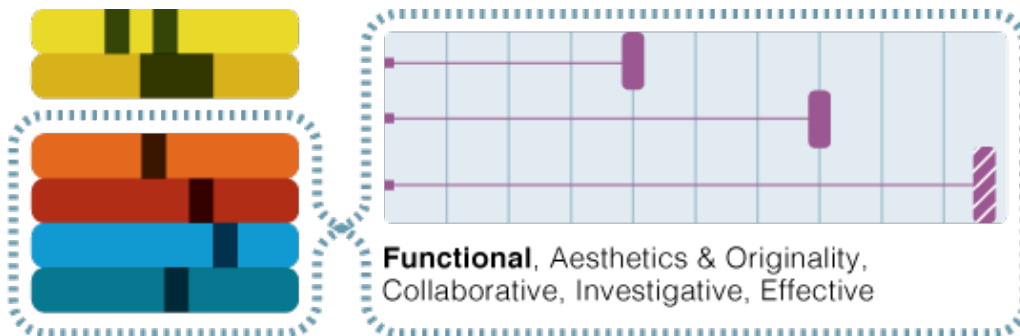


MM29

Monash University Producing Digital News



multiplemeasures.org.au



SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

This multidisciplinary, real-world orientated group work brings together students from a number of year levels and across faculties. The focus on a shared challenge brings incentive for development, and the identification of a 'real' opportunity requires a mature perspective. This is framed within the other activities of the unit and its professional focus. Teams include Masters students - this perspective is included at MM.

How well does the assessment design fit the ID cohort?

Does it fit the level of *student expertise*?

Mid-level undergraduate study is suited to the professional-practice orientation and framing of this unit.

Does it respond to the *range and style of cohort learning expectations*?

Learning culture is design biased, but suitable for multidisciplinary skill acquisition and offers a broad quasi-professional framework for students' engagement with the project. The possibility of selection by a 'real' client encourages focus on the contribution of individual perspectives for a shared goal.

How well does the assessment design align to intended ID learning outcomes?

Do the *tasks and criteria* sufficiently support development of students' *disciplinary practices* ?

Some deepening of disciplinary skills through multidisciplinary exposure. It is of note that this unit/subject/course includes students from many nationalities - translation of individual perspective is also encouraged via exposure to multiple cultural perspectives.

Do the *tasks and criteria* sufficiently support development of students' *interdisciplinary skills* ?

Emphasis on development of broad ID skills through the necessities of working in real-world orientated, multidisciplinary groups with the aim of selection and publication.

Do the student and staff roles influencing the *direction / aims* of the tasks support the ID learning outcomes?

Strong staff supervision and direction of projects within a clear client-determined framework and expectations.

Do the student and staff roles influencing the *process / development* of the tasks support ID learning outcomes?

Balanced negotiation of learning process between staff and student teams.

UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

This 2nd and 3rd year unit explores production and design practices in digital journalism, including content management systems used in newsrooms, basic coding for web pages, and photo management and design through the latest software programs. The unit examines the effective use of interactive features for multimedia news production, including polls, maps, sound slides and infographics. Students will learn how to produce visually appealing data through a range of software programs, including Adobe products. They will create web pages that feature rich multimedia content. The successful web pages will be showcased on Monash's journalism website, Mojo, or published on other news websites.

Students will also develop a special project through individual consultation with the lecturer to produce a high standard of multimedia journalism. They will apply production skills to breaking news scenarios, including natural disasters, police news, political developments or sporting events.

Learning Outcomes:

- Acquire a conceptual overview of digital journalism production and its functionality in the newsroom.
- Employ digital techniques to produce assets that enhance story-telling appeal via web pages.
- Understand the mechanisms of content management systems and the use of basic HTML code to embed assets within story pages.
- Employ data journalism software to create relevant data sets for news investigations.
- Gain a high level of proficiency in producing and design web pages that are aesthetically appealing for the digital audience.
- Develop digital production and design skills that will enhance job opportunities in digital journalism.

UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

Muse web page design (30%) Students are to design a web page that incorporates widgets using Adobe Muse. The web page will promote a journalism story and will need to include a header, text, photos, captions, a photo gallery, teasers, social media widgets, advertisements to fill white space, a google map and/or a YouTube video.

Data journalism web page (30%) Students are to create data journalism on a web page, using a digital program such as Tableau, Illustrator, Google Fusion or Excel (to generate visual data). Select a topic in the media which has statistics/data to illustrate the story. Final submission can be in either Adobe Muse or WordPress

Special Project (40%) Students are to find a story of their choice and construct multimedia assets within a web page. Students must research, interview two subjects and write a story of no more than 300 words. The project can be built in Adobe Muse or WordPress. Students are to create visual elements that are appealing and take a regular story to another level.

ASSESSMENT CRITERIA / MARKING

- Functionality of web page
- Aesthetics and originality of web page design and journalism web page
- Accuracy of web page components, including headline, text and captions
- Demonstrated story-telling ability of data journalism
- Demonstrated investigative process and accuracy of data
- Effectiveness, accuracy and quality of project

ATS3062

Producing digital news

Unit Guide

Semester 2, 2015

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ATS3062 Producing digital news - Semester 2, 2015

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Students will learn how to produce visually appealing data through a range of software programs, including Adobe products. They will create web pages that feature rich multimedia content. The successful web pages will be showcased on Monash's journalism website, Mojo, or published on other news websites.

Students will develop a special project through individual consultation with the lecturer to produce a high standard of multimedia journalism. They will apply production skills to breaking news scenarios, including natural disasters, police news, political developments or sporting events.

Please be aware that access to certain technology/equipment will be required for this unit. Contact the unit coordinator for details.

Mode of Delivery

- Caulfield (Day)
- Caulfield (Online)

Workload Requirements

Minimum total expected workload to achieve the learning outcomes for this unit is 144 hours per semester typically comprising a mixture of scheduled learning activities and independent study. A unit requires on average three/four hours of scheduled activities per week. Scheduled activities may include a combination of teacher directed learning, peer directed learning and online engagement.

See also Unit timetable information

Unit Relationships

Prerequisites

Twelve credit points of second-year Arts units. As this is a third-year level unit, it is highly recommended that students only take this unit after they have completed two second-year level units in Journalism or Journalism practice.

Academic Overview

Learning Outcomes

Upon successful completion of this unit, students should be able to:

1. Acquire a conceptual overview of digital journalism production and its functionality in the newsroom.
2. Employ digital techniques to produce assets that enhance story-telling appeal via web pages.
3. Understand the mechanisms of content management systems and the use of basic HTML code to embed assets within story pages.
4. Employ data journalism software to create relevant data sets for news investigations.
5. Gain a high level of proficiency in producing and design web pages that are aesthetically appealing for the digital audience.
6. Develop digital production and design skills that will enhance job opportunities in digital journalism.

Unit Schedule

Week	Activities	Assessment
0		No formal assessment or activities are undertaken in week 0
1	Introduction to Producing Digital News and Adobe Muse	
2	Adobe Muse: Planning a webpage	
3	Adobe Muse: Design a webpage layout	
4	Photoshop, Photo Mechanic, pictures and galleries	
5	Photoshop: Design for infographics, banners and promotions	Muse web design. Due Friday, August 28 at 5pm
6	Adobe Muse with Photoshop application	
7	Webpage assets: polls, timelines, maps and infographics	
8	Data Journalism: Excel and Tableau	
9	Data Journalism: Google Fusion	
10	Data Journalism: Digital products	Data journalism web page. Due Friday, October 9 at 5pm
11	Special project: development and practice	
12	Technology of digital production. Special project: wrap-up.	Special project. Due Friday, October 23 at 5pm
	SWOT VAC	No formal assessment is undertaken SWOT VAC
	Examination period	LINK to Assessment Policy: http://policy.monash.edu.au/policy-bank/academic/education/assessment/assessment-in-coursework-policy.html

Teaching Approach

The approach to teaching and learning is practice-based and involves group learning. Teacher-student and student-student interactions will occur in face-to-face seminars and online discussion. Learning activities include seminars and workshops, using a number of technological applications to produce digital news. Assessment Tasks are project-based and provide students with cumulative research and professional practice learning activities.

Assessment Summary

Within semester assessment: 100%

Assessment Task	Value	Due Date
Muse web page design	30	Friday, August 28 at 5pm
Data journalism web page	30	Friday, October 9 at 5pm
Special project	40	Friday, October 23 at 5pm

Assessment Requirements

Assessment Tasks

Participation

Work during the semester will be organised around the topics set out in this subject outline. Students are expected to attend and participate actively in class and in specified activities outside of class time.

Should students experience difficulties meeting this requirement they must contact their tutor.

The Faculty of Arts has a minimum tutorial/seminar attendance requirement of 75 per cent.

The Tutorial Attendance Policy can be found at:

<http://www.arts.monash.edu.au/policy-bank/policies/tutorial-attendance.php>

Students unable to attend class are required to lodge an apology via email. Should a student fail to fulfill the attendance requirements of a unit, one of the following outcomes may be applied:

Fail the unit

Penalty of 20 per cent deduction from final mark

50 per cent pass only possible for final unit result.

Submit supplementary assessments tasks.

• Assessment task 1

Title:

Muse web page design

Due date:

Friday, August 28 at 5pm

Details of task:

Students are to design a web page, using Adobe Muse. The web page will promote a journalism story. Widgets must be used to build the web page in Adobe Muse. Students are encouraged to use headers, a headline, text, photos, captions, a photo gallery, teasers, social media widgets, advertisements to fill white space, a google map and/or YouTube video. Students can select one of two stories - the shark attack of surfer Mick Fanning or speaker Bronwyn Bishop's "Choppergate" expenses scandal. All material will be provided on Moodle. This web page is built as a preview only and should not be published. Students are to submit to Moodle a jpeg of the Muse web page, using the screen grab function. Distance education students can download Adobe Muse for a free 30-day trial.

Weighting/Value (%):

30

Presentation requirements:

Submit cover sheet and jpeg screen grab or URL (on a Word document) to Moodle.

Estimated return date:

Two to three weeks after submission.

Additional information:

Assessment criteria:

Functionality of web page

Assessment Requirements

Aesthetics of web page design
Use of widgets on web page
Originality of web page design
Accuracy of web page components, including headline, text, captions, etc.

• Assessment task 2

Title:

Data journalism web page

Due date:

Friday, October 9 at 5pm

Details of task:

Students are to create data journalism on a web page, using a digital program, such as Tableau, Illustrator, Google Fusion or Excel (to generate visual data). Select a topic in the media, which has statistics/data to illustrate a story. Research the data. Use a digital program to display the data, with visual appeal. Access the programs in lab T202 or distance education students are able to download a free trial of Adobe products. The web page can be built in WordPress or Adobe Muse.

Weighting/Value (%):

30

Presentation requirements:

Submit cover sheet and jpeg screen grab or URL (on a Word document) to Moodle.

Estimated return date:

Two to three weeks after submission.

Additional information:

Assessment criteria:

Originality of data journalism web page.
Aesthetics of web page.
Story-telling ability of data journalism web page.
Investigative process to produce data journalism.
Accuracy of data journalism content.

• Assessment task 3

Title:

Special project

Due date:

Friday, October 23 at 5pm

Details of task:

Students are to find a story of their choice and construct multimedia assets within a web page. The students must research, interview two subjects and write the story of no more than 300 words. The project can be built in Adobe Muse or WordPress. Students are to create visual elements that are appealing and take a regular story to another level. Choose two highly visual multimedia assets that contribute to the story. Assets may include an infographic, video, photos, photo gallery, soundslides, interactive map, a digital interactive or data journalism. Polls may be used to enhance the interactivity of the project.

NB: A group of Monday class students will work with Master of Multimedia students to produce an interactive digital storytelling package for the newspaper industry.

Word limit:

400 words

Weighting/Value (%):

Assessment Requirements

40

Presentation requirements:

Submit cover sheet and file or URL (on a Word document) to Moodle.

Estimated return date:

Two to three weeks after submission.

Additional information:

Assessment criteria

Originality of digital project.

Aesthetics of project.

Story-telling ability of project.

Effectiveness and quality of project.

Accuracy of project.

Examinations

Learning resources

Monash Library Unit Reading List

<http://readinglists.lib.monash.edu/index.html>

Feedback to you

Types of feedback you can expect to receive in this unit are:

- Informal feedback on progress in labs/tutes
- Graded assignments with comments