



Methodological Contributions in Teaching Audiovisual Subjects in Journalism Studies

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1. Introduction: "Television Journalism" at the University Carlos III of Madrid

The subject "Television Journalism" is taught in grade 2nd year of Degree in Journalism (with bilingual option) and the Double Degree in Journalism and Communication Studies from the academic year 2009-2010.

A course of six ECTS credits whose teaching consists of a lecture /theory of 1.5 h. Weekly attendance in the 2010-2011 academic year, each group consisted of adding 80 students, for Journalism, and 110 students, in the case of dual-degree and a class theory / practice of 1.5 h. weekly attendance, where the aggregated group was divided into 3 groups, ranging between 25 and 40 students. Five professors of journalism are responsible for teaching the subject.


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2. Implementation of the course, 2009-2010

During the 2009-2010 academic year was held for the first time the subject "Information TV". The most important educational effort in adaptation to the European Higher Education focused on learning to fit the technical, stylistic and editorial production and realization of news and current affairs programs for television, in a single subject.

The course "Information TV" wants to combine a theoretical plan maturing key concepts of journalistic technique applied to television, the reflection on relevant editorial aspects of broadcast journalism (identity, freedom, risk) and an updated view of the role of image information in the media as reflected in table 1.

Table 1. Outline of the course "television information" in studies grade

Television Information (2 ^o grade)		
MASTER CLASSES Added Group (80-110 students)		CLASS THEORY / PRACTICE Group (25-40 students)
Theory and Practice	Panorama current affairs TV Information. Trends, industry, organization, standards, style, editorial.	The production of pieces of information (equipment ENG y editing software Estructure)
		for  Production of current affairs programs (Set)

Source: Authors'.

The aim of the course is to walk this path in articulation:

1. A basic process of assimilation and practice of news production criteria: (a) selection of news (b) and their angle of treatment, (c) preproduction, (d) production/film ENG y (e) editing in a Digital Writing System in Red, in this case Estructure.

2. Production of a television program type Information / Magazine Information (gender choice, choice of format, outline line style and staging, rundown, realization).

3. That for this hands-on learning, Groups will be organized into subgroups or production equipment no less than 9 students and 12 (for guidance, as may be established by each teacher). Each production team will cover the work and distribute precise functions, one of which is immediate and very organized two teams ENG (news production) and the preparation of television program.

2.1 Analysis of the 2009-2010 Course



Once the course is a study [1] in order to analyze the strengths and weaknesses of the subject and its teaching. In summary, the first experience of implementing the Television Information subject to "Degrees" yielded useful information subsequently analyzed to better teach the subject and a better understanding of the challenges that face universities Spanish in the next school year (2010).

3. Innovation in teaching methodology course for 2010 -2011

Based on the findings of the previous study were raised when changes to provide teaching, were basically three:

- **Development of mini manuals:** In "areas for improvement", students (n=30) more technically demanding part of the university (cameras, set, video editing programs, etc..). But the teacher did not believe that was the real problem, he thought that students have problems in coping with the use of laboratories. To solve the problem produced a mini series of manuals that address the learning needs of students: for different types of cameras and different editing software, also a summary on the management of the set [2].
- **Planning of joint tutorials to reinforce the theoretical – practical course:** as another "point to improve" students (n=12) called for more teaching hours to better assimilate the contents, as a result have set up joint tutorials where the teacher reinforces and reflects on the supporting documents and uploaded to Global Classroom the resolution of doubts.
- **Distribution of teachers:** Because in the previous study was observed in surveys on teaching students a clear drop in both groups with respect to the resolution of doubts, that the knowledge acquired in lectures do not apply to the practical exercise they have to do and overall satisfaction with the subject teacher, the teacher was organized in them from being compensated for teaching experience and expertise.

4. Students and their first field experience Audiovisual

Data collection was performed in its entirety via the Web through a computer application designed for this purpose. These Surveys Evaluation of Teaching, established procedure in the System of Internal Quality Assurance at the University Carlos III to obtain the views of students as a group of central interest in the learning process. This procedure is most common and well known which collects the opinion in which the student assesses some aspects of teaching [3]. The questionnaire [4] contains 7 general closed questions, one directed to each teacher and two open questions in general.

The survey examined teaching evaluation assesses the teaching of all teachers of the subject of Television Information that have been given class during the second semester in the group (reduced) and the aggregated group (master). Of a total of 81 enrolled 210 students answered the questionnaire (38% of total). Of all students who completed the survey 28 students belonged to group A (34.6%) and 53 students in group B (65.4%). Usually Noting the decrease in the differences between both groups. Group A score is getting better all the questions asked related to the teaching of the subject and the group B has improved in all aspects (Table 2 and 3).

Table 2. Mean values and standard deviation specific question "I am satisfied globally / a teacher with teaching / a 'object of study group by each teacher

Overall I am satisfied / a teacher with teaching / a.							
		2010			2011		
Teacher	Group	Nº	Average	D.T	Nº	Average	D.T
Teacher A.	Added group	28	4.80	0.45	31	4.81	0.47
Teacher A.1.	Small group	15	4.87	0.50	8	3.62	0.70
Teacher A.2.	Small group	4	4.50	0.50	13	4.77	0.58
Teacher A.3.	Small group	9	3.44	1.17	4	4.25	0.43
Teacher B.	Group B: Added group	52	2.35	1.27	61	2.95	1.08
Teacher B.1.	Group B.1.: Small group	11	2.64	1.43	21	4.24	0.68
Teacher B.2.	Group B.2.: Small group	19	2.95	1.23	37	4.11	1.09
Teacher B.3.	Group B.3.: Small group	23	2.26	1.15	8	3.62	0.70

Source: Authors'.

Table 3. Mean values and standard deviation of different variables under study group by

	2010						2011					
	Group A			Group B			Group A			Group B		
Question	Nº	Average	D.T	Nº	Average	D.T	Nº	Average	D.T	Nº	Average	D.T
Do you think the evaluation system has properly valued the work done, and the knowledge and skills acquired during the quarter?	21	4.31	0.41	42	2.92	1.14	29	3,86	0,86	52	3,21	0,88
Assess the use of teaching resources and infrastructure (audiovisual laboratory, bibliographic, field ...) to facilitate learning.	28	3.92	0.98	52	2.80	1.23	30	4,40	0,66	72	3,54	0,96
Estimate the level of skills attained (teamwork, problem-solving ability, organizational skills ...).	28	4.32	0.70	53	3.03	1.14	31	4,03	0,65	70	3,69	0,80
Rate coordination has occurred between the kinds of theoretical teaching, applied teaching and teaching-laboratory experimental (if they exist) under the program.	28	3.85	0.86	50	2.75	1.01	31	4,23	0,71	73	3,30	0,96
Assess the resolution of doubts and guidance to students in the development of tasks.	28	4.25	0.79	52	2.00	1.06	31	4,42	0,75	72	3,08	1,10
The course objectives are clear and the tasks set (theory, practice, individual work, group ...) relate to those objectives.	28	3.91	0.68	53	3.01	1.14	31	4,29	0,58	70	3,54	0,82
The course schedule (schedule, activities, evaluation system, ...) is complete and useful content for the development of the subject.	28	4.03	0.72	49	2.38	1.18	30	4,30	0,69	72	3,47	0,83

Source: Authors'.

5. Conclusions

There is a very clear improvement in several key points of the subject about the study and evaluation from previous:

- Students valued at over half a proper use of teaching resources and infrastructure in the learning methodology, which shows a better match of teachers and students to the techniques employed.



- Greatly improves the perception of students about the skills acquired in such important points for the EEES as teamwork, organizational ability and problem solving.
 - Coordination between the professor of theory and practice has been quite satisfactory, because it improves the results of the previous year. But what really matters is that this has resulted in a very positive, more than half a point in the case of group B, in relation to the correct use of teaching resources and infrastructure (ENGEquipment, recording studios, etc ...) that facilitate learning.
 - Likewise has substantially improved the resolution of doubts and guidance of students in the development of tasks.
 - Highlight the data corresponding to group B in relation to the course schedule in regard to programming, and usability evaluation system for course development. Its increase over the previous data is more than one point.
- All these items are also reflected in the positive evaluation and increased over the previous year on the implementation of the objectives of the course and its relationship consistent with the planned tasks.
- For all analyzed so far, it appears that the degree of satisfaction of students in both groups with the teaching of teachers is far superior to the previous year, coming in a group of more than one point. The introduction of new teaching resources, such as developing and planning minimanuales joint tutorials to reinforce the theoretical - practical course and a new distribution of teachers, based on teaching experience and expertise, have enabled.

References

- [1] Sainz de Baranda, C. Rosique, G. (2010). Television Information: new teachers remains EEES in: innovative teaching methods applied to studies of Communication Sciences (Coord: J. Sierra and J. Sotelo). Editorial Fragua. Collection Library of Communication Sciences n. 38. Spain. pp. 67-82.
- [2] Part of the open minimanuales are available on through internet:
 Handling the camera on a day to day, and HDV camera Mini DV camera:
http://e-archivo.uc3m.es/bitstream/10016/13334/1/MANEJO_CAMARA_HDV.pdf;
http://e-archivo.uc3m.es/bitstream/10016/13335/1/MANEJO_CAMARA_MiniDV.pdf
 Premiere manual: http://e-archivo.uc3m.es/bitstream/10016/13337/1/premiere_cs5.pdf
- [3] Cohen, P. A. (1997). "Student ratings of instruction and student achievement: a meta-analysis of multisection validity Studies" in Review of Educational Research, 51 (3), 1981, p. 281-309; Garcia Ramos, J. M. "Confirmatory factor analysis in construct validity of the university professor teaching competence" in Bordon, 49 (4), p. 361-391.
- [4] The degree of student satisfaction is measured from 0 to 5. The questionnaire is available online at the following link:
http://www.uc3m.es/portal/page/portal/innovacion_mejora_academica/valoracion_docente