

yourself

Question what you get. Media education to fight Disinformation

Σκεφτείτε Δημοσιογραφικά

Παράρτημα 6



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THINK LIKE A JOURNALIST

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1. PRESENTATION

This document presents the results of the analysis of the curriculum of the Bachelor's Degree in Journalism to detect the contents and tools linked to the key concepts of the project *Question what you get. Media Education to Combat Misinformation*. The **objective is to transfer the fundamentals of the Journalism Method taught in Journalism faculties to different non-university educational contexts and different audiences in the fight against disinformation.**

The **corpus of the analysis was the** report presented for the verification of the Journalism degree and approved by the National Agency for Quality Assessment (ANECA) and all the updated Teaching Guides published by the Faculty of Social Sciences and Communication (UPV/EHU). Interviews were also held with the lecturers of the subjects relevant to our study.

Three **criteria were used to analyse and** select transferable content: media competence and media literacy, journalistic method and teaching orientation.

- ***Media competence and literacy.*** The Bachelor's Degree in Journalism offers theoretical and practical training based on the development of students' competences and seeks learning outcomes oriented towards both the analysis and production of informative and communicative content. In this analysis, we have selected and prioritised the aspects aimed at promoting analytical logic and not so much creative or productive logic, given that the target audience for QYourself is not looking to become a communication professional but rather to increase their media and information competence in order to fight against disinformation.
- ***Journalistic method.*** The aim of the Bachelor's Degree in Journalism is for students to acquire the journalistic method and to be able to discern truthful information from untruthful information, as well as to be able to create professional communicative products. The fundamentals of the journalistic method are explained in the first year of the degree course and remain unchanged throughout the four years of the degree. Our analysis has considered only those aspects in each subject that are directly linked to the conceptual framework and the objectives of the QYourself project. In short, we have selected those clearly aimed at combating disinformation through the use of the journalistic method.
- ***Teaching orientation.*** Finally, all the analysis has taken into account the specific development that the teaching staff make in each subject in order to determine their usefulness in subsequent phases of the QYourself project. In other words, the entire selection has also taken into consideration the teaching methodologies, theoretical and practical contents, training activities and learning resources that can be transferred to the target audience of QYourself.

The **analysis process** consisted of four phases and generated five deliverables, which are listed on the following pages.



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- Phase 1** (*Leader team + 2 researchers*). Global analysis of the Syllabus, basic, general, transversal and specific competences. Selection of competences linked to the QYourself project.
Deliverable 1: Journalism Degree Competences and QYourself Competences.
- Phase 2** (*Leader team + 9 researchers*). Analysis of the curriculum map and selection of the subjects linked to the QYourself project: *Informative Writing, Informative Genres, Interpretative Genres, Social and Participatory Journalism, Documentary Sources Management, Writing and Creation of Web Content, Journalistic Editing, Reportage, Opinion Genres and Specialised Journalism*.
Deliverable 2: Map of subjects of the Journalism Degree and QYourself Subjects.
- Phase 3** (*Leader team + 9 researchers*). Analysis of the teaching guides of the QYourself subjects in their different dimensions: competences, learning outcomes, contents (theoretical-practical syllabus), training activities, teaching methodologies and assessment system. It is decided that the competences and learning outcomes are the transferable dimensions within the project.
Deliverable 3: QYourself competences and learning outcomes of QYourself subjects.
- Phase 4** (*Leader team + 4 researchers*). Analysis of QYourself competences and learning outcomes based on the conceptual framework of the project.
Deliverable 4: *Synthesis of QYourself competences and learning outcomes in QYourself subjects.*
Deliverable 5: *Synthesis of competences and learning outcomes transferable to the QYourself project.*

The following pages present all the deliverables elaborated in this process of analysis and distillation. All aspects related to the Journalistic Method and transferable to the QYourself project are marked in **blue**.

2. JOURNALISM DEGREE COMPETENCIES AND QYOURSELF COMPETENCIES

BASIC Competences (CB)

CB1 - Students have demonstrated knowledge and understanding of an area of study which builds on the foundation of general secondary education, and is usually at a level which, while supported by advanced textbooks, also includes some aspects which involve knowledge from the cutting edge of their field of study,

CB2 - That students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study

CB3 - That students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements which include reflection on socially relevant issues CB4 - That students are able to make judgements which include reflection on socially relevant issues,

CB4 - That students are able to transmit information, ideas, problems and solutions to both specialist and non-specialist audiences

CB5 - That students have developed those learning skills necessary to undertake further study with a high degree of autonomy

CB6 - That students have developed those learning skills necessary to undertake further study with a high degree of autonomy

GENERAL Competences (GC)

CG001 - Express oneself fluently and effectively in oral and written communication, knowing how to make use of the linguistic resources that are most appropriate to the different media.

CG002 - Search, select, prioritise and analyse different sources, adapting their contents to narrative forms and strategies.

CG003 - Develop skills and apply techniques, technologies and resources to communication and information processes.

CG004 - Correctly design the formal and aesthetic aspects of contents in accordance with the characteristics of the different media.

CG005 - Devise, plan, execute and successfully manage information or communication projects.

CG006 - Apply the main journalistic genres and formats to news work using the language of each of the media.

CG007 - Analyse, interpret and explain social facts and processes based on the knowledge and methodologies of the social sciences (sociology, economics, law, contemporary history) in the context of the work of the media.

CG008 - Acquire knowledge and understand the meaning and relevance of theories, concepts and methodologies in the interdisciplinary context of communication.

TRANSVERSAL Competences (TC)

CT1 - Autonomy and self-regulation.

TC3 - Communication and multilingualism.

CT5 - Information management and digital citizenship.

TC6 - Innovation and entrepreneurship.

CT7- Critical thinking.

CT8 - Teamwork.

SPECIFIC Competences (E) (per course)

C1CC01 - Reflect, understand and identify the main theories, ideas and concepts of historical, economic and linguistic thought, applied to the knowledge of communicative phenomena.

C1CC02 - Apply concepts, techniques and methodological procedures to the identification of documentary sources, case analysis and information and communication problems.

C1CC03 - Analyse, interpret and critically evaluate texts, genres, formats and phenomena related to creation, information and written and audiovisual communication.

C1CC04 - Know and apply technologies and resources related to the design and implementation of information and communication projects.

C1CC05 - Develop strategies of oral, written and audiovisual expression and communication appropriate to the different genres and formats of the different media.

C1CC06 - Develop skills and abilities for active participation, collaboration and co-responsibility in teamwork.

C2CC01 - Acquire knowledge, identify and analyse information and communication systems and procedures, in their historical, social, legal and international context.

C2CC02 - Develop techniques and methodologies for working with documentary sources, applied to research and problem solving in the field of information and communication.

C2CC03 - Analyse, design and plan the production of informative and communicative projects, applying techniques and technologies, adopting strategies for their development and the optimisation of teamwork.

C2CC04 - Communicate, argue and present the objectives, procedures and achievements of communicative work and research, applying formal conventions characteristic of the different media.

C2CC05 - Develop strategies of oral, written and audiovisual expression and communication appropriate to the different genres and formats of the different media: radio, television and Internet; as well as advance in the technological skills of these media.

C2CC06 - Understand and analyse the meaning and relevance of different theories, concepts and methodologies in the field of information and communication.

C3CC01 - Identify the characteristics of the different interpretative genres in the current context and develop the skills of journalistic writing applied to interpretative genres.

C3CC02 - Interpret the historical, social and cultural context in order to assess the relevance of information sources and to be able to skilfully handle documentary consultation tools in the context of new ICT.

C3CC03 - Develop appropriate techniques for speaking and improve verbal and body communication in order to overcome stage fright and achieve a fluent and precise expression.

C3CC04 - Identify the resources of photographic expression in order to be able to construct visual messages, and carry out quality multimedia editing.

C3CC05 - Correctly analyse the concept of journalistic design and adequately structure journalistic information, hierarchising news spaces.

C3CC06 - Research and evaluate the communication strategies and techniques used in social and political organisations, as well as on the international scene.

C4CC01 - Identify and use with skill the rhetorical figures of argumentation and the different oral and written linguistic resources, in order to achieve effective expression in each genre and type of message adapted to the audience of the different media.

C4CC02 - Differentiate, evaluate, select and apply models, structures, sources, data and information, in relation to journalistic specialisation and its corresponding subject areas.

C4CC03 - Recognise business organisation models and their phases of development, in order to establish the bases for creating a company, determining the degree of usefulness of the internal and external documents that regulate the ethical activity of the media.

C4CC04 - Design projects, typographic resources and develop communication strategies for their subsequent use in diversified fields and products.

C4CC05 - To perfect skills for the collection, classification and interpretation of texts that legitimise the knowledge of facts in their historical, political, economic and social context, enrich their transmission and favour interpersonal and group relations.

C4CC06 - Manage communication techniques and strategies useful for the resolution of conflicts and the planning of internal and external communication services for public and private institutions and organisations.

3. MAP OF JOURNALISM DEGREE SUBJECTS AND QYOURSELF SUBJECTS

FIRST COURSE	SECOND COURSE
<ul style="list-style-type: none"> • Analysis of the Economic Environment • Commercial, Corporate and Institutional Communication • Audiovisual Language • Informative Writing • Uses of the Spanish Language in the Media • Uses of the Basque Language in the Media 	<ul style="list-style-type: none"> • Photojournalism • Communication Cabinets • Interpretative Genres • Digital Marketing • Social and Participatory Journalism • Visual Journalism • Principles of Journalistic Design
<ul style="list-style-type: none"> • Communication and Advertising: Persuasive Strategies • Statistics Applied to Communication • Informative Genres • History of the World Today • Audiovisual Creation Techniques 	<ul style="list-style-type: none"> • Information Law • Entrepreneurship in Communication • Basque Language and Culture • Spokesperson training • International Relations
THIRD COURSE	FOURTH YEAR
<ul style="list-style-type: none"> • Constitutional Law • Radio information • Document Source Management • Web Content Writing and Creation • Journalism Technology 	<ul style="list-style-type: none"> • Communication in Basque: Oral Expression in the Media • Journalistic Editing • Communication Management in International Organisations • Informative voice-over • Reporting
<ul style="list-style-type: none"> • Ethics and Media • General History of Social Communication • Information on Television • Multimedia and Transmedia Narratives • Communicative Theories 	<ul style="list-style-type: none"> • Public Communication Directorate • Written Expression in the Media • Virtual Community Management • Genres of Opinion • History of political thought • Specialised Journalism • Investigative Journalism • Final Degree Project

4. QYOURSELF COMPETENCIES AND LEARNING OUTCOMES FOR QYOURSELF SUBJECTS

FIRST YEAR

1. INFORMATIVE WRITING

COMPETENCIES

C1CC01 - Reflect, understand and identify the main theories, ideas and concepts of historical, economic and linguistic thought, applied to the knowledge of communicative phenomena.

C1CC02 - Apply concepts, techniques and methodological procedures to the identification of documentary sources, case analysis and information and communication problems.

C1CC03 - Analyse, interpret and critically evaluate texts, genres, formats and phenomena related to creation, information and written and audiovisual communication.

C1CC05 - Develop strategies of oral, written and audiovisual expression and communication appropriate to the different genres and formats of the different media.

C1CC06 - Develop skills and abilities for active participation, collaboration and co-responsibility in teamwork.

LEARNING OUTCOMES

RA1-Students are able to distinguish the different textual characteristics of journalistic genres.

RA-2-Students are able to write news items with a simple structure, according to the inverted pyramid scheme.

RA-3-Students are able to evaluate the main informative elements of an event.

RA-4-Students are aware of the legal rights and limits of journalistic activity, as well as the business context in which it is carried out.

2. INFORMATIVE GENRES

COMPETENCIES

C1CC01 - Reflect, understand and identify the main theories, ideas and concepts of historical, economic and linguistic thought, applied to the knowledge of communicative phenomena.

C1CC02 - Apply concepts, techniques and methodological procedures to the identification of documentary sources, case analysis and information and communication problems.

C1CC03 - Analyse, interpret and critically evaluate texts, genres, formats and phenomena related to creation, information and written and audiovisual communication.

C1CC05 - Develop strategies of oral, written and audiovisual expression and communication appropriate to the different genres and formats of the different media.

C1CC06 - Develop skills and abilities for active participation, collaboration and co-responsibility in teamwork.

LEARNING OUTCOMES

RA1. Identifies and distinguishes each of the genres.

RA2. Knows the origin and evolution of the different news genres.

RA3. Clearly differentiate between information and opinion in a journalistic text.

RA4. Recognises the main focuses of current affairs.

RA5. Critically consumes a wide range of print media with different treatments and editorial lines.

RA6. can easily associate the chosen topics with the necessary documentary sources to elaborate an informative content.

RA7. Can search, select and obtain personal sources using professional criteria.

RA8. Is able to seek alternatives when the search for personal sources does not produce the expected results.

RA9. Is able to choose the right type of news genre for each type of news event.

RA10. Recognises and handles appropriately the common stylistic features of journalistic news language.

RA11. Recognises and handles appropriately the specific stylistic features of each of the main news genres: news, interview, report and chronicle.

RA12. Is able to organise, distribute and assume teamwork to obtain information through personal and documentary sources.

RA13. Is able to work in a team in the documentation, preparation and subsequent public presentation to the rest of the students of a topic related to current affairs.

SECOND YEAR

3. MANAGEMENT OF DOCUMENTARY SOURCES

COMPETENCIES

C2CC01. Acquire knowledge, identify and analyse information and communication systems and procedures, in their historical, social, legal and international context.

C2CC02. Develop techniques and methodologies for working with documentary sources, applied to research and problem solving in the field of information and communication.

C2CC03. Analyse, design and plan the production of informative and communicative projects, applying techniques and technologies, adopting strategies for their development and the optimisation of teamwork.

C2CC05. Develop strategies of oral, written and audiovisual expression and communication appropriate to the different genres and formats of the different media: radio, television and Internet; as well as advance in the technological skills of these media.

LEARNING OUTCOMES

RA-1. The learner identifies the need for information in each proposed search, adapted to each project.

RA-2. They know where and how to search, since during the theoretical classes they have studied these types of elements in order to subsequently put them into operation.

RA-3. Consequently, he/she is able to locate the necessary information, rigorously assessing the reliability and quality of the sources.

RA-4. Uses localised information to cover the documentary needs that arise in each practice.

RA-5. It succeeds in creating a quality information product that meets professional needs.

4. WEB CONTENT WRITING AND CREATION

COMPETENCIES

C2CC02 - Develop techniques and methodologies for working with documentary sources, applied to research and problem solving in the field of information and communication.

C2CC03 - Analyse, design and plan the production of informative and communicative projects, applying techniques and technologies, adopting strategies for their development and the optimisation of teamwork.

C2CC04 - Communicate, argue and present the objectives, procedures and achievements of communicative work and research, applying formal conventions characteristic of the different media.

C2CC05 - Develop strategies of oral, written and audiovisual expression and communication appropriate to the different genres and formats of the different media: radio, television and Internet; as well as advance in the technological skills of these media.

LEARNING OUTCOMES

RA-1. Knows the theoretical-conceptual and practical foundations related to cyberjournalistic writing, as well as the strengths and weaknesses of news products on the web.

RA-2. Appropriately applies hypermedia and interactive multimedia formats to design, plan and edit content in an internet medium.

RA-3. Organises, hierarchises and prioritises textual, visual, audiovisual, sound and/or graphic web information to compose simple (news, chronicle) and complex (report, infographics, interviews) informative pieces, as well as opinion pieces.

RA-4. Designs, organises and participates in tasks typical of a newsroom of a cybermedia in coordination with other classmates: information search and documentation, editing of multiplatform contents and updating of information.

RA-5. Use social media with a strategic vision of multi-platform content and for the promotion of the media brand.

THIRD YEAR

5. INTERPRETATIVE GENRES

COMPETENCIES

C3CC01 - Identify the characteristics of the different interpretative genres in the current context and develop the skills of journalistic writing applied to interpretative genres.

C3CC02 - Interpret the historical, social and cultural context in order to assess the relevance of information sources, and to skilfully handle documentary consultation tools in the context of new information technologies.

C3CC06 - Research and evaluate the communication strategies and techniques used in social and political organisations, as well as on the international scene.

LEARNING OUTCOMES

RA-1. Students will be able to introduce elements of subjectivity such as analysis, evaluation and observation into information.

RA-2. Students will be able to use literary and stylistic devices sparingly and effectively in order to embellish information formally.

6. SOCIAL AND PARTICIPATORY JOURNALISM

COMPETENCIES

C3CC02 - Interpret the historical, social and cultural context in order to assess the relevance of information sources, and to skilfully handle documentary consultation tools in the context of new information technologies.

C3CC06 - Research and evaluate the communication strategies and techniques used in social and political organisations, as well as on the international scene.

LEARNING OUTCOMES

RA-1. Identify key moments in the history of digital journalism and self media.

RA-2. Identify the stages of participatory journalism.

RA-3. Produce a report on the degree of interactivity of a medium with users.

RA-4. Assesses the interactivity and level of audience participation of journalists and students.

RA-5. Assesses the different content curation tools and chooses the appropriate ones for his/her profile and to create quality and correctly distributed journalistic content.

RA-6. Apply these social systems to students' profiles and blogs.

RA-7. Create social media posts with appropriate content in a collaborative way.

RA-8. Create your own professional profile on all social networks.

FOURTH YEAR

7. OPINION GENRES

COMPETENCIES

C4CC01 - Identify and use with skill the rhetorical figures of argumentation and the different oral and written linguistic resources, in order to achieve effective expression in each genre and type of message adapted to the audience of the different media.

C4CC02 - Differentiate, evaluate, select and apply models, structures, sources, data and information, in relation to journalistic specialisation and its corresponding subject areas.

C4CC04 - Design projects, typographic resources and develop communication strategies for their subsequent use in diversified fields and products.

C4CC05 - To perfect skills for the collection, classification and interpretation of texts that legitimise the knowledge of facts in their historical, political, economic and social context, enrich their transmission and favour interpersonal and group relations.

C4CC06 - Manage communication techniques and strategies useful for the resolution of conflicts and the planning of internal and external communication services for public and private institutions and organisations.

LEARNING OUTCOMES

RA1. Define opinion genres and explain their main characteristics.

RA2. Identify and classify the different types of opinion genres and be able to distinguish them from informative and interpretative genres.

RA3. Analyse and evaluate the discursive strategies of opinion genres in the print media and master the linguistic resources used in them.

RA4. Write well-structured and well-argued journalistic opinion pieces.

8. SPECIALISED JOURNALISM

COMPETENCIES

C4CC01 - Identify and use with skill the rhetorical figures of argumentation and the different oral and written linguistic resources, in order to achieve effective expression in each genre and type of message adapted to the audience of the different media.

C4CC02 - Differentiate, evaluate, select and apply models, structures, sources, data and information, in relation to journalistic specialisation and its corresponding subject areas.

C4CC04 - Design projects, typographic resources and develop communication strategies for their subsequent use in diversified fields and products.

C4CC05 - To perfect skills for the collection, classification and interpretation of texts that legitimise the knowledge of facts in their historical, political, economic and social context, enrich their transmission and favour interpersonal and group relations.

C4CC06 - Manage communication techniques and strategies useful for the resolution of conflicts and the planning of internal and external communication services for public and private institutions and organisations.

LEARNING OUTCOMES

RA1. Know the characteristics of a specialised magazine and understand the importance of specialised journalistic products for reader loyalty.

RA2. Know the characteristics that define the different specialised subject areas.

RA3. Design and layout a specialised magazine.

RA4. Produce texts within the genres of specialised journalism: report, interview and analysis.

9. JOURNALISTIC EDITING

COMPETENCIES

C4CC01 - Identify and use with skill the rhetorical figures of argumentation and the different oral and written linguistic resources, in order to achieve effective expression in each genre and type of message adapted to the audience of the different media.

C4CC02 - Differentiate, evaluate, select and apply models, structures, sources, data and information, in relation to journalistic specialisation and its corresponding subject areas.

C4CC04 - Design projects, typographic resources and elaborate communication strategies for their later use in diversified areas and products.

LEARNING OUTCOMES

RA1- Know the functions of the figure of the editor.

RA2. Know how to identify the journalistic criteria that decide the media agenda.

RA3. Develop a critical view of the construction of the agenda.

RA4. Value the different informative treatment in different situations and contexts.

RA5. Know the main tools for planning news coverage.

RA6. Internalise basic notions for planning news coverage.

RA7. Identify the routines of media professionals.

RA8. Reconstruct information and arguments from different spoken and written language sources and present them in a coherent and summarised way.

RA9. Identify the main spelling, grammatical, lexical and coherence errors.

RA10. Identify errors in a journalistic text that contravene professional journalistic practice.

RA11. Identify errors in a journalistic text that do not respect the rules of journalistic style.

RA12. Understand the concept of information processing.

RA13. Identify topical issues and their connection with interest.

RA14. Knowing the main political, institutional, economic and cultural agents involved in current affairs.

10. REPORTING

COMPETENCIES

C4CC01 - Identify and use with skill the rhetorical figures of argumentation and the different oral and written linguistic resources, in order to achieve effective expression in each genre and type of message adapted to the audience of the different media.

C4CC02 - Differentiate, evaluate, select and apply models, structures, sources, data and information, in relation to journalistic specialisation and its corresponding subject areas.

LEARNING OUTCOMES

RA1. Identifies and distinguishes the main types of reportage.

RA2. Knows the origin and evolution of reportage.

RA3. Clearly differentiates information from opinion in journalism and excludes the latter from reporting.

RA4. Recognises the main focuses of current affairs.

RA5. Critically consumes a wide range of print media with different treatments and editorial lines.

RA6. Researches, selects and proposes topics to be developed in the form of a report.

RA7. Determine the appropriate approaches to guide the subject chosen as the protagonist of a report in a relevant way.

RA8. Can easily associate the chosen topics with the documentary sources needed to produce a report.

RA9. Can search, select and obtain personal sources using professional criteria.

RA10. Is able to seek alternatives when the search for personal sources does not produce the expected results.

RA11. Is able to choose the right approach and structure for a report.

RA12. Recognises and handles appropriately the common stylistic features of journalistic language.

RA13. Recognises and handles appropriately the specific stylistic features of reportage.

RA14. Is able to organise, distribute and assume teamwork to obtain information through personal and documentary sources.

RA15. Is able to work as part of a team in the documentation, preparation and subsequent public presentation to the rest of the students of a topic related to current affairs.

5. SYNTHESIS OF QYOURSELF COMPETENCIES AND LEARNING OUTCOMES FOR QYOURSELF SUBJECTS

SUBJECT	COMPETENCIES	RESULTS LEARNING
1. <i>Informative Writing (1)</i>	<ul style="list-style-type: none"> Identifying documentary sources Critically evaluate texts 	<ul style="list-style-type: none"> Assesses the informative elements of a text
2. <i>Informative Genres (1)</i>	<ul style="list-style-type: none"> Identifying documentary sources Critically evaluate texts 	<ul style="list-style-type: none"> Differentiating information from opinion Consume texts critically Linking issues with documentary sources Search, select and obtain sources Seek alternative sources Work as a team to obtain information
3. <i>Management of Documentary Sources (2)</i>	<ul style="list-style-type: none"> Identify and analyse information systems and procedures Working with documentary sources 	<ul style="list-style-type: none"> Rigorously assesses the reliability and quality of sources
4. <i>Web Content Writing and Creation (2)</i>	<ul style="list-style-type: none"> Working with documentary sources 	<ul style="list-style-type: none"> Learn about the strengths and weaknesses of information products on the Web. Hierarchise and prioritise web information Use social media with a strategic vision
5. <i>Interpretative Genres (3)</i>	<ul style="list-style-type: none"> Assessing the relevance of sources Manage documentary consultation tools Assessing communication strategies in organisations 	<ul style="list-style-type: none"> Introduce analyses and assessments into the information.
6. <i>Social and Participatory Journalism (3)</i>	<ul style="list-style-type: none"> Assessing the relevance of sources Manage documentary consultation tools Assessing communication strategies in organisations 	<ul style="list-style-type: none"> Evaluates different content curation tools Applies social systems Create appropriate social media content
7. <i>Opinion Genres (4)</i>	<ul style="list-style-type: none"> Assessing sources, data and information Interpreting texts in context 	<ul style="list-style-type: none"> Identifies different genres of opinion Differentiate between interpretative, informative and opinion texts.

8. <i>Specialised Journalism</i> (4)	<ul style="list-style-type: none"> Assessing sources, data and information Interpreting texts in context 	<ul style="list-style-type: none"> Understands the importance of specialised products
9. <i>Journalistic Editing</i> (4)	<ul style="list-style-type: none"> Assessing sources, data and information 	<ul style="list-style-type: none"> Reconstructs information and arguments from different sources Identifies errors contrary to professional practice
10. <i>Reporting</i> (4)	<ul style="list-style-type: none"> Assessing sources, data and information 	<ul style="list-style-type: none"> Differentiate information from opinion Consume texts critically Matching issues with documentary sources Seek alternative sources Work as a team to obtain information

6. SYNTHESIS OF COMPETENCIES AND LEARNING OUTCOMES TRANSFERABLE TO THE QYOURSELF PROJECT

COMPETENCIES

1. Assessing the relevance of sources
2. Identifying documentary sources
3. Identify and analyse information systems and procedures
4. Interpreting texts in context
5. Manage documentary consultation tools
6. Working with documentary sources
7. Assessing sources, data and information
8. Assessing communication strategies in organisations
9. Critically evaluate texts

LEARNING OUTCOMES

1. Applies theoretical knowledge to concrete cases
2. Applies social systems
3. Matching issues with documentary sources
4. Seek alternative sources
5. Search, select and obtain sources
6. Understands the importance of specialised products
7. Learn about the strengths and weaknesses of news products in W
8. Consume texts critically
9. Create appropriate social media content
10. Differentiate between interpretative, informative and opinion texts.
11. Rigorously assesses the reliability and quality of sources
12. Identifies different genres of opinion
13. Identifies errors contrary to professional practice
14. Introduces analysis and assessments into the information
15. Hierarchise and prioritise web information
16. Reconstructs information and arguments from different sources
17. Work as a team to obtain information
18. Use social media with a strategic vision
19. Evaluates different content curation tools
20. Assesses the informative elements of a text



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