

DIGITAL TRANSFORMATION IN JOURNALISM AND NEWS MEDIA

Curriculum on how to use
DRONES (IO3)

PROJECT NUMBER: 2021-1-PT02-KA220-YOU-000029077



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission.
This communication reflects the views only of the author. The Commission cannot
be held responsible for any use which may be made of the information contained

MODULE 5: PILOT REPORTAGE (ENOROS)

Learning Units:	Unit 1: Find a story Unit 2: Write a text Unit 3: Take photos/videos Unit 4: (Add more lines if needed)
Ttotal n. hours	2 hours
Objectives	<ul style="list-style-type: none"> To provide basic knowledge in remote sensing, photo interpretation and photogrammetry of aerial photographs and in the processing of aerial photographs. To train the youth in the use of aerial photographs; To teach the methods of interpretation of satellite images and photo interpretation of aerial photographs by applying solid scientific knowledge
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)
Outcomes:	
- Knowledge	<p>Upon successful completion of the course, youth will be able to:</p> <ul style="list-style-type: none"> To be able to choose a drone based on your needs and skills To be able to understand the features of your drone They have to learn the federal, state, and local drone regulations To be able to select appropriate remote sensing data for their project needs in the natural environment. To be able to prepare a pre-flight checklist To be able to make a test drive of the drone before reportage
- Skills	<ul style="list-style-type: none"> Ability to use and control the drone in any circumstances and weather conditions. Has to be technically savvy To be able to know how to fly safely and have knowledge of taking photos and videos. Communication, photography and videography and Drone Navigation skills
- Attitudes	<ul style="list-style-type: none"> Shows capacity of adaptation to different settings and tools/resources Shows resilience and patience

	<ul style="list-style-type: none"> • Strictness • Is careful and focused when using the drone • Is able to remain calm under pressure. Takes quick decisions in emergencies, gives accurate instructions and accepts considerable responsibility • does not create situations of physical danger on the ground and in the air.
Method of training /learning	Pair learning, Group learning
Training material and tools needed	computer, internet, drone, camera, phone
More information	Link to DRONES platforms – handbook, website
References	<p>The Photographer's Guide to Drones – 9 Dec. 2016 by Colin Smith</p> <p>https://www.droneflyers.com/beginners-guidelinks/</p> <p>https://blog.zeitview.com/2018/07/11/why-drones-are-important?hs_amp=true&utm_campaign=Website+traffic-Performance+Max-3&utm_term=&utm_medium=ppc&utm_source=adwords&hsa_src=x&hsa_ad=&hsa_grp=&hsa_cam=19727441415&hsa_ver=3&hsa_net=adwords&hsa_mt=&hsa_acc=7302721906&hsa_kw=&hsa_tgt=&gclid=Cj0KCQjw2cWgBhDYARIsALggUhq1ElhCqdExLCMar4cNoex8KCq82GPcfHypgYWoxfJVhf4u58rFJ9AaAv6wEALw_wcB</p> <p>https://www.dronezon.com/learn-about-drones-quadcopters/what-is-drone-technology-or-how-does-drone-technology-work/</p> <p>Livin' the Drone Life: An Insider's Guide to Flying Drones for Fun and Profit – 22 Nov. 2016 by Paul Aitken, Rob Burdick and Tim Ray</p>

LEARNING UNITS

UNIT 1

Title	Find a Story
Aims	<ul style="list-style-type: none"> - To provide the learners with an overview of the reportage and the evolution with the Drones. - To provide the participants with the key steps and practices as basic of reportage. - To establish a flight plan for the reportage. - How to avoid drone crash during the work - How to keep the drone safe and operational while traveling - How to control drone for reportage purposes - How to capture professional pictures and videos for reportage <p>DRONES will improve a job in the journalism sector by enhancing better reporting and news writing. Experience in filming/shooting/photography on the ground is an advantage too. Then, it is necessary to practice a lot. It is very important, though, at the beginning, to practice in an uninhabited area. It is important that the person learn the technical components of the Drones very well.</p>
Description of the activities	<p><i>Describe the following activities:</i></p> <ul style="list-style-type: none"> - PREPARATION of the students (e.g. warm-up exercise, materials and specific arrangement) <p>Brain Storming:</p> <p>Introduction of the module objectives. The teacher can ask the students the following questions:</p> <ul style="list-style-type: none"> - What they know about DRONES, purposes of using them, etc. - How are drones used in jobs and occupations in their country? - How are drones transforming journalism? - Examples from reportage in their country. <p>Below you will find a link with reportage with Drones:</p> <p>https://www.youtube.com/watch?v=FCPdIvXo2rU</p> <ul style="list-style-type: none"> - IMPLEMENTATION (describe the phases of the activity) <p>Make Interviews: the journalist uses questions to obtain information from reliable sources and verifies the accuracy of the answers;</p>

	<p>To learn searching for official documents: The journalist uses documents such as government reports, legal processes and public records to obtain information.</p> <p>analyze documents, material on the topic being researched</p> <p>select the information collected</p> <p>organize the contents according to the settings defined upstream (length of service, target readership, means of communication used...)</p> <p>Fact-checking: 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>Find a story - Tragedy in Greece</u></p> <p>In 28/02/2023 there was an accident in Greece with a train fall out of its route and crashed on an other train which was coming in the same railway but both trains on different direction. Both trains were derailant and many people were injured, some others died and some others survived the crash with no several injuries. There was 350 passengers on the train which 20 was personel of the train. Approximately, there were 57 deaths and hundrends of injured people. All this was caused by the false misdirection of the station master which was operating at the time of the accident and misguided the train into false route watching it for more than sixteen minutes.</p> <p><u>Link</u> https://www.defence-point.gr/news/sovaro-atychima-me-treno-sta-tempi-anafores-gia-polloys-traymaties</p> <p>Project work</p> <p><u>Create a catchy news/story</u></p>
--	--

	<p>FOLLOW-UP</p> <ul style="list-style-type: none"> - Discuss with the team on the advantages of working with Drones - Discuss with students if they have specific questions about the reportage.
Resources	<p>https://infocusfilmschool.com/how-to-use-drones/</p> <p>https://dronesourced.com/guides/things-you-can-do-with-a-drone/</p> <p>https://www.droneblog.com/weather-affects-drones/</p> <p>https://www.youtube.com/watch?v=FCPdIvXo2rU</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>
Evaluation	Group evaluation in the end of the training

UNIT 2

Title	Storytelling
Aims	<p>(more specific objectives related to this Learning unit)</p> <p>Storytelling provides to the participants a window to new worlds. It gives them the opportunity to learn new ideas and information; without realising it, they are learning valuable lessons through hearing an engaging, exciting story. In this session, the participants will identify elements for a rich narrative, learn how to use storytelling techniques with Drones, typical narrative schemes with which the participants will then create rich narratives practically structuring the content they want to convey, building an effective story.</p>

<p>Description of the activities</p>	<p><i>Describe the following activities:</i></p> <ul style="list-style-type: none"> - PREPARATION (e.g. warm-up exercise, materials and specific arrangement) - Working on the training material for the frontal teaching. - Collection of current news as practical guidance <p>Preparation - Tragedy in Greece - Storytelling</p> <ul style="list-style-type: none"> - IMPLEMENTATION (describe the phases of the activity) <p>Planning Frontal lessons on the following topics:</p> <p>Typical narrative: Elements for a rich description</p> <p>Identifying elements of a good story</p> <p>Group work:</p> <p>Participants, as audience members, tell the group what was good about the stories they have heard.</p> <p>Based on this discussion expand, as a group, qualities of a good narrative (Tutor provides list.)</p> <p>Frontal lesson on Creating reportage with drones</p> <p>Main steps in reportage with drones:</p> <ol style="list-style-type: none"> 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. 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. 3. Create an intro: The intro should grab the audience's attention and provide a general overview of the subject of the story. 4. Create a storyline: The storyline is the heart of your story and should present the main facts, characters and places. 5. Create a Climax: The climax is the high point of your story and should present the most important or emotional moment. 6. Create a conclusion: The conclusion should provide a coherent closure for your story and provide reflection on the main themes.
--------------------------------------	--

	<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>Implementation - Tragedy in Greece - Storytelling</p> <p>After putting the drone inside a starting point, the pilot should start flying the drone into the air and see how it is reacting on the weather conditions which are at the time of the accident and we want to capture visual content. The pilot should slowly take the drone above the accident and capture images of the scene, but avoiding other drones, other flying objects or even broken materials that could force a drone to crash and fall into ground. After capturing the scene the drone should slowly go back into a landing point where there are no people on danger which are doing activities into the same scene, or other materials that may hurt the drone or the pilot. The drone should safely be stored into the case after the collection of all the visual content.</p> <p style="text-align: center;">- FOLLOW-UP</p> <p>Presenting the project reportage with Drones to the group. Evaluation of the reportage: identifying the success factor and the points for improvement</p>
Resources	<p>Make references to the learning material used</p> <p>FPV Flight Dynamics: Mastering Acro Mode on High-Performance Drones Paperback – 7 Dec. 2020, by Christian M.Mollica</p> <p>Remote Pilot – Small Unmanned Aircraft Systems (sUAS) Study Guide: FAA-G-8082-22 Drone Pilot Study Guide Paperback – 26 Mar. 2022, Federal Aviation Administration</p> <p>Drone Flight Log Book for Pilots Paperback – 8 Feb. 2022, by Magizh Publications</p>
Evaluation	self-assessment, group evaluation

UNIT 3

Title	Take photos/videos
Aims	<p><i>(more specific objectives related to this Learning unit)</i></p> <p>OVERALL VIEW</p> <p>Basic of journalism</p> <p>European regulation</p> <p>Entrepreneurship</p> <p>Drone components</p> <p>Drones for reportage – Photos from the Tragedy in Greece</p>
Description of the activities	<p><i>Describe the following activities:</i></p> <ul style="list-style-type: none"> - PREPARATION (e.g. warm-up exercise, materials and specific arrangement) <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"> - IMPLEMENTATION (describe the phases of the activity) <p>Basic of journalism</p> <p>Basic techniques for news writing:</p> <p>How to organise time and resources available:</p> <ul style="list-style-type: none"> • Identify and contact contacts and experts in the sector to gather elements and information on the subject • Make Interviews • Define an outline/schedule (e.g. interview outline). • Interact with other professional figures (e.g. by the photographer, the filmmaker, the sound engineer...) • To learn searching for official documents <p>analyze documents, material on the topic being researched</p> <ul style="list-style-type: none"> • select the information collected • organize the contents • Fact-checking • source research also online • Direct observation: the journalist directly observes events and places • Participatory journalism: the journalist involves the public in the collection and presentation of news

European regulation

The new regulations of drones by the EU can be explained through two main reasons:

The first one is about safety and privacy.

Indeed, flying a drone without being aware of the dangers could be very risky as European airspace is common for every European country. If every country has its own rules in a common area, it cannot function right. Therefore, the adoption of the new European regulation allows the standardization of all country rules.

The second reason is economic. Facing the massive expansion of drone use during the past few years, and its benefits for job creation and economic growth in European Union, they decided to pass a new regulation to better integrate them into the European airspace (European Council, 2021). According to the European Commission, in 20 years, the European drone sector could employ more than 100 000 people and be a great promise.

Since the 1st of January 2021, there are new categories of drones.

Entrepreneurship

Any person willing to pursue a career in journalism using DRONES need, first of all, to be resilient and able to life-long-learn. DRONES will improve a job in the journalism sector by enhancing better reporting and news writing. Experience in filming/shooting/photography on the ground is an advantage too. Then, it is necessary to practice a lot. It is very important, though, at the beginning, to practice in an uninhabited area.

It is important that the person learns the technical components of the Drones very well. It is very relevant to possess communication skills and communicate effectively when flying a drone for an efficient operation. Only this way, can they take photos and do videos using DRONES properly. Strong interest in aviation, good concentration skills, ability to remain calm under pressure, IT and Math's skills, the ability to make quick decisions in emergencies, give accurate instructions and accept considerable responsibility when managing and using the drone, as well very good domain of its software pre-, during, and post-production is very important in any person willing to work using Drones. Last but not the least, all interested parties in using Drones must be aware of the respective local laws which are usually covered in the courses available to complete license A1/A3 and A2.

Drone components

Main types of Drones:

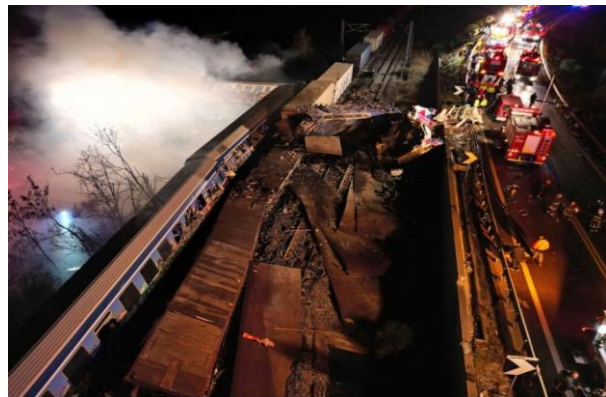
- Multi rotor drones
- Fixed wing drones
- Single rotor drones
- Fixed wing hybrid VTOL

The main parts making up a drone are explained, these are:

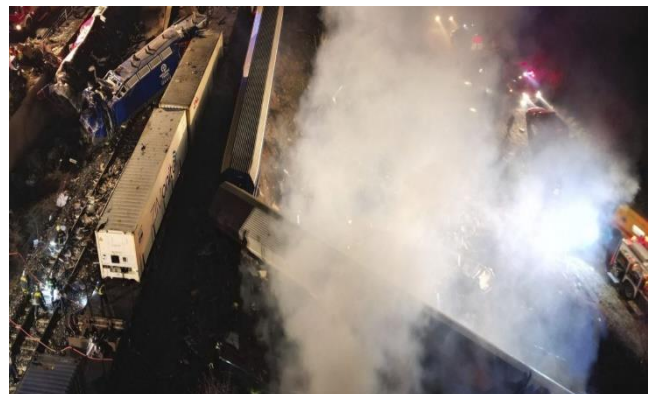
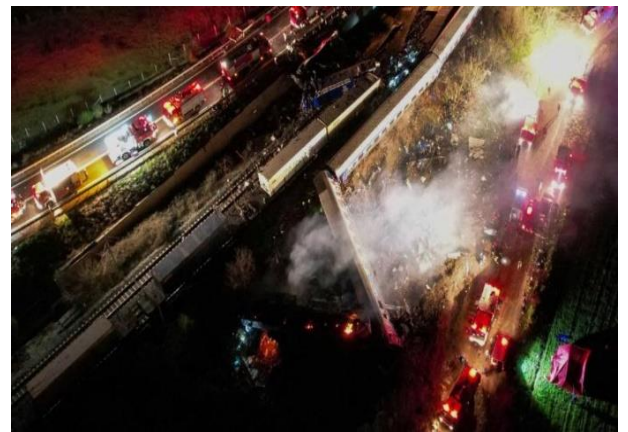
- Drone Motor (explain the different types)
- Drone propellers (materials used and why)
- Drone flight controller
- GPS Module
- Electronic Speed Controller (ESC)
- Power port module
- 3 Axis Gimbal (for drones with cameras)
- Drone camera
- Drone battery
- Drone antennas
- Downward ultrasonic obstacle avoidance sensor
- Flight LED
- Drone frame (which materials are used, pros and cons of using polymers and composites)

PHOTOS/VIDEOS FROM THE GREEK TRAGEDY









	<p>https://www.youtube.com/watch?v=FbeLa6qjtqc</p> <p>https://www.youtube.com/watch?v=KNb-rfQtZ4c</p> <p>https://www.youtube.com/watch?v=tKoN57Kwueg</p> <p>https://www.youtube.com/watch?v=hdTYdcFw4kM</p> <p style="text-align: center;">FOLLOW-UP</p> <p>Discuss with students if they have questions.</p> <p>Discussion to collect the most important conclusions of this unit. Each individual writes his/her own impressions on the topic.</p> <p>The teacher can assign each student to carry out research on one of the topics in this module and create a short presentation to share with the rest of the class.</p>
Resources	<p>FPV Flight Dynamics: Mastering Acro Mode on High-Performance Drones Paperback – 7 Dec. 2020, by Christian M.Mollica</p> <p>Remote Pilot – Small Unmanned Aircraft Systems (sUAS) Study Guide: FAA-G-8082-22 Drone Pilot Study Guide Paperback – 26 Mar. 2022, Federal Aviation Administration</p> <p>Drone Flight Log Book for Pilots Paperback – 8 Feb. 2022, by Magizh Publications</p>
Evaluation	self-assessment, group evaluation

03

T

ESTING PILOT ACTIVITY

- 1 – Test the curricula context and settings
- 2 – set up a first group of re-skilled / skilled trainers / teachers.

The screenshot shows a Zoom meeting interface. On the left, there are three video thumbnails: one for Barbara Di Pietro (top), and two for Andrija Petrović (bottom). The main window displays a shared document with the following content:

Planning and organisation of the course	
Module: Drone-based Journalism	
Learning Unit: Photography, Video, Storytelling	
Objectives	Basic of Journalism
Target group	15 young people per each partner 15 teachers for testing
Knowledge	(From result one)
Competences	(From result one)
Skills	(From result one)
Method of training /learning	
Description of activities	e.g.: Introduction, main part of the lesson, Presentation, Training -Student
Training material and tools (e.g. computer, drone, camera ...)	MODULE 1. Contents: • Including 2 practical exercises MODULE 2
Evaluation	Exercises Group evaluation Self evaluation
Tips for teachers/trainers	
Timing	
References	External resources
Minra info at	Link to our platform – handbook webhta