DEGREE: **DEGREE IN JOURNALISM**

1. GENERAL DETAILS OF THE SUBJECT

Name: **CYBERCULTURE**
Level: FOURTH Term: 1st

Type: X Basic ☐Compulsory ☐Elective subject
Credits (LRU / ECTS): 6 Theoretical credits: 3 Practical credits: 3
Year: 2010

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2. DESCRIPTION

The subject is an integral part of the academic record to the Degree in Journalism, provided during the first semester on the Fourth Course and prepares the students to understand how deep technology has changed our live, work and relationship with people and environment. How we communicate and how we receive everything. In the last 20 years the most solid processes have evolved while they have emerged a huge number of new ones and unknown situations and facts related with that quick and unstoppable digital revolution.

The season will be divided in four blocks. The first one pretends to situate the student in the origins and features of the digital revolution and the cyberculture itself, analyzing the social web, the evolution from 1.0 to 3.0 and the internet language, and how the 'world wide web' have turned to tablets and smartphones. It will need a critical reflection by the student facing tools that in fact uses and need in the 21st century. In the second one the student will be placed opposite his digital identity, his print in the cyberworld and in the new scenario: social media, and how the communication is being modelling by the powerful social media platforms. The third one will analyze the digital revolution in different areas as society, politics and cultural industry, focusing in how the community have pushed the world to unexpected 'analogical revolutions', with the arab spring or 15M movement as examples of how the social mobilization supported by digital tools have encouraged deep and strong social changes; as the social communication have done, ComPol is definetly adapted to the new digital environment. The fourth block includes the new economic empires, raised by the digital revolution and the cyberculture development: the big three (Google, Amazon and Facebook) plus the great services platforms and the way they have ruled the consumption, the distribution and also the creation of content, services and products.

3. SITUATION

The breakthrough of the new Information and communications technology (CIT) in communication, and its ultimate implementation on the job routines has forced to an extensive overhaul of the companies. Web 2.0 and the gradual generalization of the new social tools contribute an added value to the communication activity, which should evolve through new working methods and the permanent contact with the recipients of the information, and also reflecting the higher accessibility to the data sources and the ability to check data instantly or nearly so.

4. PREVIOUS KNOWLEDGE AND SKILLS

Essential:
Internet skills as user. Websites navigation, mail and use of multimedia services as Youtube or Flickr.

Necessary:

Take to class your laptop or tablet (smartphone also, not instead of) with connection to the Internet.
Profiles in the most common social media platforms.
Accounts in the main digital services platforms.
Being informed by digital media.

5. OBJECTIVES

a) Know and analyze the changes raised by the new digital society
b) Social media: understand how they work and what are they useful for
c) Analyze how to build and improve the digital identity and reputation
d) Analyze how the news information in digital platforms are shown, built and distributed
e) Know the effects of the new digital society in social and political movements
f) How the smartphones have reformulated most part of our behaviour and way of living
g) Check the influence of the new ecommerce platforms in the services offer and demand

ADAPTATION FOR STUDENTS WITH SPECIAL NEEDS (FOREIGN STUDENTS, STUDENTS WITH SOME KIND OF DISABILITY)

6. METHODOLOGY AND TEACHING TECHNIQUES

METHOD

Sessions will take place through theory classes and practical classes, in which will be promoted the study of concrete cases and the learning focused to an effective apply in a professional way.
Teacher could invite to some experts to share their expertise related with any study case or any course item.

Theory classes will develop the class items, so that the student could get the whole knowledge of the proposed contents. Classes will be completed with audiovisual supplementary matters and a reflective view of the different kind of texts and elements that integrate the digital revolution in all its different ways. In addition, debate and discussion around interesting facts will be promoted.

Also, the teacher will guide the student about the recommended bibliography for a better understanding of every item and will suggest, if necessary, any book or post. Theory classes will be completed with practical cases in the class focused to allow an improvement of the students relationship with the different digital elements.

During these sessions, it will be ordered some exercises that will be commented in the class to encourage the debate and discussion, trying to improve the self-assessment and the self-supporting learning.

Talking about the exercises it could be provided specific guidelines, because the discussion forum will allow the students to recognise problems and to resolve doubts, encouraging the growing of the group at the same time.

Teacher will resolve any questions and doubts with private tutoring, online or offline, to ensure the easy learning of the different items in the syllabus, and so, to ensure that students are able to achieve the objectives.

TEACHING TECHNIQUES

X Master class and discussion X Tutorial session X Practical lessons

☐Visits and trips ☐Reading test ☐ Others: _____

7. LIST OF TOPICS

1. CYBERCULTURE: INTRODUCTION
1.1. Cyberculture, the digital culture
1.2. Conceptual framework
1.3. Interactivity, hypertext and connectivity
1.4. Virals and memes
1.5. Virtual reality and machine learning
1.6 Practice

2. WEB EVOLUTION
2.1. From 1.0 to 3.0
2.2. Organic or not: SEO/SEM, optimization
2.3. Introduction to Big Data
2.4 TV on demand
2.5 Gamification
2.6 Practice

3. MOBILITY
3.1. Smartphones and tablets
3.2. Apps
3.3 Internet of things
3.4 Practice

4. SOCIAL PLATFORMS
4.1. Introduction
4.2 The human being as a social being: six degrees of separation
4.3 Social networks as social organizing systems
4.4 Social networks: types
4.5 How to manage social networks
4.6 Communication and journalism in social networks
4.7 Metrics: impact and traffic
4.8 Practice

5. DIGITAL IDENTITY
5.1. Definition and factors
5.2. Reputation, how to build, how to keep!
5.3. Privacy
5.4 Right to be forgotten
5.5 Practice

6. GOOGLE: THE KING OF MULTIMEDIA AND THE INTERNET
6.1. About Google
6.2. Products and services
6.3. Searching in Google
6.4. Google tools
6.5 Practice

7. AMAZON: THE ECOMMERCE EMPIRE
7.1 About Amazon
7.2 Products and services
7.3 Key factors
7.4 Practice

8. FACEBOOK: THE SOCIAL SIGHTGLASS
8.1 About Facebook
8.2 Products and services
8.3 The business is you
8.4 Introduction to Facebook Insights
8.5 Practice

9. SERVICE GREATS
9.1. Tripadvisor
9.2. Booking
9.3. Airbnb and Real Estate plarforms
9.4 Wallapop
9.5 Practice

10. SOCIAL INVOLVEMENT
10.1. Cyberactivism
10.2. Recent milestones: arab spring, 15M, Jihadi propaganda, Trump
10.3 Practice

11. COMPOL NEW TOOLS
11.1. Politics 2.0 and Open Goverment
11.2. Wikileaks
11.3 Social campaigns: Obama
11.4 Practice

12. DIGITAL CULTURE FACTS
12.1. Culture in danger due to digital revolution?
12.2. Copyright vs. copyleft
12.3 Spotify
12.4 New economy models: crowdsourcing, crowdlending
12.5 Practice

8. REFERENCES

- BARABASI, A. (2003*).* Linked: How Everything Is Connected to Everything Else and What It Means. London: Plume.
- BERNERS-LEE, Tim. (2000) Weaving the Web: The Original Design and Ultimate Destiny of the World Wide Web
- BOWMAN, Shayne y WILLIS Chris (2003) *We media. How audiences are shaping the future of news and information*. E-book: http://www.hypergene.net/wemedia/weblog.php
- Henry Jenkins http://henryjenkins.org/
- Interactive Narratives http://interactivenarratives.org/
- Mashable: https://www.mashable.com
- Massachusetts Institute of Technology http://www.mit.edu/
- MOROZOV, Eugeny (2011), The Net Delusion. The Dark Side of Internet Freedom, New York, Public Affairs
- Nieman Lab: https://www.niemanlab.org
- Pew Research Center http://www.journalism.org/
- TAPSCOTT, D.; WILLIAMS, A. D. (2007). Wikinomics: How Mass Collaboration Changes Everything
- Tech Crunch: https://www.techcrunch.com
- The Verge: https://www.theverge.com

9. EVALUATION

To pass this subject, such in first examination sitting as in sequential, it will be necessary to choose on of this types:

TYPE A: Recommended for students who usually come to class (+70% attendance)

a) Project: Student must develop an app prototype using Marvel and including a written work with all the facts needed to understand and explain the ups and downs during the project's development and what would the app be useful for. Notice that you should design different elements, any logo or graphic element also. The project will be exposed in class explaining to the rest of students what's going on and how everything it's been made.

b) Practices and exercises: The teacher will order the students to send the practices proposed to reinforce the learning of the different items in the syllabus, as well as readings recommended.
Maximum valuation (apportionment by the number of exercises):

Maximum valuation: **6 points**. Required 3 points minimum to aggregate.

c) Attendance and involvement: The teacher will control the attendance and evaluate the involvement to ensure that the students are absorbing the items contemplated. This part includes the practices ordered and not integrated in the project.

Maximum: **2 points**. Required: 1 point minimum and 70% of attendances to aggregate.

d) Exam: At the end of the season there will be a brief exam to reinforce the concepts developed in the subject.

Maximum: **2 points**. Required: 1 point minimum to aggregate.

TYPE B: For students with more than 30% of misplaced no-shows.

a) Project: Student must develop an app prototype using Marvel and including a written work with all the facts needed to understand and explain the ups and downs during the project's development and what would the app be useful for. Notice that you should design different elements, any logo or graphic element also.

Maximum valuation: **6 points**. Required 3 points minimum to aggregate.

b) Exam: To pass the subject, the student must overcome a unique exam, with test-type questions, short questions and reflexive questions that allow the teacher to evaluate the comprehension and analysis skills of the contents.

Maximum valuation: **4 points**. Required 2 points minimum to aggregate.

Spelling mistakes: In general, until the University head orders otherwise, a serious offence will imply one point less in such the individual work or the exam. Two serious offences, two points less; the third will imply not to pass. Two minor offences (caps, concordance…) will be considered as a serious one, deducting consequently.

Lacks of Academy integrity: Absence or sources, plagiarism, copy for published Works or forbidden use of any kind of information for the work and exam will imply to fail the subject, without prejudice of any sanctions established by the educational centre.

10. TEACHING ACTIVITIES

ECTS	
Lessons (6 * 10)	60
Students´ work (6 * 15)	90
TOTAL (6 * 25)	150

	Theoretical sessions		Practical sessions		Activity			Exams		
	Lessons	Students´ work	Lessons	Students´ work	Nº	Length	Students´ work	Exams	Students´ work	Units
Week 1ª	4,0	2,0	0,0	0,0		0,0	0,0			Intro
Week 2ª	4,0	2,0	0,0	0,0		0,0	0,0			1-2
Week 3ª	2,0	2,0	2,0	4,0		0,0	0,0			2
Week 4ª	2,0	2,0	2,0	6,0		0,0	0,0			3
Week 5ª	2,0	1,0	2,0	6,0		0,0	0,0			3-4
Week 6ª	4,0	1,0	0,0	0,0		0,0	0,0			4
Week 7ª	2,0	1,0	2,0	0,0		0,0	0,0			5
Week 8ª	2,0	1,0	2,0	4,0		0,0	0,0			6
Week 9ª	4,0	2,0	0,0	4,0		0,0	0,0			7
Week 10ª	0,0	0,0	4,0	4,0		0,0	0,0			8
Week 11ª	4,0	2,0	0,0	0,0		0,0	0,0			9
Week 12ª	2,0	1,0	0,0	4,0	1	2,0	2,0			10
Week 13ª	2,0	1,0	0,0	0,0	2	2,0	2,0			11
Week 14ª	2,0	2,0	0,0	4,0	3	2,0	2,0		14,0	12
Week 15ª	4,0	0,0	0,0	0,0		0,0		2,0	14,0	Projects
Week 16ª										
Week 17ª										
Week 18ª										
Week 19ª										
Week 20ª										
	(A)	(B)	(C)	(D)		(E)	(F)	(G)	(H)	**TOTAL**
Horas Totales	**40,0**	**20,0**	**12,0**	**36,0**		**6,0**	**6,0**	**2,0**	**28,0**	**150,0**

Activities	
Nº	**Description**
1	Conference: digital evolution
2	Conference: communities
3	Conference: virtual reality
4	
5	
6	
7	
8	

Organization	
Theoretical and practical lessons **(A)+(C)**	52
Activities developed in the class **(E)**	6
Exams and test **(G)**	
Attendance	**60**
Study (theory and practice) **(B)+(D)**	56
Preparation of the activities **(F)**	6
Study for exams **(H)**	28
Students´ work	**90**
TOTAL (STUDENTS´ WORK)	**150**