

## **Project: Sustainable Development Goals in Journalism Reporting (SDGsJR)**

### **Work package 2: Curricula & Vocational Development**

#### **Work package 2.1: Outline and methodology of the Syllabus for course:**

- Originally, there are 5 modules for the students in the course stated in the detailed project proposal. Once the reported 1 already generated (*need analysis report*), module 3 & 4 were combined as module 4 with only 10 ECTS and added up 5 other ECTS to the practicum module. To meet the project aims and objectives, all modules are obligatory. Each module means to complete a practicum for the course. As a result, the course contents are divided to the four following main modules:
  - Module 1: The world agenda and the SDG.
    - 5 ECTS (*125 hours*)
    - 40 hours for classroom learning
    - 85 hours for autonomous learning outside classroom
  - Module 2: Sustainability
    - 10 ECTS (*250 hours*)
    - 80 hours for classroom learning
    - 170 hours for autonomous learning outside classroom
  - Module 3: Journalism and Narrative Techniques of Digital Information
    - 10 ECTS (*250 hours*)
    - 80 hours for classroom learning
    - 170 hours for autonomous learning outside classroom
  - Module 4: Practicum
    - 15 ECTS (*375 hours*)
    - 120 hours for classroom learning
    - 255 hours for autonomous learning outside classroom
- Durations: based on the flexibility of the course structure, each Asian HEI can choose whether to have 6-month course or 12-month course.
- Types of course:
  - Intensive course for students enrolled for undergraduate or postgraduate program.
  - Elective course for students enrolled for undergraduate or postgraduate program.
- Targeted students: Journalism students, in-service journalists.
  - Journalism students will be taught in the class
  - In-service journalists will be taught online (with E-tutor learning SDGs\_Journalism Reporting platform)

***Note:*** All study materials and every teaching in class will be recorded and uploaded in SDGs\_Jouranlism platform for in-service journalists. 2-4 modules will be chosen for in-service journalist to complete in 20ETCS.

- An online focus group interview was conducted by UUM and LUBS and it discovered more about type of course each Asian HEI want to conduct for the students. It comes to a

common body of a course structure as Annex 1: *6-month course structure* and Annex 2: *12-month course structure*.

### **Work package 2.2: Study materials for the course:**

- NUBB and UM will lead this work package.
- All materials will be designed based on the course contents of Annex 1 and Annex 2.
- NUBB and UM will set a draft action plan for collecting input from each partner HEI by considering on the potential resources, knowledge and experiences they obtain once after the course outlines are agreed to be processed in the course.
- This is noted that there is only one type of the study materials regarding the course contents designed by UBB in 2.1. Though, the study materials must be uploaded to the online course in the SDGs\_Journalism platform for in-service journalists and stored as the resources for the course. Online resources must be video components, reading materials, activities worksheet, and specific course forums.
- Work package 2.2 should be ready no later than **23.01.2021**.

### **Work package 2.3: Capacity Building Materials**

- This package is to collect the materials and outline the course for capacity in the SDGsJR course. The delivery of capacity building course will be the responsibility of RUPP in work package 3.
- UUM and LBUS will lead this activity.
- UUM and LBUS have to design the course outline and materials for capacity building in two modules.
  - One is for transferring know-how to offer approach, specific to Master, and qualifications for teachers from each Asian HEI (each 5 teachers from each HEI) taught in three different study visits (Battambang, Nigbo, and Kulalampu) in campus.
    - *This might be delivered online too as the Covid-19 still damages the world.*
  - Another one is to promote best practices that include digital learning methods and innovative pedagogical tools targeted academic staffs of the whole faculty with the purpose of enhancing their performance and competence. This will be processed online by the SDGs\_Journalism platform and delivered by RUPP online too.
  - **Deadline: 23/02/21**

### **Work package 2.4: The online SDGs\_Journalism platform (establishing the platform)**

- E-tutor SDGs\_Journalism platform will be designed by NGS and will help:
  - Promote sustainability of the project and life-long learning.
  - Create online learning sessions which allows students / journalists to ask and answer questions immediately.
  - Promote real-time live teachers' instructions and feedback, chatroom and virtual classroom to be able to collaborate on tasks and project (*in module 4 of the course*).
  - Store classroom teaching recording.

- Store learning courses and materials with the use of MOOC, an open resource for all university students.
- It also helps capacity building program to:
  - Provide a forum of exchange and upload of information among researchers and all relevant stakeholders in order to achieve the 2030 agenda in SDGs.
  - Gather experts and researchers to input online materials directly to the platform.
  - Allow partner HEIs to create partnerships between researchers and journalists across Europe and Asia to deal better with sustainable development challenges.
- The platform will be established not after 15/03/21.

**Work package 2.5: E-tutor SDGs\_Journalism platform guided manual.**

Every partner HEI will be guided to use this platform by a guided manual which will be uploaded in the platform by Novel Groups (NGS). 15/03/21 is the deadline.

**Work package 2.6: Space for Research Units.**

UM will propose a plan and design a report that record all the steps leading to the establishment of Research Units in each partner institution. This report will be created no later than 15/03/21.

**Annex 1: 6-month course structure**

**SDGsJR course Outline**

**Duration** : 6 months

**Total ECTs** : 40 ECTs (1000 hours)

**Total in-class hour** : 157 hours (6 hours/week, 156 hours/ 6 months) with total of 22 weeks

**Total autonomous work hour** : 843 hours

**Targeted students** : Students and in-service journalists

Students will be studying in class

In-service journalists will be studying online by SDGsJR E-tutor platform (all teaching sessions will be recorded and uploaded in E-tutor platform for in-service journalists)

<b>Module 1</b>	<b>THE WORD AGENDA AND THE SDG</b> <i>Objective: To base the global agenda as a reference to enhance the information agenda.</i> <i>Credits: 5 ECTs (125 hours)</i> <i>In-class hours: 15 hours</i> <i>Autonomous learning: 115 hours</i>				
<b>Weeks</b>	<b>Contents</b>	<b>Duration</b>	<b>Teaching Methods</b>	<b>Teaching materials</b>	<b>Assessment</b>
Week 1	<b>Unit 1:</b> Origin and Political Process of global agenda. Main agreements. The consensual global ethic of SDGs. <b>Unit 2:</b> The 17 current SDGs and identification with local problems.	6 hours	<ul style="list-style-type: none"> <li>Classroom presentation with clear reference and examples.</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>International reading of SDGs</li> <li>Comprehensive files form SDGs</li> </ul>	
Week 2	<b>Unit 3:</b> Articulation of reference SDGs and Identification with local problems. <b>Unit 4:</b> The country assessment of the SDGs. Major agencies.	6 hours	<ul style="list-style-type: none"> <li>Classroom presentation</li> <li>Searching and identifying the reference and evaluation of the updated and important SDGs</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>International reading of SDGs</li> <li>Platform for SDGs information</li> </ul>	<ul style="list-style-type: none"> <li>Report writing on the identification and evaluation of SDGs in your country</li> </ul>
Week 3	<b>Unit 5:</b> SDGs on the information agenda of each country	3 hours	<ul style="list-style-type: none"> <li>Classroom presentation</li> <li>Searching and identifying the reference and evaluation of the updated and important SDGs</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>International reading of SDGs</li> </ul>	
<b>Module 2</b>	<b>SUSTAINABILITY</b>				

	<p><b>Objective:</b> To get the participants to assume Sustainability as the basic concept that activates the SDGs and their application in local environments.</p> <p><b>Credits:</b> 10 ECTs (250 hours)</p> <p><b>In-class hours:</b> 42 hours</p> <p><b>Autonomous learning:</b> 208 hours</p>				
Week 3	<p><b>Unit 1:</b> Uneven development vs. sustainable development.</p>	6 hours	<ul style="list-style-type: none"> <li>• Classroom presentation</li> <li>• Monitoring students' presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Uneven sustainability materials</li> <li>• Comprehensive material for sustainability</li> </ul>	•
Week 4	<p><b>Unit 2:</b> Sustainability: Equity Economy+Society+Environment (E=E+S+E) Intra/Intergenerational version of sustainability. Criticism and adjustments to Development and Sustainability</p>	6 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Comprehensive of E=E+S+E Supporting online</li> <li>• platform about SDGs and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• E= E+S+E materials (Comprehensive reading sources)</li> </ul>	•
Week 5	<p><b>Unit 2:</b> Sustainability: Equity Economy+Society+Environment (E=E+S+E) Intra/Intergenerational version of sustainability. Criticism and adjustments to Development and Sustainability</p>	3 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Comprehensive of E=E+S+E</li> <li>• Supporting online platform about SDGs and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• E= E+S+E materials (Comprehensive reading sources)</li> </ul>	•
Week 5	<p><b>Unit 3:</b> Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy Sustainability in the information and communication sector.</p>	3 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Supporting online platform about SDGs and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Economy and sustainability materials</li> </ul>	
Week 6	<p><b>Unit 3:</b> Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the</p>	6 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Supporting online platform about SDGs and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Economy and sustainability materials</li> </ul>	<ul style="list-style-type: none"> <li>• Debate/interview report between students and representatives of institutions, media and organizations to obtain status</li> </ul>

	circular economy Sustainability in the information and communication sector.				information of economy and sustainability
Week 6	<b>Unit 4:</b> Social Justice: national policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. Social Justice and Communication: activism, representations and good practices according to the global SDG ethic.	6 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Supporting online platform about SDGs and Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Social Justice material</li> <li>• Social Justice and Communication</li> </ul>	
Week 7	<b>Unit 5:</b> --Environment: bad economic and social development, institutional, corporate and human policies and responsibilities in the accentuation of climate change, territorial evolution: water, air, biodiversity, food production and consumption, impact on health, incidence of environmental education. The environment in the media. Repercussion of the human communication and information industry on the environment. Sustainable media.	6 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Supporting online platform about SDGs and Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Environment knowledge materials</li> <li>• Environment in the medial materials</li> <li>• Materials related to repercussion of the human communication and information industry on the environment. Sustainable media.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection paper on the interview with authorities, activists and journalist based on Environment issues and the media.</li> </ul>
Week 8	<b>Unit 6:</b> --E=E+S+E decision-making: global ethics and journalistic ethics.	6 hours	<ul style="list-style-type: none"> <li>• Classroom presentation</li> <li>• Monitoring students' presentation</li> </ul>	<ul style="list-style-type: none"> <li>• E=E+S+E materials</li> <li>• Global ethics and journalistic ethics</li> </ul>	
Module 3	<p><b>JOURNALISM AND NARRATIVE TECHNIQUES OF DIGITAL INFORMATION</b>  <i>Objective: To approach the journalistic reality, the procedures and the forms of elaboration of digital contents applied to the Practical Project</i>  <i>Credits: 10 ECTs (250 hours)</i>  <i>In-class hours: 42 hours</i>  <i>Autonomous learning: 208 hours</i></p>				
Week 9	<b>Unit 1:</b> Journalism regulatory standards and media standards: style books and global charters:	6 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> </ul>	

	comparative. Editorial staff and ethical standards. Media observatories: typology and functions. Good practices of transparency, accountability and critical thinking in the observatories.		<ul style="list-style-type: none"> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>	<ul style="list-style-type: none"> <li>• Observation sheets/records</li> <li>• Students' journal portfolio (with all reflection papers)</li> </ul>
Week 10	<b>Unit 2:</b> Specialized investigative journalism procedure: types of journalism (related to SDGs: development journalism; sustainable journalism; solution or constructive journalism; ) and journalism resources Journalism in the media and online journalism Fake News and counter-narratives.	6 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>	
Week 11	<b>Unit 3:</b> Specialized documentation tracking and data verification: <i>resources</i>	3 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>	
Week 11	<b>Unit 4:</b> Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure.	3 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>	
Week 12	<b>Unit 4:</b> Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure. <i>Workshop on documentation and journalistic verification in the digital world.</i>	6 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>	
Week 13	<b>Unit 5:</b> Digital narratives and new information and dissemination supports. Advanced narrative forms,	6 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> </ul>	

	systems and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact Digital narratives and communities: participation and retribution. Narrative construction for supports.		<ul style="list-style-type: none"> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>	
Week 14	<b>Unit 5:</b> Digital narratives and new information and dissemination supports. Advanced narrative forms, systems and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact Digital narratives and communities: participation and retribution. Narrative construction for supports.	3 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>	
Week 14	Writing, composition and dissemination techniques for SDGs: <u>workshop on creating factual writing and positioning of publications</u>	3 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated materials from Unit 1-3 for the workshop for practicum purpose</li> </ul>	
Week 15	Writing, composition and dissemination techniques for SDGs: <u>workshop on creating factual writing and positioning of publications</u>	6 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated materials from Unit 1-3 for the workshop for practicum purpose</li> </ul>	
<b>Module 4</b>	<p><b>PRACTICUM</b></p> <ul style="list-style-type: none"> <li>• <b>Objective: To generate practical projects that facilitate students' understanding of the subject matter and their involvement in journalism</b></li> <li>• <b>Make the Course visible to institutions, communities and organizations including international SDG agencies.</b></li> </ul> <p><b>Credits: 15 ECTs (375 hours)</b>  <b>In-class hours: 58 hours</b>  <b>Autonomous learning: 318 hours</b></p>				
Week 16	contextualization and presentation of the structure and guidelines of the project	6 hours	<ul style="list-style-type: none"> <li>• Practical character</li> <li>• Focus on the elaboration of the projects.</li> <li>• Teacher tutoring on practical project</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <u>creating factual writing and</u></li> </ul>	



				<i>positioning of publications (online materials)</i>	Project Result - On-going - Summative <i>(assessed by filed-work rubric)</i>
Week 17	Proposal Writing	6 hours	<ul style="list-style-type: none"> <li>• Intense tutoring and follow-up work by the local teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <i>creating factual writing and positioning of publications (online materials)</i></li> </ul>	
Week 18	elaboration of proposals (Feedback sessions)	6 hours	<ul style="list-style-type: none"> <li>• Intense tutoring and follow-up work by the local teaching staff</li> <li>• Field-work</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <i>creating factual writing and positioning of publications (online materials)</i></li> </ul>	
Week 19	Follow-up	6 hours	<ul style="list-style-type: none"> <li>• Real world method with weekly follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <i>creating factual writing and positioning of publications (online materials)</i></li> </ul>	
Week 20	Follow-up	6 hours	<ul style="list-style-type: none"> <li>• Real world method with weekly follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <i>creating factual writing and positioning of publications (online materials)</i></li> </ul>	
Week 21	Follow-up	6 hours	<ul style="list-style-type: none"> <li>• Real world method with weekly follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <i>creating factual writing and</i></li> </ul>	

				<i>positioning of publications (online materials)</i>	
Week 22	Project Result Presentation	6 hours	•	• Students' presentation materials	

**Assessment Criterial**

- Report writing on the identification and evaluation of SDGs in your country (10%)
- Debate/interview report between students and representatives of institutions, media and organizations to obtain status information of economy and sustainability (10%)
- Reflection paper on the interview with authorities, activists and journalist based on Environment issues and the media. (10%)
- Observation sheets/records. Students' journal portfolio (with all reflection papers from the observations) (10%)
- Class participation and attendance (10%) *with no more than 5 absences.*
- Project Result (**assessed by filed-work rubric**) (50%)
  - On-going
  - Summative

**References**

- Sustainable Development Goals in Journalism Reporting / SDGsJR detailed proposal
- Report on SDGs Journalism Reporting Course Content – Report 1
- WP2. Task2.3 (LUBS+UUM): Capacity Building Material: *Summary of online video interview*

**Annex 2: 12-month course structure**

**SDGsJR course Outline**

**Duration** : 12 months

**Total ECTs** : 40 ECTs (1000 hours)

**Total in-class hour** : 157 hours (3 hours/week, 156 hours/ 12 months) with total of 46 weeks

*Semester 1: Module 1 and 2 (week 1 to week 18) **57 hours***

*Semester 2: Module 3 and 4 (week 19 to week 46) **100 hours***

*Semester 1 will finish early as semester 2 will start early in the academic year.*

**Total autonomous work hour** : 843 hours

**Targeted students** : Students and in-service journalists

Students will be studying in class

In-service journalists will be studying online by SDGsJR E-tutor platform (all teaching sessions will be recorded and uploaded in E-tutor platform for in-service journalists)

<b>Module 1</b>	<b>THE WORD AGENDA AND THE SDG</b> <i>Objective: To base the global agenda as a reference to enhance the information agenda.</i> <i>Credits: 5 ECTs (125 hours)</i> <i>In-class hours: 15 hours</i> <i>Autonomous learning: 115 hours</i>				
<b>Weeks</b>	<b>Contents</b>	<b>Duration</b>	<b>Teaching Methods</b>	<b>Teaching materials</b>	<b>Assessment</b>
Week 1&2	<u><b>Unit 1:</b></u> Origin and Political Process of global agenda. Main agreements. The consensual global ethic of SDGs. <u><b>Unit 2:</b></u> The 17 current SDGs and identification with local problems.	6 hours	<ul style="list-style-type: none"> <li>Classroom presentation with clear reference and examples.</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>International reading of SDGs</li> <li>Comprehensive files form SDGs</li> </ul>	
Week 3&4	<u><b>Unit 3:</b></u> Articulation of reference SDGs and Identification with local problems. <u><b>Unit 4:</b></u> The country assessment of the SDGs. Major agencies.	6 hours	<ul style="list-style-type: none"> <li>Classroom presentation</li> <li>Searching and identifying the reference and evaluation of the updated and important SDGs</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>International reading of SDGs</li> <li>Platform for SDGs information</li> </ul>	<ul style="list-style-type: none"> <li>Report writing on the identification and evaluation of SDGs in your country</li> </ul>
Week 4	<u><b>Unit 5:</b></u> SDGs on the information agenda of each country	3 hours	<ul style="list-style-type: none"> <li>Classroom presentation</li> <li>Searching and identifying the</li> </ul>	<ul style="list-style-type: none"> <li>International reading of SDGs</li> </ul>	

			reference and evaluation of the updated and important SDGs		
			<ul style="list-style-type: none"> <li>• Teamwork</li> </ul>		
Module 2	<p><b>SUSTAINABILITY</b>  <i>Objective: To get the participants to assume Sustainability as the basic concept that activates the SDGs and their application in local environments.</i>  <i>Credits: 10 ECTs (250 hours)</i>  <i>In-class hours: 42 hours</i>  <i>Autonomous learning: 208 hours</i></p>				
Week 5&6	<p><b>Unit 1:</b> Uneven development vs. sustainable development.</p>	6 hours	<ul style="list-style-type: none"> <li>• Classroom presentation</li> <li>• Monitoring students' presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Uneven sustainability materials</li> <li>• Comprehensive material for sustainability</li> </ul>	•
Week 7&8	<p><b>Unit 2:</b> Sustainability: Equity Economy+Society+Environment (E=E+S+E)          Intra/Intergenerational version of sustainability. Criticism and adjustments to Development and Sustainability</p>	6 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Comprehensive of E=E+S+E Supporting online</li> <li>• platform about SDGs and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• E= E+S+E materials (Comprehensive reading sources)</li> </ul>	•
Week 9	<p><b>Unit 2:</b> Sustainability: Equity Economy+Society+Environment (E=E+S+E)          Intra/Intergenerational version of sustainability. Criticism and adjustments to Development and Sustainability</p>	3 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Comprehensive of E=E+S+E</li> <li>• Supporting online platform about SDGs and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• E= E+S+E materials (Comprehensive reading sources)</li> </ul>	•
Week 10	<p><b>Unit 3:</b> Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy Sustainability in the information and communication sector.</p>	3 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Supporting online platform about SDGs and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Economy and sustainability materials</li> </ul>	

Week 11&12	<b><u>Unit 3:</u></b> Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy Sustainability in the information and communication sector.	6 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Supporting online platform about SDGs and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Economy and sustainability materials</li> </ul>	<ul style="list-style-type: none"> <li>• Debate/interview report between students and representatives of institutions, media and organizations to obtain status information of economy and sustainability</li> </ul>
Week 13&14	<b><u>Unit 4:</u></b> Social Justice: national policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. Social Justice and Communication: activism, representations and good practices according to the global SDG ethic.	6 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Supporting online platform about SDGs and Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Social Justice material</li> <li>• Social Justice and Communication</li> </ul>	
Week 15&16	<b><u>Unit 5:</u></b> --Environment: bad economic and social development, institutional, corporate and human policies and responsibilities in the accentuation of climate change, territorial evolution: water, air, biodiversity, food production and consumption, impact on health, incidence of environmental education. The environment in the media. Repercussion of the human communication and information industry on the environment. Sustainable media.	6 hours	<ul style="list-style-type: none"> <li>• Discussion with expert from territories</li> <li>• Supporting online platform about SDGs and Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Environment knowledge materials</li> <li>• Environment in the medial materials</li> <li>• Materials related to repercussion of the human communication and information industry on the environment. Sustainable media.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection paper on the interview with authorities, activists and journalist based on Environment issues and the media.</li> </ul>
Week 17&18	<b><u>Unit 6:</u></b> --E=E+S+E decision-making: global ethics and journalistic ethics.	6 hours	<ul style="list-style-type: none"> <li>• Classroom presentation</li> <li>• Monitoring students' presentation</li> </ul>	<ul style="list-style-type: none"> <li>• E=E+S+E materials</li> <li>• Global ethics and journalistic ethics</li> </ul>	
Module 3	<b>JOURNALISM AND NARRATIVE TECHNIQUES OF DIGITAL INFORMATION</b>				

	<p><b>Objective: To approach the journalistic reality, the procedures and the forms of elaboration of digital contents applied to the Practical Project</b>  <b>Credits: 10 ECTs (250 hours)</b>  <b>In-class hours: 42 hours</b>  <b>Autonomous learning: 208 hours</b></p>				
Week 19&20	<p><b>Unit 1:</b> Journalism regulatory standards and media standards: style books and global charters: comparative. Editorial staff and ethical standards. Media observatories: typology and functions. Good practices of transparency, accountability and critical thinking in the observatories.</p>	6 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>	
Week 21&22	<p><b>Unit 2:</b> Specialized investigative journalism procedure: types of journalism (related to SDGs: development journalism; sustainable journalism; solution or constructive journalism; ) and journalism resources Journalism in the media and online journalism Fake News and counter-narratives.</p>	6 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>	
Week 23	<p><b>Unit 3:</b> Specialized documentation tracking and data verification: <i>resources</i></p>	3 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>	<ul style="list-style-type: none"> <li>• Observation sheets/records</li> <li>• Students' journal portfolio (with all reflection papers)</li> </ul>
Week 24	<p><b>Unit 4:</b> Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure.</p>	3 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>	
Week 26&26	<p><b>Unit 4:</b> Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure.</p>	6 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> </ul>	

	<u>Workshop on documentation and journalistic verification in the digital world.</u>			<ul style="list-style-type: none"> <li>• Complementary audiovisual material</li> </ul>
Week 27&28	<b>Unit 5:</b> Digital narratives and new information and dissemination supports. Advanced narrative forms, systems and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact Digital narratives and communities: participation and retribution. Narrative construction for supports.	6 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>
Week 29	<b>Unit 5:</b> Digital narratives and new information and dissemination supports. Advanced narrative forms, systems and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact Digital narratives and communities: participation and retribution. Narrative construction for supports.	3 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical mean of projection</li> <li>• Bibliographic materials</li> <li>• Comprehensive files</li> <li>• Complementary audiovisual material</li> </ul>
Week 30	Writing, composition and dissemination techniques for SDGs: <u>workshop on creating factual writing and positioning of publications</u>	3 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated materials from Unit 1-3 for the workshop for practicum purpose</li> </ul>
Week 31&32	Writing, composition and dissemination techniques for SDGs: <u>workshop on creating factual writing and positioning of publications</u>	6 hours	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Dynamization</li> <li>• Monitoring</li> <li>• Expert coordination and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated materials from Unit 1-3 for the workshop for practicum purpose</li> </ul>
<b>Module 4</b>	<p><b>PRACTICUM</b></p> <ul style="list-style-type: none"> <li>• <b>Objective: To generate practical projects that facilitate students' understanding of the subject matter and their involvement in journalism</b></li> <li>• <b>Make the Course visible to institutions, communities and organizations including international SDG agencies.</b></li> </ul> <p><b>Credits: 15 ECTs (375 hours)</b> <b>In-class hours: 58 hours</b></p>			

<i>Autonomous learning: 318 hours</i>					
Week 33&34	contextualization and presentation of the structure and guidelines of the project	6 hours	<ul style="list-style-type: none"> <li>• Practical character</li> <li>• Focus on the elaboration of the projects.</li> <li>• Teacher tutoring on practical project</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <u>creating factual writing and positioning of publications</u> (<b><u>online materials</u></b>)</li> </ul>	Project Result - On-going - Summative <b><u>(assessed by filed-work rubric)</u></b>
Week 35&36	Proposal Writing	6 hours	<ul style="list-style-type: none"> <li>• Intense tutoring and follow-up work by the local teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <u>creating factual writing and positioning of publications</u> (<b><u>online materials</u></b>)</li> </ul>	
Week 37&38	elaboration of proposals (Feedback sessions)	6 hours	<ul style="list-style-type: none"> <li>• Intense tutoring and follow-up work by the local teaching staff</li> <li>• Field-work</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <u>creating factual writing and positioning of publications</u> (<b><u>online materials</u></b>)</li> </ul>	
Week 39&40	Follow-up	6 hours	<ul style="list-style-type: none"> <li>• Real world method with weekly follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <u>creating factual writing and positioning of publications</u> (<b><u>online materials</u></b>)</li> </ul>	
Week 41&42	Follow-up	6 hours	<ul style="list-style-type: none"> <li>• Real world method with weekly follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <u>creating factual writing and positioning of</u></li> </ul>	



				<i>publications (online materials)</i>
Week 43&44	Follow-up	6 hours	<ul style="list-style-type: none"> <li>• Real world method with weekly follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Online materials from international expert regarding how to achieve project on <i>creating factual writing and positioning of publications (online materials)</i></li> </ul>
Week 45&46	Project Result Presentation	6 hours	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students' presentation materials</li> </ul>

### **Assessment Criterial**

- Report writing on the identification and evaluation of SDGs in your country (10%)
- Debate/interview report between students and representatives of institutions, media and organizations to obtain status information of economy and sustainability (10%)
- Reflection paper on the interview with authorities, activists and journalist based on Environment issues and the media. (10%)
- Observation sheets/records. Students' journal portfolio (with all reflection papers from the observations) (10%)
- Class participation and attendance (10%) *with no more than 5 absences.*
- Project Result (**assessed by filed-work rubric**) (50%)
  - On-going
  - Summative

### **References**

- Sustainable Development Goals in Journalism Reporting / SDGsJR detailed proposal
- Report on SDGs Journalism Reporting Course Content – Report 1
- WP2. Task2.3 (ULBS+UUM): Capacity Building Material: *Summary of online video interview*