

# DIGITAL TRANSFORMATION IN JOURNALISM AND NEWS MEDIA

Curriculum on how to use  
DRONES (IO3)

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# INTRODUCTION

# 02

## LEARNING MODULES

### MODULE 1: DRONE-BASED JOURNALISM (TATICS)

Learning Units:	<p><b>Unit 1: Basic of journalism (3)</b>          -Journalism techniques          - The evolution of the Modern Journalism (the impact of the digital transition on information)          - New skills required</p> <p><b>Unit 2 – Storytelling (5)</b>          -Basics of Storytelling techniques          -Project Work</p> <p><b>Unit 3- Journalism for images and videos (2)</b>          -Drones for journalistic and TV activities: Experiences of using drones for journalistic services and TV productions          -Aerial shooting techniques, including panning, diving and looping.          -Post-production and video editing using footage taken with drones.</p>
Total n. hours	10 hrs
Objectives	<ul style="list-style-type: none"> <li>• Understand the different Journalism techniques</li> <li>• Understand the evolution of Modern Journalism</li> <li>• Recognise the news skills required</li> <li>• Comprehend the basic of storytelling and how to make an interesting story</li> <li>• Understand how drones are transforming the journalism industry</li> <li>• Recognise the different aerial techniques</li> <li>• Recognise the Post-production and video editing using footage taken with drones.</li> <li>• Understand how to apply individual emphasis areas, whether that be in communication, journalism or other fields with an overview produced by use of drones (UAS).</li> <li>• Understand how to connect the interest in “telling stories” with the use of UAS and how to apply them as a storytelling tool.</li> <li>• Understand how to link communications such as journalism, public relations, film, advertising and advocacy public-service, with in-depth concepts of airborne videography and photography and maneuvering techniques.</li> </ul>
Target group	young people (18-30 years old) and interested stakeholders to learn using the DRONES in their lives and professions (journalists, bloggers, teachers and other trainers and educators, ecc)

<p>Outcomes:</p>	<p>The learner will assume and exercise a consistent behavior with the characteristics and context of journalism field; The learner will understand and manage the characteristic aspects of the journalism and use of drone to valorise it. The learner will deliver a project work in which basic journalism techniques, the use of storytelling and video/imagine practices to valorise the contents are valorised</p>
<p>- Knowledge</p>	<ul style="list-style-type: none"> <li>• Gives examples of applicability of using Drones and best practices of how journalists are using them</li> <li>• Lists the characteristics needed to be a professional journalist</li> <li>• Gives example on the evolution of the journalism sector with the digital transition</li> <li>• Recalls the basic steps needed to build consistent news</li> <li>• Gives example of how managing people/collaborators and budget</li> <li>• States the techniques needed to write catching stories</li> <li>• Identifies the key aspect needed to make an interesting story</li> <li>• Identifies the techniques to transmit clear news, as well as to "capture" the public's attention, also and above all to inform;</li> <li>• Identifies the role of videos/imagines to news reporting</li> <li>• Underline the advantages and disadvantages in using drones in the journalism field</li> <li>• Identifies the different visual workflow of journalistic pieces (from R1)</li> <li>• List the different angles to capture images and drone footage, in order to provide a unique and interesting perspective on the story.</li> <li>• Listing the editing techniques and software</li> <li>• Recall the impact of subtitles, soundtrack to provide additional information and to create an emotional connection with the audience.</li> </ul>
<p>- Skills</p>	<p>(taking into account also R1 )</p> <ol style="list-style-type: none"> <li>1. Lists how to apply images, plane framing (if available), image formats, photos, lighting, film language, basics of filming and editing (From R1)</li> <li>2. Provides support in applying storytelling techniques when writing a story</li> <li>3. Supports in coordinating time and collaborators and plans of interviews</li> <li>4. Gives instructions on how to use programs for word processing and multimedia video</li> <li>5. Gives examples on how to construct original articles</li> <li>6. Supports in writing and editing texts process</li> <li>7. Gives examples on how to perform good interviews</li> <li>8. Supports in deploying fact-checking</li> <li>9. Lists a narrative structure using images and footage captured with drones, in order to tell a story in a clear and interesting way.</li> </ol>
<p>- Attitudes</p>	<ol style="list-style-type: none"> <li>1. Supports in showing capacity of adaptation to different settings and tools/resources</li> </ol>

	<ol style="list-style-type: none"> <li>2. Supports in showing capacity in working independently but also with a team</li> <li>3. Supports in showing capacity to manage several work projects at the same time by establishing priorities</li> <li>4. Gives examples in how acquiring communication ability</li> </ol>
Method of training /learning	Individual learning (frontal lessons) Project-Based Learning (individually and in pairs)
Training material and tools needed	computer, internet, camera, phone, drone (if available)
More information	Link to DRONES platforms – handbook, website
References	<p>-The SAGE International Encyclopedia of Mass Media and Society, Contributors: Drone Journalism Avery E. Holton, Sean Lawson &amp; Jennifer R. Jackson January 8, 2020</p> <p>-Drone Journalism: Newsgathering applications of Unmanned Aerial Vehicles (UAVs) in covering conflict, civil unrest and disaster</p> <p>-Introductory Paper – January 2014 By Mark Corcoran International Correspondent – Australian Broadcasting Corporation</p> <p>-Responsible Drone Journalism Edited by Astrid Gynnild and Turo Uskali, Routledge 2018</p> <p>-DRONE JOURNALISM: GENERATING IMMERSIVE EXPERIENCES ANDREAS NTALAKAS* CHARALAMPOS DIMOULAS** GEORGE KALLIRIS*** ANDREAS VEGLIS*, Journal of Media Critiques [JMC] 2017</p> <p>-Media and Communication (ISSN: 2183–2439) 2020, Volume 8, Issue 3, Pages 64–74 DOI: 10.17645/mac.v8i3.3117 Article Drone Journalism as Visual Aggregation: Toward a Critical History James F. Hamilton Department of Entertainment and Media Studies, University of Georgia, Athens, GA 30602, USA; E-Mail: hamilton@uga.edu Submitted: 8 April 2020   Accepted: 13 May 2020   Published: 27 July 2020</p> <p>-Media and Communication (ISSN: 2183–2439) 2020, Volume 8, Issue 3, Pages 93–100 DOI: 10.17645/mac.v8i3.2980 Article Dual Control: Investigating the Role of Drone (UAV) Operators in TV and Online Journalism Catherine Adams Journalism and Media, Nottingham Trent University, Nottingham, NG1 4FQ, UK; E-Mail: catherine.adams@ntu.ac.uk Submitted: 3 March 2020   Accepted: 28 April 2020   Published: 27 July 2020</p> <p>-Online Courses of the Poynter Institute on "Drone Journalism: The Basics" that provides a general overview of using drones in journalism.</p> <p>-Matt Waite's "Drone Journalism: Narratives and Strategies" and Paolo Berizzi's "Drone Journalism: A New Era for News" provide a comprehensive overview of the use of drones in journalism.</p> <p>-1Workshops and Conferences covering the use of drones in journalism: the "Drone Journalism School" organizes hands-</p>

on workshops for journalists and media professionals who want to learn how to use drones to gather news and images.

# LEARNING UNITS

## Unit 1

Title	<b>Unit 1: Basic of journalism (3)</b> -Journalism techniques - The evolution of the Modern Journalism (the impact of the digital transition on information) - New skills required
Aims	<ul style="list-style-type: none"> <li>• Provide the learners with an overview of the journalism profession and the evolution with the digital transformation</li> <li>• Provide the participants with the key steps and practices as basic of journalism.</li> <li>• Provide with a set of methods and practices used by journalists to gather, verify and present news.</li> </ul>
Description of the activities	<p><i>Describe the following activities:</i></p> <ul style="list-style-type: none"> <li>- PREPARATION (e.g. warm-up exercise, materials and specific arrangement)</li> </ul> <p>Working on the training material for the frontal teaching:          Collection of current news as practical guidance          Organisation of ppt presentation on the following themes          Working also on group organisation taking into account the current news, the participants wills (through an entry questionnaire)</p> <ul style="list-style-type: none"> <li>- IMPLEMENTATION (describe the phases of the activity)</li> </ul> <p><b>Planning Frontal lessons on the following topics:</b></p> <p><i>A.Basic techniques for news writing:</i>  <u>- Five W basic rules</u>  <u>-How to organise time and resources available:</u>          identify and contact contacts and experts in the sector to gather elements and information on the subject matter of the service;          make Interviews: the journalist uses questions to obtain information from reliable sources and verifies the accuracy of the answers;          define an outline/schedule of the service that is planned to be carried out to define which information to search for (e.g. interview outline).          interact with other professional figures to be supported in some phases (e.g. by the photographer, the filmmaker, the sound engineer...)</p>



	<p><u>-To learn searching for official documents:</u> The journalist uses documents such as government reports, legal processes and public records to obtain information. analyze documents, material on the topic being researched select the information collected organize the contents according to the settings defined upstream (length of service, target readership, means of communication used...)</p> <p><u>-Fact-checking:</u> the journalist verifies the accuracy of the collected information against reliable sources and official documents.</p> <p>source research also online, the use of all the research and publication tools available on the Internet, knowledge of social networks and the principles of social media management.</p> <p>Direct observation: the journalist directly observes events and places to describe them and provide an account of the facts.</p> <p>Participatory journalism: the journalist involves the public in the collection and presentation of news, through methods such as citizen journalism, social media and open questions.</p> <p><u>-Communicate the information</u></p> <p>prepare press releases</p> <p>informing journalists of events and news relating to the organization and continuously fueling their interest</p> <p>organize and participate in press conferences</p> <p>check the media coverage of the institution and promote its image</p> <p>resolve potentially harmful situations for the organization from a communicative point of view</p> <p><i>B. Introduction to the new frontiers of journalism</i></p> <p>-Data-Driven Journalism: Data-driven journalism uses data analytics techniques to tell stories and uncover new information.</p> <p>-Immersive Journalism: Immersive journalism uses virtual and augmented reality to create engaging and immersive experiences for audiences.</p> <p>-Participatory Journalism: Participatory journalism involves the public in the creation and gathering of news, creating a dialogue between journalists and the public.</p> <p>Investigative journalism: Investigative journalism uses investigative methods to uncover and report stories of corruption, abuse of power, and other public interest issues.</p> <p>-Robot journalism: Robot journalism uses artificial intelligence and machine learning to collect and analyze data, and generate news stories and articles.</p> <p>-Visual Journalism: Visual journalism uses images and videos to tell stories and inform audiences, leveraging</p> <p>-Provide examples.</p>
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	<ul style="list-style-type: none"> <li>- FOLLOW-UP (such as discussion with the class, individual assessment, evaluation by trainers, etc)</li> </ul> <p>Discussion in group: on the advantages of working as Journalist and as working as Journalist which knows how to use a drone</p>
Resources	<p>Interviews: "The Art of the Interview" by Lawrence Grobel is a book that explores the interview techniques used by world-class journalists. The "Mastering the Art of the Interview" online course offered by Poynter Institute is another valuable resource.</p> <p>Finding Official Documents: "The Freedom of Information Act: A Practical Guide for Journalists" by Mark Grabowski is a book that explains how to use access to information laws to obtain official documents. The online course "Investigative Journalism: Using Public Records" offered by Investigative Reporters and Editors is another good resource.</p> <p>Direct Observation: Mark Kramer's "The Observant Reporter" is a book that explores how to use direct observation to gather information and write news stories. The "Street Reporting" online course offered by Columbia Journalism School is another good resource.</p> <p>Fact-checking: "The Fact-Checker's Bible" by Brooke Kroeger is a book that provides a practical guide to verifying the accuracy of information. The "Fact-Checking 101" online course offered by Poynter Institute is another good resource.</p> <p>Citizen Journalism: "Citizen Journalism: Global Perspectives" by Stephen D. Reese and Earle Castledine is a book that explores citizen journalism and how the public can contribute to news gathering and reporting. The "Citizen Journalism" online course offered by The Open University is another good resource.</p> <p>"The Digital Journalism Handbook" by Paul Bradshaw and Lisbeth Kirk. This book offers a comprehensive overview of how digital technology is changing journalism and how journalists can adapt to these changes.</p> <p>"The Platform Press: How Silicon Valley reengineered Journalism" By C.W. Anderson. This book explores how digital platforms like Google and Facebook are changing the way news is created, distributed and monetized.</p>

	<p>"The Future of Journalism: Networks, Platforms and the Public Sphere" by Tim P. Vos. This book explores how the digital transition is affecting journalism in Europe, with a particular focus on the challenges and opportunities for European media.</p> <p>"The Business of Media: Corporate Media and the Public Interest" by David Croteau and William Hoynes. This book explores how the digital transition is impacting journalism in the United States and around the world, with a particular focus on the challenges and opportunities for corporate media.</p> <p>"The Media in Europe: The Euromedia Handbook" edited by Kaarle Nordenstreng and Tapio Varis. This book offers a comprehensive overview of the current state of journalism in Europe, with a particular focus on the challenges and opportunities for European media in the digital age.</p>
Evaluation	quizzes, self-assessment

## Unit 2 Storytelling

Title	<b>Storytelling</b>
Aims	<ul style="list-style-type: none"> <li>• Identify elements for a rich narrative,</li> <li>• learn how to use storytelling techniques, typical narrative schemes with which the participants</li> <li>• create rich narratives practically structuring the content they want to convey, building an effective story.</li> </ul>
Description of the activities	<p><i>Describe the following activities:</i></p> <ul style="list-style-type: none"> <li>- PREPARATION (e.g. warm-up exercise, materials and specific arrangement)</li> </ul> <p>Working on the training material for the frontal teaching: Collection of current news as practical guidance Organisation of ppt presentation on the following themes. Buiding guidelines to the project work to create a rich narrative story</p> <ul style="list-style-type: none"> <li>- IMPLEMENTATION (describe the phases of the activity)</li> </ul> <p><b>Plannning Frontal lesson on</b> <u>Typical narrative: Elements for a rich narrative</u> <u>Identifying elements of a good story</u> <b>Group work:</b> Participants, as audience members, tell the group what was good about the stories they have heard, Based on this discussion expand, as a group, qualities of a good narrative (Tutor provides list.) Two stories are provided on handouts. In pairs, the participants are asked to make the stories more interesting (based on earlier discussion).</p> <p><b>Frontal lesson on Creating stories</b> <u>Main steps in writing stories:</u></p> <ol style="list-style-type: none"> <li>1. Identify the subject: The first thing to do is identify the subject of your story and understand what are the key information you want to communicate to your audience.</li> <li>2. Develop a basic idea: Once you have identified your subject, develop a basic idea for your story, which will help keep you focused on the main topic.</li> <li>3. Create an intro: The intro should grab the audience's attention and provide a general overview of the subject of the story.</li> <li>4. Create a storyline: The storyline is the heart of your story and should present the main facts, characters and places.</li> </ol>

	<p>5. Create a Climax: The climax is the high point of your story and should present the most important or emotional moment.</p> <p>6. Create a conclusion: The conclusion should provide a coherent closure for your story and provide reflection on the main themes.</p> <p>7. Use Editing: Use editing to create a coherent narrative flow and to highlight key moments in the story.</p> <p>8. Review and Rework: Review and rework your narrative structure to ensure it is coherent and comprehensive, and effective in telling your story.</p> <p><b>Project work</b>  <u>Create a catchy news/story</u></p> <ul style="list-style-type: none"> <li>- FOLLOW-UP (such as discussion with the class, individual assessment, evaluation by trainers, etc)</li> </ul> <p><b>Presenting the project work to the group.</b>  Evaluation of the stories: identifying the success factor and the points for improvement</p>
<p>Resources</p>	<p>Storytelling: "The Elements of Story" by Francis Flaherty is a book that explores the fundamentals of writing fiction and how to use it to tell stories. The "Writing for Story" online course offered by The New York Times is another good resource.</p> <p>"The Art of Storytelling: Easy Steps to Presenting an Unforgettable Story" by John D. Walsh or "Made to Stick: Why Some Ideas Survive and Others Die" by Chip Heath and Dan Heath.</p> <p>The article entitled "Classic storytelling techniques for engaging presentations", published on the Sparkol website, <a href="https://www.iriss.org.uk/resources/insights/role-personal-storytelling-practice">https://www.iriss.org.uk/resources/insights/role-personal-storytelling-practice</a>  <a href="https://virtualspeech.com/blog/great-storytelling-examples-jack-ma">https://virtualspeech.com/blog/great-storytelling-examples-jack-ma</a>  <a href="https://www.iriss.org.uk/resources/insights/role-personal-storytelling-practice">https://www.iriss.org.uk/resources/insights/role-personal-storytelling-practice</a></p> <p>Online Courses: Coursera platform offers a course called "The Science of Storytelling" which covers the fundamental principles of storytelling and how to use them to create effective stories.</p> <p>Workshops and Conferences: "Storytelling Conference" holds annual events that provide education and inspiration on how to create and tell effective stories.</p>

Evaluation	exercises, group review, self-assessment
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<p>Title</p>	<p><b>Unit 3- Journalism for images and videos (2)</b>          -Drones for journalistic and TV activities: Experiences of using drones for journalistic services and TV productions          -Aerial shooting techniques, including panning, diving and looping.          -Post-production and video editing using footage taken with drones.</p>
<p>Aims</p>	<ul style="list-style-type: none"> <li>• learn on how photography and video shooting can affect the storytelling, as the new journalist uses images to visually display the facts and help tell the story.</li> <li>• analyse the aerial shooting and best practices on the using drones for journalistic services and TV productions</li> </ul>
<p>Description of the activities</p>	<p><i>Describe the following activities:</i></p> <ul style="list-style-type: none"> <li>- PREPARATION (e.g. warm-up exercise, materials and specific arrangement)</li> </ul> <p>The trainer prepares a PP with the following information and attractive free images: using photography/ video shooting</p> <ul style="list-style-type: none"> <li>- IMPLEMENTATION (describe the phases of the activity)</li> </ul> <p><b>Frontal lessons on the following topics:</b></p> <p><b><u>A. Drones for journalistic and TV activities: Experiences of using drones for journalistic services and TV productions</u></b></p> <p><b><u>B. Different video/picture shooting</u></b></p> <ol style="list-style-type: none"> <li>1. Panoramas: A panorama is a shot that captures a broad view of an area or landscape. This technique can be used to show the environment in which the story takes place or to provide a unique perspective on a building or area.</li> <li>2. Dive Flights: A dive flight is a shot where the drone dives towards the ground. This technique can be used to show the perspective of a building or area from a unique angle.</li> <li>3. Circle Flights: A circle flight is a shot where the drone flies around an object or area. This technique can be used to show the environment in which the story takes place or to provide an overview of an area.</li> <li>4. Reverse Flight: A reverse flight involves shooting a moving subject (e.g. a person walking) while the drone is moving in an opposite direction, creating a controlled motion effect.</li> <li>5. Low-altitude flights: Low-altitude flights are a technique that consists of flying the drone a few meters above the</li> </ol>

	<p>ground, to capture images and shots from the point of view of the object or person being shot.</p> <p>6. Timelapse Flights: A timelapse flight is a shot in which the drone takes a series of photographs in quick <b>succession</b>, then stitches them together into a single video, showing a scene changing over time.</p> <p>7. Night flights: Night flights are a technique that consists of flying the drone during the night hours to capture images and footage in low light conditions.</p> <p><i>C.Post-production and video editing using footage taken with drones.</i></p> <ol style="list-style-type: none"> <li>1. File import: Import the video files and pictures from the drone's memory card to computer for processing.</li> <li>2. Content Selection: Select the video clips and images you want to use for the story.</li> <li>3. Editing: Use video editing software to trim and crop clips, adjust exposure, brightness, contrast and color, remove unwanted noise.</li> <li>4. Editing: Use video editing software to edit the video clips and images together into a coherent and complete sequence, using transitions, effects and a suitable audio track.</li> <li>5. Add effects: use video effects to enhance the aesthetics of the video, such as slow motion, speed up, tilt shift, and other effects as needed.</li> <li>6. Adding subtitles and voiceover</li> <li>7. Analysis of the main software             <ul style="list-style-type: none"> <li>- FOLLOW-UP (such as discussion with the class, individual assessment, evaluation by trainers, etc)</li> </ul> </li> </ol> <p>Evaluation of the revised project work with the use of video/photos</p>
Resources	<p>Photography and Video Shooting: Michael Freeman's "The Photographers Eye" is a book that explores photographic composition and how to use images to tell stories.</p> <p>The "Visual Storytelling" online course offered by the Knight Center for Journalism in the Americas is another good resource.</p> <p>Websites:</p> <p>Examples of UAS use in Journalism:</p> <ul style="list-style-type: none"> <li>• In 2015, the US newspaper The New York Times used a drone to take aerial images of the city of Detroit and document its economic and social crisis.</li> <li>• In 2016, the BBC used a drone to capture aerial images of the city of Mosul, Iraq, during the offensive by government forces against ISIS.</li> </ul>



	<ul style="list-style-type: none"> <li>• In 2017, the Spanish newspaper El Pais used a drone to take aerial images of illegal marijuana fields in the regions of Almeria and Murcia.</li> <li>• In 2018, the Italian newspaper La Repubblica used a drone to take aerial images of the eruption of the Etna volcano in Sicily.</li> <li>• In 2019, the US newspaper The Washington Post used a drone to take aerial images of the concentration camps for migrants in the city of El Paso, Texas.</li> <li>• <a href="https://www.adginforma.it/ucraina-con-droni-e-satelliti-la-guerra-cambia-il-giornalismo-opera-collettiva-e-tecnologica/">https://www.adginforma.it/ucraina-con-droni-e-satelliti-la-guerra-cambia-il-giornalismo-opera-collettiva-e-tecnologica/</a></li> </ul>
Evaluation	quizzes, group review, self-assessment