Universidad del País Vasco / Euskal Herriko Unibertsitatea

COURSE GUIDE 2025/26

Faculty 323 - Faculty of Social and Communication Sciences **Cycle** .

Degree GPERIO31 - Bachelor's Degree in Journalism **Year** Second year

COURSE

27085 - Web news content creation and reporting **Credits, ECTS:** 6

COURSE DESCRIPTION

The module focuses on developing specific journalistic judgement for work within online media, as well as writing skills that complement those used in print and broadcast journalism. In doing so, it places particular emphasis on the ability to plan and produce messages tailored to the distinctive features of digital communication and web journalism language (hypertextuality, multimedia, and interactivity), along with the conventions, principles, and narrative functions of online digital communication reporting and narrative formats and genres.
It is closely related to other modules within Communication degree programmes that deal with aspects of journalistic writing, style, and genres across different media platforms, such as Informative Genres and News Writing for the Press (Year 1), Writing for Radio and Television (Year 2), and Reporting or Interpretive Genres (Year 3).
The module is also linked to subjects focused on information editing in various formats (video, audio, graphics, etc.), such as Audiovisual Creation Techniques (Year 1), Multimedia Editing and Production, or Photojournalism (Year 3).
Throughout the course, students will engage in practical work involving the most common informative, interpretive, and opinion-based genres found online¿such as news stories, reports, interviews, chronicles, columns, etc.¿from a hypermedia, multimedia, and participatory perspective.
It is recommended that students enrolling in this second-year module have prior knowledge acquired in first-year subjects, such as a basic understanding of web navigation, familiarity with mainstream social media platforms, the ability to search for and assess sources, basic office software skills, proficiency in written language, and a general awareness of current affairs.
This module is part of an educational innovation project run by the IKD3 Laboratory at the University of the Basque Country (UPV/EHU) and supported by the Educational Advisory Service. The project is entitled Teaching Communication In and For a Globalised World: Promoting Transversal Competences (TCs) and the Sustainable Development Goals (SDGs) through Transmedia Project-Based Learning. Its aim is to propose value-added methodological approaches to update the teaching of web-based multimedia journalistic formats and genres, introduced into Spanish Communication degree curricula nearly a decade ago (under the EHEA framework), in response to the evolving conceptual and professional landscape of online journalism.
In addition, the project supports students in communication and journalism subjects/modules in developing specific criteria that foster a more responsible, socially aware, and critical understanding of current issues linked to global and digital citizenship.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

CORE AND GENERAL COMPETENCES

G001. Express fluently and effectively in oral and written communication, knowing how to make use of the linguistic resources that are most appropriate to the different media in the print press, radio and television, and online.
G002. Searching, selecting, hierarchising and analysing different sources, adapting their contents to narrative forms and strategies.
G003. Develop skills and apply techniques, technologies and resources to communication and information processes.
G004. Correctly design the formal and aesthetic aspects of the media contents according to the characteristics of the different media.
G005. Devise, plan, execute and successfully manage news or communication projects.
G006. Apply the main journalistic genres and formats to news work using the language of each of the media.
G007. Analyse, interpret and explain social facts and processes based on the knowledge and methodologies of the social sciences (Sociology, Economics, Law, and Contemporary History) in the context of the work of the media.
G008. Acquire knowledge and understand the meaning and relevance of theories, concepts and methodologies in the interdisciplinary context of communication.

CB1. Understand knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
CB2. Know how to apply their knowledge to their work or vocation in a professional manner and possess the abilities usually demonstrated through the development of arguments and problem solving within their field of study.
CB3. Have the ability to gather and interpret relevant data (usually within their field of study) to make judgements that include reflection on relevant social, scientific or ethical issues.
CB4. Be able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences.
CB5. Develop those learning skills necessary to undertake further studies with a high degree of autonomy.

TRANSVERSAL SKILLS

CT1. Autonomy and self-regulation.
CT2. Communication and multilingualism.
CT3. Information management and digital citizenship.
CT4. Innovation and entrepreneurship.
CT5. Teamwork.

SPECIFIC SKILLS

C2CC01. Develop techniques and methodologies for working with documentary sources, applied to research and problem solving in the field of information and communication.
C2CC02. Analyse, design and plan the production of informative and communicative projects, applying techniques and technologies, adopting strategies for their development and the optimisation of teamwork.
C2CC03. Communicate, argue and present the objectives, procedures and achievements of communicative work and research, applying formal conventions characteristic of the different media.
C2CC04. Develop strategies of oral, written and audiovisual expression and communication appropriate to the different genres and formats of the different media: radio, television and the Web; as well as advance in the technological skills of these media.

LEARNING OUTCOMES

1. The student knows the theoretical-conceptual and practical foundations related to web journalistic writing, as well as the strengths and weaknesses of news products on the web.
2. The student appropriately applies hypermedia and interactive multimedia formats to design, plan and edit content in an internet medium.
3. The student organises, hierarchises and prioritises textual, visual, audiovisual, sound and/or graphic web information to compose simple (news, chronicle) and complex (report, infographics, interviews) informative pieces, as well as opinion pieces.
4. In coordination with other classmates, the student designs, organises and participates in tasks typical of online newsrooms: information search and documentation, editing multiplatform contents and updating information.
5. The student uses social media with a strategic vision of multiplatform content and for the promotion of the media brand.

Theoretical and Practical Contents

Theoretical syllabus:

1. Overview of the communicative and journalistic landscape on the web
2. Media system on Internet and working in online editorial offices. Trends in the sector: multimedia convergence.
3. The message on the web media.
3.1. Essential features of journalistic language on Internet.
-Hypertext and hypermedia: concept; hypertextual writing techniques (composition, structure and narrative strategy).
-Multimedia: concept; content convergence and crossmedia.
-Interactivity: concept and typology.
3.2. Web journalistic genres: style, features, uses and classification.
-News
-Report
-Chronicle
-Interview
-Infograph
-Opinion genres
3.3. Writing for search engines
-Basic SEO and web analysis
3.4. Content verification
3.5. Approaching Artificial Intelligence in Web Communicatio

Practical work consists of the development of a journalistic Project. It includes, at least, the following contents:

-Reporting on current affairs
-In-depth current affairs coverage (including multimedia features and event-based reporting).

Groups of students will work individually, collaboratively and cooperatively within and outside the classroom in order to design, plan and create in-depth news reports or websites offering a thorough coverage of areas linked to the SDGs.
Each sub-workgroup must undertake the following tasks in these stages:
1. Preparation stage/Hackathon (group innovation). Subgroups work in order to think together and identify opportunities for

entrepreneurship, innovation and the creation of public interest projects with different approaches (hyperspecialization in SDGs, microtargeting, etc.).
2. Analysis and market research stage. Each sub-group will evaluate the interest of the project in relation to the current media business and market, viability, etc. creating a multiplatform brand of its own (website and social media) and justifying the importance of the brand strategy used.
3. Product development stage (report, web documentary, special website, etc.) Each in-depth news product (special report or website) will be taken across to other media or communications sphere (transmedia approach) by means of public presentations, classroom debates, creation of podcasts, etc.

The teaching staff responsible for this module are involved in an educational innovation project. As a result, students will use generative AI tools during a significant portion of their in-class practical work, along with resources related to open data

In order to pass the practical component and to support the development of the aforementioned assignments, complementary exercises will also be set:
¿ Creation of interactive, social communicative content.
¿ Promotion of practical work through social media platforms.
¿ Use and application of various tools to support practical work, including the creation of informative timelines, infographics, and interactive images, among others.

All assignments must be submitted by the deadline indicated by the lecturer. In addition, to pass the practical component of the module, students must submit a ¿practical report¿ in December, on the date set by the lecturer. This report should include a detailed account of the individual and/or group work completed (or selected examples thereof) throughout the semester, along with a reflective evaluation of the production process, highlighting the challenges encountered and the learning outcomes achieved. Guidelines for the report will be provided in the course handbook or student guide.

On-site tasks: attendance at lectures; laboratory-based practical sessions; in-class presentations; and written theoretical assessments.

Independent tasks: studying course content and preparing for exams; researching and preparing assignments/projects/practical work; reading and writing critical commentaries.

TEACHING METHODS

On-site activities: attendance at lectures; laboratory-based practicals/exercises; in-class presentations; and completion of the theoretical assessment.

Independent activities: studying course materials and preparing for the exam; gathering and analysing information to produce assignments/projects; reading and writing text commentaries.
The project supports the development of complex competences through established and previously implemented methodologies (Case Method, Problem- and Project-Based Learning, and Cooperative Learning), while also incorporating Inquiry-Based Learning (IBL) and Research-Based Learning (RBL). All tasks outlined in this section involve both individual and cooperative learning strategies. Moreover, these activities are carried out in person and are compulsory for the continuous assessment of the modules.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	32		28						
Horas de Actividad No Presencial del Alumno/a	48		42						

Legend:
M: Lecture-based
S: Seminar
GA: Applied classroom-based groups
GL: Applied laboratory-based groups
GO: Applied computer-based groups
GCL: Applied clinical-based groups
TA: Workshop
TI: Industrial workshop
GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 30%
- Exercises, cases or problem sets 60%
- current affairs knowledge 10%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The theoretical component will be assessed through an exam, which may take the form of a multiple-choice test and will account for 30¿40% of the final grade. This exam may include a section on current affairs. In the case of a multiple-choice test, each question will offer three or four possible answers, with incorrect answers potentially incurring a penalty. Exceptionally, the test may also include a number of short open-ended questions.

The practical component will be assessed based on the completion of exercises carried out in the computer lab. Most of these tasks will be completed individually, although some will require group and collaborative work. Not all exercises will carry the same weight in the final practical grade¿greater value will be assigned to more substantial tasks, such as in-depth coverage projects. Serious spelling mistakes will be penalised. Plagiarism will result in failure of the module.

General considerations for the ordinary assessment period:

Both the theoretical and practical components must be passed in order to successfully complete the module.
¿ Current affairs knowledge: 10% of the final grade
¿ Practical component: 60% of the final grade (based on exercises completed throughout the course)
¿ Theoretical component: 30% of the final grade (based on a written exam, which may be either multiple choice or essay-based; incorrect answers in multiple-choice exams may be penalised)
All practical assignments are compulsory.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Students who, for any reason, are unable to participate in the continuous assessment system must follow the provisions outlined in Article 8 of the Regulations Governing the Assessment of Students in Official Undergraduate Degree Programmes. To formally opt out of continuous assessment, students must comply with the procedure described in Article 8.3 of these regulations.

Final assessment will consist of the submission of a web-based communicative or journalistic project along with related practical work, as described in the section of this guide on the ordinary assessment period. This project will account for 70% of the final grade. The remaining 30% will be based on a theoretical examination to be held during the official exam period. This exam may include a section on current affairs and may be conducted either orally or in writing.

If one of the two components (theory or practice) is failed, the grade obtained in the passed component will be retained for the resit (extraordinary) assessment period. However, this grade will not be carried over to the following academic year.

MANDATORY MATERIALS

BIBLIOGRAPHY

Basic bibliography

ABRAMSON, Jill (2018): Merchants of truth. New York: Simon & Schuster.
BROWN, C.; GROVES, J. (2020). Transforming Newsrooms: Connecting Organizational Culture, Strategy, and Innovation. Routledge
CARR, Nicholas (2010). The shallows. What the Internet is doing to our brains. New York: WW Norton.
DE WOLK, Roland (2001): Introduction to online Journalism. Boston: Allyn and Bacon.
HALL, Jim (2001). Online journalism: a critical primer. London: Pluto Press.
KAWAMOTO, Kevin (ed.) (2003). Digital journalism: emerging media and the changing horizons of journal. Lanham, Maryland: Rowman & Littlefield.
LARRONDO URETA, A. (2022). Fundamentals of web newswriting and reporting in the hybrid media system. Leioa: UPV/EHU
PARISER, Eli (2011). The filter bubble. What the Internet is hiding from you. London: Penguin books.
ROSALES, Rey G. (1998). The elements of online journalism.
RUSBRIDGER, Allan (2018). Breaking news. The remaking of journalism and why it matters now. London: Cannongate books.
THURMAN, N.; LEWIS, S.; KUNERT, J. (eds.) (2021) Algorithms, Automation, and News. New Directions in the Study of Computation and Journalism. Routledge

Detailed bibliography

BASS, F. (2001). The Associated Press guide to Internet research and reporting. Cambridge Perseus. BOCZKOWSKI, P. J. (2004). Digitizing the news. Cambridge: MIT Press.
CRAWFORD, K.; (2000) Writing for the Web: Writers¿ Edition; Self Counsel Press, USA
GUNTER, B. (2003). News and the Net. Mahwah, New Jersey: Erlbaum.
HERBERT, J. (2000): Journalism in the Digital Age. Theory and Practice for Broadcast, print and on¿line media. Oxford: Focal Press.

LORIMER, R. (2004). Online journal publishing. Waterloo: Wilfrid Laurier University Press.
MARTIN, S.; HANSEN, K. (1998). Newspapers of record in a digital age: from hot type to hot link. Westport, Conn.: Praeger. PAVLIK, J. (2001). Journalism and new media. New York: Columbia University Press.
RODZVILLA, J. (2002). We¿ve got a blog: how weblogs are changing our culture. Cambridge: Perseus.

Journals

ZER
Estudios del Mensaje Periodístico
Comunicación y Sociedad
Textual & Visual Media
Análisi
Revista Latina
Trípodos
Ámbitos

Web sites of interest

Columbia Journalism Review: http://www.cjr.org
Center for Digital Storytelling: http://www.storycenter.org/index1.html
Editors Weblog: http://www.editorsweblog.org
E¿periodistas weblog (Journalism and academic blog): http://e¿periodistas.blogspot.com
Five Elements of Digital Storytelling: http://www.inms.umn.edu/Elements/index.php
Journalists'blogs: http://www.journalism.co.uk/directory/Journalists__blogs/index.shtmlInfotendencias: http://infotendencias.com
Institute for New Media Studies (University of Minnesota): http://www.inms.umn.edu/research.htmlInteractive Narratives: http://www.interactivenarratives.org/classic
NewsLab Research Online Storytelling: http://www.newslab.org/research/onlinestory.htm
Online Journalism: http://www.macloo.com/journalism
Periodistas 21 (Journalism blog): http://periodistas21.blogspot.com/
Poynter Institute: http://www.poynter.org

OBSERVATIONS

It might be necessary to bring the laptop to classes when required by the teacher