to be able to ask open questions. Yes and No questions are not good questions when doing an interview.

Yes and No questions always start with a verb: Do you like this programme? Have you eaten breakfast? …

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?)

For this game we turn things around a little.

One participant has to stand up and he is now what we call "the interviewee". The rest sits down around him and are the interviewers. The interviewee cannot answer any question with "yes" or "no". If he does, he loses. The interviewers try to let the interviewee answer with yes or no however and 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]".

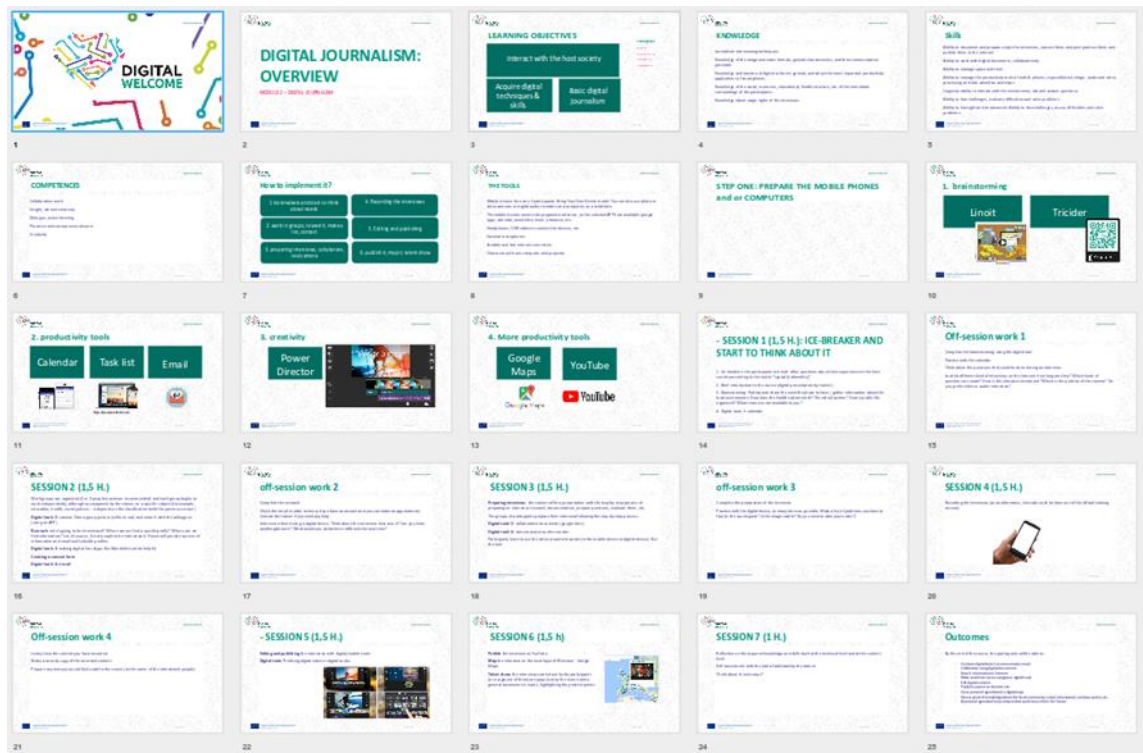2. **Brief introduction to the course** (digital presentation by trainer). See "Overview"

Figure 2. Overview

3. Brainstorming:

Participants share the need they have to have / 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)

Figure 3. Sikkona

By using this visual tool, creativity emerges and the result improves. The trainer can, for example, ask the participants to choose a photo that helps them to explain some of their needs, or the needs of their families, 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)

Figure 4. Make a list

Figure 5. Make a list

Trainer can explore the options to do collaborative work with this tools (by creating a group and share the content with them; by sharing links through WhatsApp tool...)

4.   Digital tools 1: calendar.

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

Figure 6. Digital tools Calendar

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?*

Recommended hours for this session: 1,5.

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**

    o Take a group-picture (selfie or not) and share it with the colleagues (using an APP)

- **Research**: who's going to be interviewed? Where can we find a specific profile? Where can we find information? List of sources, list of people to be interviewed. [1]

    Trainer will provide sources of information and email and LinkedIn profiles so participants can contact them in order to arrange interviews.

- **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.

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

Figure 7. Digital tools Lists

- **Digital tools 4: e-mail**

  Participants prepare and send e-mails to the potential people to be interviewed or that can offer information.

Figure 8. Digital tools E-mail

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.*
- *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?*

Recommended hours for this session: 1,5.

2.2.3   PREPARING INTERVIEWS, COLLABORATE, TEST THE CAMERA

- **Preparing interviews.** the trainers offer a presentation with the step-by-step process of preparing an interview: research, documentation, prepare questions, evaluate them, etc.
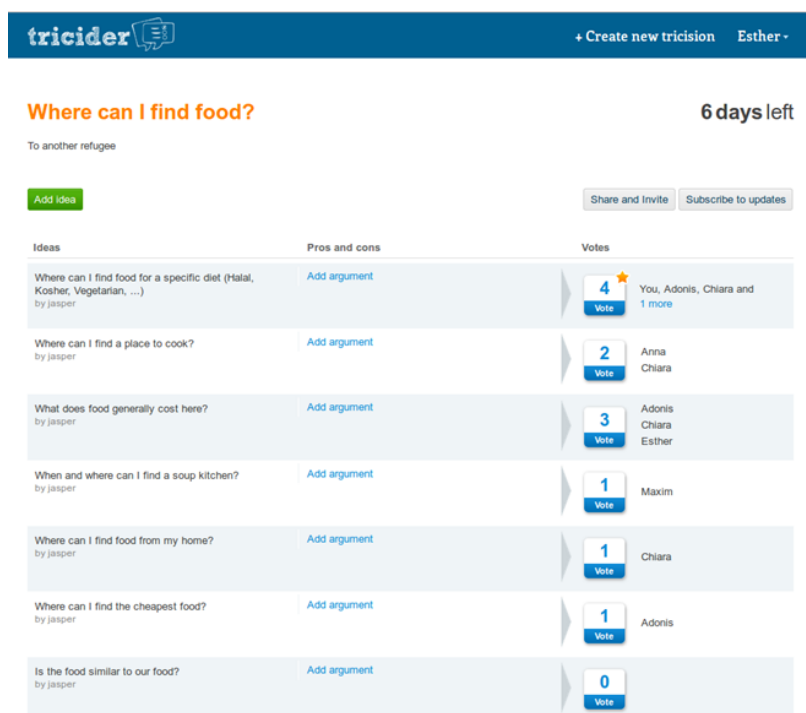
  The groups of participants prepare their interview following the step-by-step process:

  o   Research on internet and look for information about the topic.
  o   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.
  o   Write in a document the most important questions

- **Digital tools 5: collaborative documents**

  Participants can use digital tools like Google docs orTricider.com https://youtu.be/dvLuwL9Quzw) to design the interviews and write down the questions. Tricider allows us to prioritize them by voting.

Figure 9. Collaborative documents

- **Creating a consent form:** participants are informed about usage rights regarding videos, pictures and texts of other persons. They receive information on consent forms and other ways to record consent. Participants will decide on their way to receive consent from the interviewees. See 3_Usage-rights_privacy presentation and 3_Annex: the Consent-Form.docx
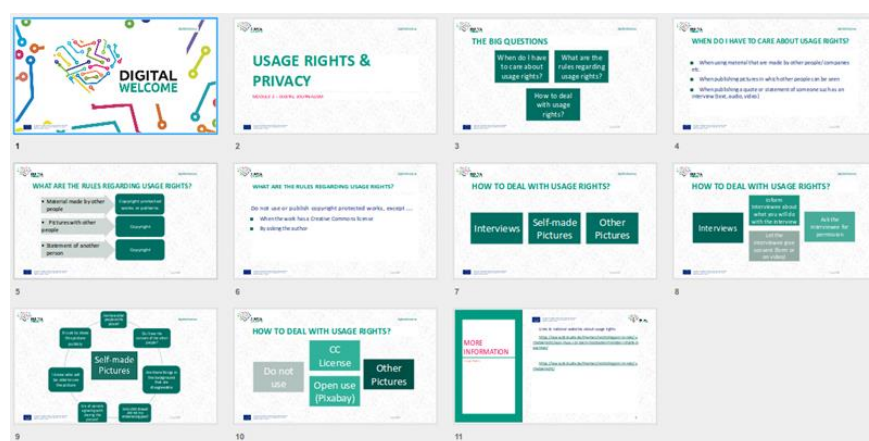

Figure 10. Creating a consent form

● **Digital tools 6: camera and/or audio-recorder.** Participants learn to use the video or audio-recorder (in the mobile device or digital device). 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 (is the sound good? Is the image stable? Do you need to take your notes?)*

Figure 11. Audio

Recommended hours for this session: 1,5.

2.2.4 RECORDING THE INTERVIEWS

● **Recording the interviews** (as an alternative, this task could be done out of the official training session) The trainer present the most important things to care about (see 3_digital video presentation) when recording an interview.
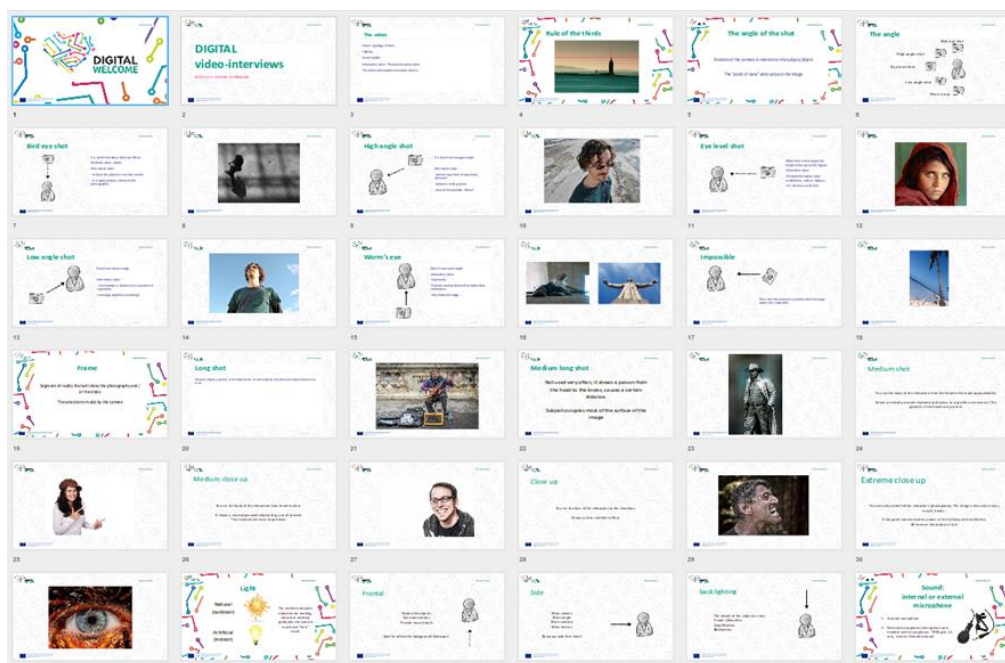

Figure 12. Recording the interviews

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).*

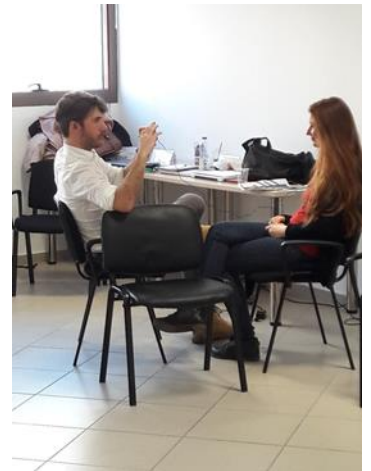Recommended hours for this session: 1,5.

Figure 13. Interview

2.2.5 EDITING AND PUBLISHING

- ● **Editing and publishing the interviews with digital/mobile tools.**

  Once the interview has been recorded, participants need to edit and post-produce it. 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) because we're using mobile phones (they are not as powerful as computers)

- ● **Digital tools 7:** editing digital video or digital audio.

  They can use several apps, although we recommend PowerDirector for Android and iMovie for iOS. Following the welcome tutorial is the best way to learn how the tool works (they can also check the official website of the tool to get more tutorials and advises)

PowerDirector -Editor de Video

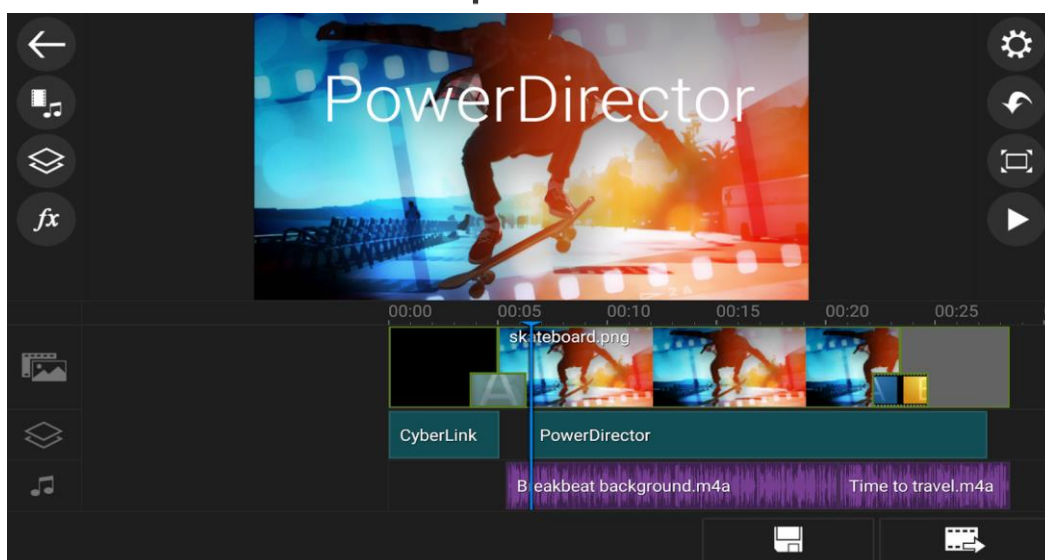CyberLink.com   Multimedia y vídeo   ★ ★ ★ ★ ★ 98.731 👤

3 PEGI 3

Ofrece compras integradas en la aplicación

ℹ️ Esta aplicación es compatible con algunos de tus dispositivos.

Instalada

iMovie para iOS

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)
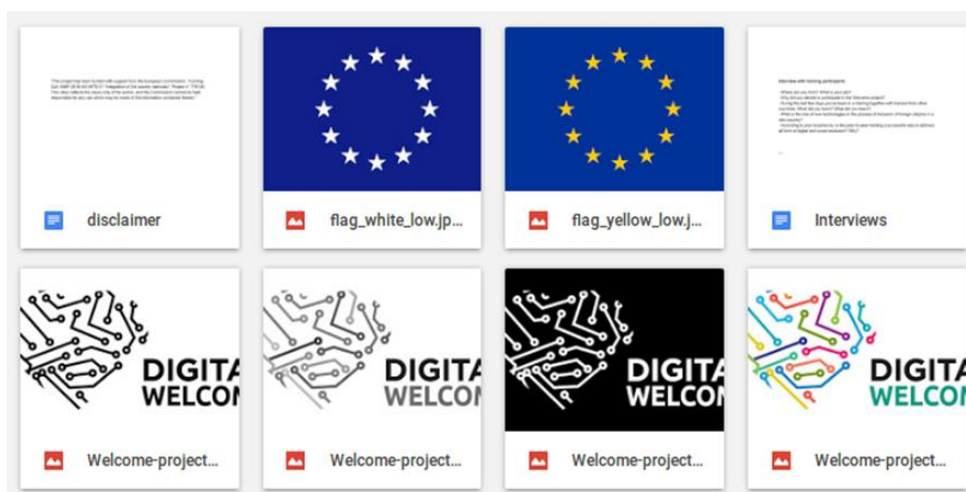
Figure 14. Sharing folders

Recommended hours for this session: 1,5.

2.2.6 PUBLISH IT, MAP IT, TALENT SHOW

● **Publish the interview on YouTube.**

Participants will upload the videos on YouTube. They can use their own YouTube Channel of the official one (the trainer will provide login information). The trainer will build-up a playlist with all the videos, in order to have them all together.

● **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 (trainers will provide login information to the participants). More information about this feature at Google's help section: Add places to your map
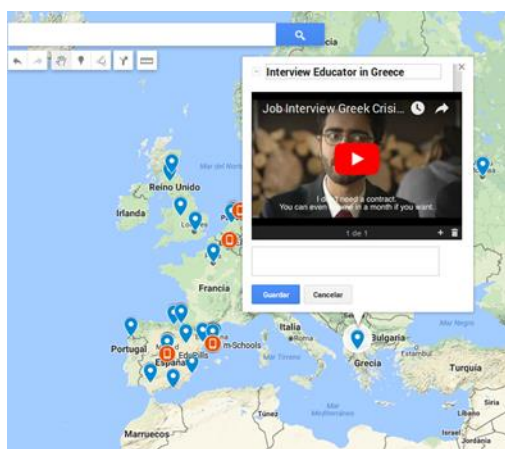
Figure 15. Google Maps

- **Talent show:** the interviews carried out by the participants (or a segment of them) 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...

Recommended hours for this session: 1,5.

2.2.7 ASSESSMENT

During the last session, 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. The general idea is to do self-assessment by using on rubric (to be facilitated by the trainer)

See the form at: https://goo.gl/forms/S92UCrQDaJBxncHM2

Figure 16. Assessment

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

Recommended hours for this session: 1.

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 have made a migratory trip and have just joined a new community, but can communicate minimally with their new neighbors (basic notions of the language spoken locally or English-French) or have the assistance of an interpreter.

2.5   Required materials

- Mobile devices for every 3 participants. It is suggested to use the Bring Your Own Device model. You can also use photo or video cameras or digital audio recorders and computers as a substitute.
  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 assessment is an element that is very relevant in any course or workshop. In this case, the evaluation forms 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

- Language barriers
- Need to have digital devices to make the off-session work.

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

At the end of the entire programme the young mentors need to share how they experienced the programme as a whole. There are many ways this can be presented using the Digital Journalism programme. The youngsters 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?
- Which elements will you use in your professional career?

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.