COURSE DESCRIPTION (Group C)

Course code	Course group	Volume in ECTS credits	Course valid from	Course valid to
KOOM5048	C	6	2020	

Course type (compulsory or optional)	Compulsory
Course level (study cycle)	Post-graduate
Semester the course is delivered	Spring Semester
Face-to-face, distance, or blended studies	Mixed mode (blended studies: lecture and workshop sessions combined with distance learning and self-study options)

Course title in Lithuanian

Virtualios ir išplėstinės realybės laboratorija žurnalistams

Course title in English

Virtual and Augmented Reality Lab for Journalists

Short course annotation in Lithuanian (up to 500 characters)

Šis dalykas remiasi reflektyvia praktika, kuri leidžia įtraukti įvairias medijų auditorijas bei projektuoti šiuolaikinius žiniasklaidos modelius. Studentai turi galimybę patys išbandyti šiuolaikines interaktyvias žiniasklaidos komunikacijos formas ir technologijas: tyrinėti ir kurti istorijas, įveiklinant įtraukiantį pasakojimą žurnalistikoje. Kurso metu studentai analizuoja, eksperimentuoja ir patys kuria multimedijų turinį – interaktyvias ir duomenimis grįstas istorijas, sužaidybintą tekstą, išplėstinės ir virtualios realybės aplinkas.

Short course annotation in English (up to 500 characters)

This course is based on reflective practice - teaches and provides practical solutions on how to interact with different media audiences and develop contemporary journalism-based media data. The course is designed with two – investigation and storytelling – elements in mind. Students have the opportunity to try out modern interactive forms and technologies of media communication. They research and create stories and emerging narratives. Additionally, students analyze, experiment, and create multimedia content - interactive and data-based stories, gamified texts, augmented and virtual reality technological solutions.

Prerequisites for entering the course

Bachelor diploma, English language B2 level.

Course aim

To gain theoretical knowledge and practical skills to empower contemporary AR/VR technologies for journalistic text creation

Links among study programme outcomes, course outcomes, content, study, and assessment methods

Programme outcomes	Course outcomes	Content (topics)	Study methods	Assessment methods
1. Conceptual and theoretical knowledge and competences: 1.1. To explore and analyze developmental trends identified within contemporary journalism and emerging media and communications ecosystems; to review those in a broader transnational and political, economic, socio-cultural, and historical perspective	Students gain knowledge and practical skills in how to use modern technology and emerging media to grab different type of audiences Students acquire theoretical knowledge and practical skills on how to create a VR/AR solution for presenting news stories; students get acquainted with and	**The thematic directions of this study subject are formed as analytical questions:** How to create a media narrative which evokes all the human senses (sight, hearing, touch, smell, taste) with the help of contemporary technology? How to use AR/VR for next level news? How to take advantage of spatial	Lectures, interactive workshops, self-study sessions, project work, case analysis, AR/VR lab experiments	Critical reflections, opinion writing, individual and group work

	practically test tools and technologies for creating interactive journalistic multimedia texts.	journalism and how to create geolocation news? How to create 3D objects for augmented reality journalism production? How to create interactive environments?		
2. Analytical and research-based competences: 2.1. To identify significant research questions in the field of journalism, media, and communications, to initiate and manage scientific and applied research.	Students analyze and evaluate contemporary journalistic solutions, discuss their applications in different contexts and settings.		Self-studies, AR/VR lab experiments	Projects and partnership projects, discussions
4. Social skills: 4.1. To apply effective communication skills in both, professional and personal areas. 4.2. To demonstrate social empathy, responsibility and professionalism in decision-making.	Students perform various roles – those of idea generators and discussion moderators, active listeners– and critically reflect on their learning process and experience.		Lectures, interactive workshops, individual study	Projects and partnership projects, discussions
5. Personal skills: 5.2. To apply creative writing, storytelling, innovative thinking, project management, team-building and life-long learning skills.	Students openly discuss VR/AR products created during the semester (their individual or group creative products).		Interactive workshops, self-study, AR/VR lab experiments	Individual and group projects, discussions

Criteria of learning achievement evaluation

Analytical thinking, idea and research questions generation, authentic solutions, creative product design and development, in-class participation (face to face and virtual)

Distribution of workload for students (contact and individual work hours)

Study forms	**Hours in face-to-face studies**	**Hours in online studies**
Lectures	15 hours	15 hours
Seminars	15 hours	0 hours
Laboratory work	0 hours	0 hours
Practical assignments	0 hours	15 hours
Consultations	0 hours	10 hours
Contact work hours in total	30 hours	
Individual student work	0 hours	
Total:	160 hours	

Structure of cumulative score and value of its constituent parts

Final Grade (FG, 100%) = HW1 (creative product, 10%) + HW2 (creative product, 10%) + HW3 (creative product, 20%) + MT (essay, 20%) + + E (product, 25% + reflection, 15%)

Recommended reference materials

No	**Publication year**	**Authors and title of publication (e-source)**	**Number of copies in University libraries or link to e-source**
Basic materials			
1.	2019	Pavlik, J. V. (2019). *Journalism in the age of virtual reality: How experiential media are transforming news.*	Google books

		Columbia University Press.	
2.	2020	Pavlik, J. V. (2020). Drones, augmented reality and virtual reality journalism: Mapping their role in immersive news content. *Media and Communication*, 8(3), 137-146.	
3.		Aronson-Rath, R, Milward, J., Owen, T. & Pitt, F. *Virtual reality journalism* (electronic resource)	Towcenter.gitbooks.io
4.	2018	Gambarato, R. R., & Alzamora, G. C. (Eds.). (2018). *Exploring transmedia journalism in the digital age*. IGI Global.	Google books
5.	2018	Eldridge II, S., & Franklin, B. (Eds.). (2018). *The Routledge Handbook of Developments in Digital Journalism Studies.* Routledge.	Google books
6.	2020	Tribusean, I. (2020). The Use of VR in Journalism: Current Research and Future Opportunities. *Augmented Reality and Virtual Reality*, 227-239.	Open access
Supplementary materials			
1.	2018	Glover, J. (2018). Unity 2018 augmented reality projects: build four immersive and fun AR applications using ARKit, ARCore, and Vuforia. Packt Publishing Ltd.	
2.		Unity game engine learning materials (online)	Learn.unity.com
	An extensive list of additional readings and independent study support materials is provided in the designated course area on Moodle platform.		

Course description designed by

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