

Doc. 300.1.2

Date: Date.

## Higher Education Institution's Response

- **Higher Education Institution:**  
University of Cyprus
- **Town:** Nicosia
- **Programme of study**  
Journalism (4 years, 240 ECTS, BA)

**In Greek:**

Δημοσιογραφία

**In English:**

Journalism

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):** N/A

**In Greek:** Concentrations

**In English:** Concentrations



**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].**

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

**1. Study programme and study programme’s design and development**  
 (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
It is recommended that the Program team updates the suggested readings in some modules so as to better reflect new developments in the respective fields.	The program’s teaching staff has incorporated more current readings in the course literature to maintain a balanced mix of key texts and recent developments in the course’s focus area (See Appendix I).	Choose level of compliance:
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC recommends to involve the bachelor students more in ongoing research conducted by the staff members. The involvement right now is only done sporadically and lacks consistency. An improved and systematic connection would help the students to better understand and see the added value of being trained within the social sciences as a journalist and it would benefit the research-teaching cross-pollination for professors as well.</p>	<p>We agree with the recommendation and have taken a series of actions recently to implement this. One of our BA graduates has been recently hired as a junior researcher with the Mediterranean Digital Observatory (MedDMO) EU program. Overall, our students have been actively participating in research activities organized by faculty members, including conferences, symposia, and roundtable discussions. In addition, we hope that the proposed MA program will create a bridge between the BA and MA levels, thereby, increasing our BA students' interest in entry-level research positions and activities, and further facilitating their engagement with the research initiatives led by faculty members. Nonetheless, faculty members will be encouraged to establish a more systematic involvement of BA students in these efforts, for example, in the form of assistantships that may include data collection and analysis tasks.</p>	<p>Choose level of compliance:</p>
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### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>In order for the BA program to reach its maximum potential, the EEC feels that the following areas are in need of attention. (1) Hire 1-2 more full-time faculty member (at the assistant, associate or full professor level) to ease the burden on existing staff. While this is an evaluation is of the BA program in Journalism, this evaluation cannot overlook the fact that the current 5 teaching staff responsible for the BA program will also take responsibility for the proposed MA program. It was noted in interviews that teaching levels are regulated by state and university policy and that staff are not over-worked, but the recommendation to hire 1-2 additional full-time staff is about more than teaching levels. Additional faculty members will allow for an expansion of teaching and research competence, and will also insulate the program from serious problems should teaching staff leave the program.</p>	<p>Decisions about the allocation of permanent positions are made at the University level based on its strategic planning, budget availability, and on an algorithm that prioritizes teaching needs. Therefore, we reasonably expect that at least one new position will be allocated to the Journalism program to support its growth according to the strategic pillars of the University. We appreciate the Committee’s suggestion and will utilize it in due course to strengthen our case regarding the program’s teaching needs.</p>	<p>Choose level of compliance:</p>
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## 5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>Students are concerned about employment opportunities since the market is limited due to the small size of the country. Also, other relevant degrees are being offered from other private universities. Also, the university has a limited number of academic staff which will need to be increased to support the academic material and vision of faculty 100%. The academic staff wants more resources and consequently more students. Apart from the development issues, they can add more practical within the second year outside the teaching hours which will help and prepare students to work properly during the internships. Within the next 6 years, they need to achieve the employability of another two academics, increase technical staff and they want to see the program to slowly be independent.</p>	<p>We would like to once again thank the committee for highlighting the understaffing issue in the program and for offering valuable suggestions for its improvement.</p> <p>It needs to be clarified that the students who participated in the evaluation process are graduates of, or are currently following, the 2020 accredited version of the Journalism program. The program we have submitted for reevaluation and re-accreditation includes three new courses (JOU-104, JOU-163, JOU-324) and three renamed/updated courses (JOU-102, JOU-457, JOU-482) [See also Appendix II]. We are introducing these changes in response to student evaluations and concerns voiced by their representatives. The new and updated courses are designed to equip students with the skills needed to meet the challenges of the local media industry. Courses with a hands-on component such as Introduction to Audiovisual Media and Mis-, Disinformation and Content Verification Techniques will be offered in Year 1, while year 2 already includes courses focusing on journalistic practice (e.g. Journalistic Writing Techniques I and II).</p> <p>The program has already submitted a request to hire a Special Teaching staff member to support students in developing technical skills during lab sessions and outside of class, as well as to assist with the Department's internship program. This request has already been approved at the Departmental Level.</p>	<p>Choose level of compliance:</p>



<p>Library is very good however the university needs to increase the quantity of books. They do not provide enough copies to the students forcing them to return the books back within 4-5 hours. Students want university to provide more practical courses to the students. It is not possible for each student to participate in an internship program during their studies. The students enjoyed most the projects and not the theoretical lessons.</p>	<p>We are in contact with the library management to resolve this issue. As previously mentioned, the updated version of the program, submitted for reevaluation and re-accreditation, now includes new practical courses such as Introduction to Audiovisual Media, and Mis-,Disinformation and Content Verification Techniques. Additionally, revisions to existing courses like Applications of Print Journalism and Internet Journalism include hands-on deliverables.</p> <p>Regarding the Internship program, it is not within the program's scope for all students to participate, as the program is rather competitive and aims to increase academic excellence as well as familiarization with the industry. However, there are several other opportunities for students to familiarize with the industry within the University (e.g., internship in the University's radio station) during their studies.</p>	<p>Choose level of compliance:</p>
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**6. Additional for doctoral programmes**  
 (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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**7. Eligibility (Joint programme)**  
 (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1. The program is in need of 1-2 additional staff members, at least one with a Ph.D. It might be an issue to consider if one of these new staff members is a permanent non-Ph.D. who can teach multiple areas in the practical courses.</p>	<p>As previously noted, decisions about the allocation of permanent positions are made at the University level based on its strategic planning, budget availability, and on an algorithm that prioritizes teaching needs. Therefore, we reasonably expect that at least one new position will be allocated to the Journalism program. Please see our response below regarding the permanent non-PhD position.</p>	<p>Choose level of compliance:</p>
<p>2. The program should pay attention to the use of Ph.D.s in the teaching of practical courses. It appears that there are some courses where the technical skills of the instructor may not match the intended learning outcomes of the course (also a reason for the suggestion that additional staff with practical skills be hired on a permanent basis).</p>	<p>Currently the practical courses are offered by a faculty member (who holds a PhD), who has proficient knowledge of audiovisual practice; however, students will particularly benefit from additional staff with technical expertise in media technologies. As previously noted this has been requested by the program and received approval at the Departmental level.</p>	<p>Choose level of compliance:</p>
<p>3. There was an articulated feeling among students that the transition from theory/research to practice was somewhat abrupt, making that transition less smooth than it could be. This links to the broader issue of the theory/research-practice nexus. The program may consider how practice and theory could be integrated at an earlier stage of the program.</p>	<p>The program has taken into consideration students' evaluations and has revised its structure to integrate courses that combine theory and practice at an earlier stage. Please also see our response under section 5.</p>	<p>Choose level of compliance:</p>
<p>4. It was unclear to the EEC if the BA in Journalism is a theory program with practice, or a practice program with theory. Clarifying this would likely aid in the marketing of the program to future students and to stakeholders.</p>	<p>It is a program that aims to offer a well-balanced combination of theory and practice so as to meet the standards of University level education, and encourage students to pursue University level study on a postgraduate level. At the same time the program aims to equip students with the necessary skills</p>	<p>Choose level of compliance:</p>



	needed to meet the demands of the media industry. We will certainly clarify this in the various official platforms/channels communicating the aims and structure of the program, following its re-accreditation.	
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### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Costas Constandinides (Programme Coordinator)</b>	Lecturer	
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**Date:** 27/08/2024



## APPENDIX I

Indicative list of courses which have been revised according to the EEC's recommendation.

Course Title	<b>Introduction to Communication</b>				
Course Code	<b>JOU 100</b>				
Course Type	<b>Core</b>				
Level	Undergraduate				
Year / Semester	1 <sup>st</sup>				
Teacher's Name	Philemon Bantimaroudis				
ECTS	6	Lectures / week	2 (1.5 hours per lecture)	Laboratories / week	
Course Purpose and Objectives	The aim of this course is to familiarise students with the structure of media industries, to examine historical developments of media technologies and their gradual evolution toward becoming cultural industries.				
Learning Outcomes	<p>Understanding basic communication principles</p> <p>Obtaining basic terminology</p> <p>Understanding historical changes in communication</p> <p>Examining influences of technology on communication</p>				
Prerequisites		Required			
Course Content	<p>Since the beginning of human history, the evolution of communication has determined the pace of cultural shifts and the course of knowledge. In this introductory course, the printing press, radio, cinema, television, and the internet are presented within a broader historical/social context as technologies that have significantly influenced and continue to influence economic, cultural, and social developments in the modern world. Journalism emerged from a web of historical upheavals as a function, a social phenomenon, and a professional activity. Journalism as a communicative function is critically examined by considering, in each case, its effects on human behaviors, both individual and collective. The invention of printing is considered a significant milestone in shaping the modern Western world, as it played a crucial role in the revolutions and reconfigurations that took place after the 14th century. The Italian Renaissance, the Protestant Reformation, the</p>				



	French Enlightenment, the Industrial Revolution, the Nuclear Revolution, and the Information Revolution are examined through the lens of communication developments and the social conditions that emerged after the Gutenberg's invention.
Teaching Methodology	<p>Lectures</p> <p>Presentations</p> <p>Exercises</p> <p>Discussion</p>
Bibliography	<p>Fiske, J. (2010, 3<sup>rd</sup> Edition). Introduction to Communication Studies. New York, Routledge.</p> <p>Postman, N. (2005). Amusing Ourselves to Death. New York, Penguin.</p> <p>Barbier, F. (2001), Ιστορία του βιβλίου, Αθήνα: Μεταίχμιο.</p> <p>Biagi, Shirley (1998). Μέσα Μαζικής Επικοινωνίας και Ενημέρωσης. Αθήνα: Έλλην.</p> <p>Crowley, David and Paul Heyer (2006, 5th Edition). Communication in History: Technology, Culture and Society. Boston: Allyn &amp; Bacon.</p> <p>Darnton, R. (2009), The case for books: Past, present and future, New York: PublicAffairs.</p> <p>Eisenstein, E. (1979), The printing press as an agent of change: Communications and cultural transformations in early modern Europe, New York: Cambridge University Press.</p> <p>Folkerts, J., Lacy, S. και Davenport, L. (1998), The Media in your life: An introduction to mass communication, Boston: Allyn and Bacon.</p> <p>Hesmondhalgh, D. (2002), The cultural industries, London: Sage.</p> <p>Messarís, P. (2010), «Ψηφιακό Χόλιγουντ: Τεχνολογία, οικονομικά, αισθητική», στο Κοκκώνης, Μ., Πασχαλίδης, Γ. και Μπαντιμαρούδης, Φ. (επιμ.), Ψηφιακά Μέσα: Ο Πολιτισμός του Ήχου και του Θεάματος (σσ. 19-46), Αθήνα: Κριτική.</p> <p>Straubhaar, J. και LaRose, R. (2000), Media now: Communications media in the information age, Belmont, CA.: Wadsworth.</p> <p>Wilcox, D., Ault, P. και Agee, W. (2001), Δημόσιες σχέσεις, Αθήνα: Έλλην.</p> <p>Παπαθανασόπουλος, Στέλιος (1997). Η Δύναμη της Τηλεόρασης. Αθήνα: Καστανιώτης.</p>

	Μπαντιμαρούδης, Φιλήμων (2006, 2η Έκδοση). Σύντομη ιστορία της επικοινωνίας: Μέσα και πολιτισμός. Θεσσαλονίκη, Επίκεντρο. Κόβατς, Μπιλ και Ρόζενσιλ Τομ (2004). Εισαγωγή στη δημοσιογραφία: Τι πρέπει να γνωρίζουν οι άνθρωποι των μέσων και τι πρέπει να αναμένει η κοινή γνώμη. Αθήνα, Καστανιώτης.
Assessment	Midterm Examination Final Examination Weekly exercises
Language	Greek

Course title	Quantitative Data Analysis in Journalism			
Course code	<b>JOU 151</b>			
Course type	Core			
Level	Undergraduate			
Year / Semester	Second Year			
Instructor's name	Philemon Bantimaroudis			
ECTS	8	Lectures/Week	2	Laboratories /week
Course Purpose and Objectives	<ul style="list-style-type: none"> <li>- Familiarise students with the basic principles of quantitative data analysis</li> <li>- Be able to read quantitative reports</li> <li>- Engage in basic data collection</li> <li>- To present in a simple and understandable way information derived from quantitative surveys</li> </ul>			
Learning outcomes	<ul style="list-style-type: none"> <li>- Basic data analysis skills</li> <li>- Understanding statistical principles</li> <li>- Basic principles of quantitative methodology</li> <li>- Understanding empirical research</li> </ul>			
Co-requisites	-	Prerequisites		

Course content	The course examines the basic principles of statistical analysis of social data with a primary focus on journalism. It focuses on the techniques available not only to social scientists but also to media professionals (journalists, analysts, presenters, etc.) for gathering social data, converting it into variables, analyzing quantitative evidence, and presenting quantitative findings in a simple and concise manner. The course presents the most important methods and techniques of quantitative analysis, which enrich the research toolkit of modern media professionals. Although this course is an introduction to quantitative methodology, it provides a journalistic orientation to quantitative research. Furthermore, it provides future media analysts with empirical tools for understanding the social environment.
Teaching methods	Lectures Exercises Examinations
Indicative reading	Δαφέρμος, Βασίλης. (2011). Κοινωνική Στατιστική και Μεθοδολογία Έρευνας με το SPSS. Θεσσαλονίκη, Εκδ. Ζήτη. Babbie, Earl. (2011). Introduction to Social Research. Athens, Kritiki. Wimmer, R., & Dominick, J. (2013, 10th Edition). Mass Media Research: An Introduction. Boston, Cengage Learning.
Assessment	Lab exercises Midterm Exam Final Examination
Language	Greek

Course Title	<b>Journalism, Ethics and the Law</b>				
Course Code	<b>JOU 211</b>				
Course Type	<b>Core</b>				
Level	Undergraduate				
Year / Semester	1 <sup>st</sup> year/ 2 <sup>nd</sup> semester				
Teacher's Name	Theodora Maniou or Special Scientist				
ECTS	6	Lectures / week	2	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are:</p> <ul style="list-style-type: none"> <li>- Forming an understanding of the meaning, importance and role of journalistic ethics and its relation to the law.</li> <li>- Understanding of the basic principles of journalistic ethics and the Codes of Journalistic Practice.</li> <li>- Awareness of relevant European directives and decisions of international organisations.</li> <li>- Acquiring knowledge of issues relating to journalistic dependencies and journalistic incompatibility.</li> <li>- Familiarisation with the concepts and practices of self-regulation.</li> <li>- Exploring the ethical crisis in the contemporary media.</li> </ul>				
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand philosophical terms and principles associated with ethics, truth and objectivity.</li> <li>2. Know and assess issues related to journalistic ethics and communication law, as well as European directives and decisions of international organizations on issues related to journalism and communication.</li> <li>3. Understand whether a journalistic text violates the rules of ethics and the provisions of legislation</li> <li>4. Understand issues related to journalistic ethics in the 21st century.</li> </ol>				
Prerequisites	-	Required	-		
Course Content	<p>The course presents and critically analyses the basic ethical principles for the practice of journalism in Cyprus and internationally. Among the key issues to be presented are the principles of truth and objectivity in relation to issues of journalistic dependencies. At the same time, contemporary ethical problems for journalists and the challenge of self-</p>				

	<p>regulation will be examined. Students will have the opportunity to critically analyse the role of Journalists' Associations/Unions and the relevant texts on journalistic ethics. Specific topics analysed include the following:</p> <ul style="list-style-type: none"> <li>- Ethics / Truth / Objectivity</li> <li>- Journalistic dependencies and incompatibilities</li> <li>- Basic principles and codes of journalistic ethics</li> <li>- European directives regarding media / Relevant national and European legislation</li> <li>- Laws about the Media</li> <li>- Press Freedom</li> <li>- Committee on Journalistic Ethics / Cyprus Broadcasting Authority</li> </ul> <p>- Problems of journalistic ethics in modern times</p>
Teaching Methodology	Lectures, screening and analysis of material, discussions, examples.
Bibliography	<p>Νέος Κώδικας Δημοσιογραφικής Δεοντολογίας ΕΣΚ (2022).</p> <p>Ward, S. J. (2019). Journalism ethics. In <i>The handbook of journalism studies</i> (pp. 307-323). London: Routledge.</p> <p>Porlezza, C. (2024). The datafication of digital journalism: A history of everlasting challenges between ethical issues and regulation. <i>Journalism</i>, 25(5), 1167-1185.</p> <p>Firmstone, J. (2023). Journalism Ethics. In <i>The Shaping of News: A Framework for Analysis</i> (pp. 113-135). Cham: Springer International Publishing.</p> <p>Δεληγιάννη, Ε. (2004). <i>Ηθική και ΜΜΕ</i>. Αθήνα: Σιδέρης.</p> <p>Καρακώστας, Ι. (2012). <i>Το Δίκαιο των ΜΜΕ</i>. Αθήνα: Νομική Βιβλιοθήκη.</p> <p>Ακτύπης, Σ., Jougoux, P. &amp; Συνοδινού, Τ.Ε. (2016). <i>Ελευθερία έκφρασης δημοσιογράφων και σκιτσογράφων: Προστασία και περιορισμοί του δικαιώματος στο ελληνικό και κυπριακό δίκαιο</i>. Θεσσαλονίκη: Εκδ. Σάκκουλας.</p>

	<p>Κούρος, Κ. (2008). <i>Το Δίκαιο των ΜΜΕ στη Δημοκρατία της Κύπρου – Σκιαγράφηση της εξελικτικής διαμόρφωσης του νομικού πλαισίου του Τύπου από τον 18ο αιώνα μέχρι σήμερα</i>. Λευκωσία</p> <p>Παπαθανασόπουλος, ΣΤ. (2000). <i>Ζητήματα δημοσιογραφικής δεοντολογίας</i>. Αθήνα: Καστανιώτης.</p> <p>Παυλίδης, Γ. (2009). <i>Περί Δημοσιογραφικής Δεοντολογίας</i>. Λευκωσία: Εκδόσεις Επιφανίου.</p>
Assessment	<p>Final exam Individual project Group projects</p>
Language	Greek

Course title	<b>Reporting I</b>				
Course code	<b>JOU 214</b>				
Course type					
Level	Undergraduate				
Year / Semester	2 <sup>nd</sup> year – 4 <sup>th</sup> semester				
Instructor's name	Theodora Maniou				
ECTS	6	Lectures / week	1	Labs / week	1
Course targets	<p>This course aims to familiarize the students with journalistic practices for reporting on news stories for different types of media (print, electronic and web).</p> <p>In addition, students will have the opportunity to exercise on interviewing techniques and journalistic research practices.</p>				
Learning outcomes	Students are expected to implement journalistic research techniques for reporting in print, electronic media and the web.				

	Students will be familiarized with reporting practices, techniques and terminology and they will be able to report on different types of news stories.		
Prerequisites	-	Co-requisites	-
Περιεχόμενο Μαθήματος	This course presents journalistic research techniques, beginning from interviewing techniques, news selection criteria, searching for sources and moving on to news writing and distribution. In order to train future journalists, this course provides the background for critical evaluation of complex social issues and media agenda, and the production of simple and coherent news stories. Additionally, this course equips students with professional skills in order to identify newsworthy information and produce in-depth news items.		
Μεθοδολογία Διδασκαλίας	This course is mainly empirical and includes several exercises, through which students are expected to develop journalistic research skills. In its theoretical dimension, this course is based on lectures regarding the best practices in reporting for different media.		
Βιβλιογραφία	<p>Zeng, J., &amp; Chan, C. H. (2023). Envisioning a more inclusive future for digital journalism: A diversity audit of journalism studies (2013–2021). <i>Digital Journalism</i>, 11(4), 609-629.</p> <p>Mason, B. (2023). <i>Journalism Practice and Critical Reflexivity</i>. Routledge.</p> <p>Conboy, M. (2023). <i>Journalism, technology and cultural practice: A history</i>. Routledge.</p> <p>Humayun, M. F., &amp; Ferrucci, P. (2022). Understanding social media in journalism practice: A typology. <i>Digital Journalism</i>, 10(9), 1502-1525.</p> <p>Spiteri, Z. (2009). <i>Journalist and his/her power</i>. Athens: Kastaniotis publications (in Greek).</p> <p>Kovach, B. &amp; Rosenstiel, T. (2007). <i>The Elements of Journalism: What Newspeople Should Know and the Public Should Expect</i>. N. York: Three Rivers Press.</p>		

	Knobel, B. (2018). <i>The watchdog still barks: How accountability reporting evolved for the digital age</i> . N. York: Fordham University Press.
Assessment	Individual assignment – 40% Team lab exercises – 20% Final exam – 40%
Language	Greek

Course title	<b>REPORTING II</b>				
Course title	<b>ΔΗΜ 314</b>				
Course type					
Level	Undergraduate				
Year / Semester	3 <sup>rd</sup> year – 5 <sup>th</sup> semester				
Instructor's name	Theodora Maniou				
ECTS	6	Lectures / week	1	Labs / week	1
Course targets	<p>This course aims to familiarize the students with journalistic practices for reporting different types of news stories.</p> <p>In addition, students will have the opportunity to exercise upon journalistic research practices, fact and information checking and validation of complex sources.</p>				
Learning outcomes	<p>Students are expected to implement journalistic research techniques for reporting on different kind of news stories (political, economic, social, sport news).</p> <p>Students will be able to produce news reports by embracing complex and different news sources.</p>				
Co-requisites	-	Pre-requisites	- ΔΗΜ 214		
Course content	This course comes as the second part of REPORTING I, which is taught in the previous semester. In this semester it mainly focusses on different types of reporting, e.g., politics, economy, sports.				



	Together with REPORTING I, these two courses aim to equip future journalists with complex and critical skills in order to be able to adequately cope with different kinds of news stories.
Teaching method	This course is mainly empirical. Through the implementation of several exercises, students are expected to develop journalistic research and reporting skills. In its theoretical dimension, this course is based on lectures regarding the best practices in reporting on different news stories.
Indicative reading	<p>Van Antwerpen, N., Searston, R. A., Turnbull, D., Hermans, L., &amp; Kovacevic, P. (2023). The effects of constructive journalism techniques on mood, comprehension, and trust. <i>Journalism</i>, 24(10), 2294-2317.</p> <p>Moreno-Gil, V., Ramon-Vegas, X., &amp; Mauri-Ríos, M. (2022). Bringing journalism back to its roots: examining fact-checking practices, methods, and challenges in the Mediterranean context. <i>Profesional de la información</i>, 31(2).</p> <p>Papadopoulou, L. and Maniou, T.A.(2021). Digital Media and New Forms of Journalism. <i>Encyclopedia of Information Science and Technology</i>. Available at: <a href="http://www.igi-global.com/chapter/digital-media-and-new-forms-of-journalism/260255">http://www.igi-global.com/chapter/digital-media-and-new-forms-of-journalism/260255</a></p> <p>Ramonet, I. (2011). <i>The explosion of Journalism</i>. Athens: Publications of Twenty first (in Greek).</p> <p>Patterson, C. &amp; Sreberny, A. (2005). <i>International News in the 21st Century</i>. Indiana: Indiana University Press.</p> <p>Wahl-Jorgensen, K. &amp; Hanitzsch, Th. (2009). <i>The Handbook of Journalism Studies</i>. London: Routledge.</p>
Assessment	<p>Individual assignment – 40%</p> <p>Team lab exercises – 20%</p> <p>Final exam – 40%</p>
Language	Greek

Course Title	<b>Radio</b>				
Course Code	<b>JOU 315</b>				
Course Type	<b>Compulsory</b>				
Level	1st Cycle (Bachelor's Degree)				
Year / Semester	3 / Spring Semester				
Teacher's Name	Dimitris Trimithiotis				
ECTS	7	Lectures / week	2 (1.5 hours per lecture)	Laboratories / week	1 (2 hours)
Course Purpose and Objectives	<ul style="list-style-type: none"> <li>• students will acquire knowledge of the various forms of contemporary genres of radio discourse.</li> <li>• students will acquire knowledge of the main methods for the collection, analysis and presentation of journalistic data.</li> <li>• students will be able to communicate with official and unofficial information sources.</li> <li>• students will acquire practical experience and will be able to produce various forms of radio content.</li> <li>• students will be able to conduct interviews for radio programmes.</li> <li>• students will be familiarised with specialised software of audio production and editing</li> </ul>				
Learning Outcomes	<ul style="list-style-type: none"> <li>• understand the different stages of radio production</li> <li>• be able to produce various forms of radio content</li> <li>• be able to use specialised software for radio production and editing</li> </ul>				
Prerequisites		Required			
Course Content	<p>This course aims at introducing the students to the process of production of audio content. Students will be expected to become familiar with the professional activity of radio producers, that is collection, editing and production through practical training. Particular emphasis is placed on the understanding of the methods used and of the necessary work stages for the preparation of radio programs.</p> <p>Students will be able to handle specialised digital audio programs and to produce various forms of radio content.</p>				

Teaching Methodology	Lectures, discussions, practice, hosting of attendees
Bibliography	<p>Dubber Andrew. 2013. <i>Radio in the Digital Age</i>, Polity Press.</p> <p>Everest F. Alton. 2011. <i>Εγχειρίδιο Ακουστικής</i> (μεταφρασμένο), ISBN: 978-960-418-341-8, εκδόσεις ΤΖΙΟΛΑ.</p> <p>McLeish, R. 2012. <i>Radio production</i>. Focal Press.</p> <p>Mellado, C., Blanchett, N., Stepińska, A., Mothes, C., Lecheler, S., Blanco-Herrero, D., ... &amp; Zhao, X. (2024). Does News Platform Matter? Comparing Online Journalistic Role Performance to Newspaper, Radio, and Television. <i>Digital Journalism</i>, 12(3), 376-399.</p> <p>Nieves-Pizarro, Y., Takahashi, B., &amp; Chavez, M. (2019). When everything else fails: Radio journalism during hurricane Maria in Puerto Rico. <i>Journalism Practice</i>, 13(7), 799-816.</p> <p>Prokopović, A. M. (2021). Podcasts and Journalism. <i>Media studies and applied ethics</i>, 2(2), 19-31.</p> <p>Suyanto, S., Latifah, K., &amp; Muchid, M. (2022). Transformation of radio technology in the digital age. <i>Nyimak: Journal of Communication</i>, 6(1), 115-130.</p> <p>Wake, A., &amp; Bahfen, N. (2016). Redefining radio: Implications for journalism education in an era of digital audio storytelling. <i>The Radio Journal: International Studies in Broadcast &amp; Audio Media</i>, 14(2), 231-242.</p>
Assessment	<p>Production 1: 5%</p> <p>Production 2: 10%</p> <p>Production 3: 15%</p> <p>Production 4: 35</p> <p>Final Exams: 35%</p>
Language	Greek

Course Title	Political Communication				
Course Code	JOU 381				
Course Type	Core				
Level	Undergraduate				
Year / Semester	Third Year				
Teacher's Name	Philemon Bantimaroudis				
ECTS	6	Lectures / week	2 (1.5 hours per lecture)	Laboratories / week	
Course Purpose and Objectives	The presentation of historical social, economic and cultural influences that have established the relationship between politics and media.				
Learning Outcomes	<ul style="list-style-type: none"> <li>- Understanding the emergence and evolution of political parties.</li> <li>- Understanding the relationship between politics and media.</li> <li>- Understanding the influences arising from a symbiotic relationship between media and politics.</li> </ul>				
Prerequisites		Required			
Course Content	<p>This course examines an interaction between media and political institutions that define modern democratic societies. Through the relationships formed between political actors, the media, and various audience groups, various democratic functions are highlighted, along with their advantages and shortcomings.</p> <p>This course focuses on political parties as crucial links between the state and civil society. Although political parties constitute significant institutions of modern societies, there is a widespread skepticism regarding the information citizens have about the functions and roles of these parties. Moreover, their roles and functions are mediated experiences, as the average person acquires knowledge about people, processes, and institutions through the media. By observing the functions of institutions, communication technologies, and the mechanisms that bring political interactions to the forefront, the course aims to examine the relationship between the state, media, parties, organizations, social movements, political campaigns, and the</p>				

	<p>public as they shape public life and produce a prevailing political culture.</p> <p>Additionally, the course pays special attention to the technological framework that defines the production, distribution, and reception of political experiences. These experiences take various forms—from political advertisements to mobilizations and protests. The coexistence of party and media institutions is described as digital, electronic, or simply tele-democracy. This institutional coexistence concerns us as it shapes the form and function of modern democracies.</p>
Teaching Methodology	<p>Lectures</p> <p>Discussion</p> <p>Bibliography</p>
Bibliography	<p>Heywood, Andrew (2006). Introduction to Politics. Athens, Polis.</p> <p>Δεμερτζής, Νίκος (2002). Πολιτική Επικοινωνία: Διακινδύνευση, Δημοσιότητα, Διαδίκτυο. Αθήνα, Εκδ. Παπαζήση.</p> <p>Shively, Phillips (2011). Power and Choice: An Introduction to Political Science. New York, McGraw Hill.</p> <p>McNair, Brian (2017). An Introduction to Political Communication. London, Routledge.</p> <p>Μακκόμπος Μάξουελ, Εϊνσιντελ, Έντνα και Ντέιβιντ Ουίβερ (1996). Τα Μέσα Μαζικής Ενημέρωσης και η Διαμόρφωση της Κοινής Γνώμης. Αθήνα, Καστανιώτης.</p> <p>Klinger, U., <a href="#">Kreiss</a>, D., &amp; Mutsvairo, B. (2023). Platforms, Power, and Politics: An Introduction to Political Communication in the Digital Age. Cambridge, Polity.</p>
Assessment	<p>Midterm Examination</p> <p>Final Examination</p> <p>Exercises</p>
Language	Greek

Course Title	<b>Sports Journalism</b>			
Course Code	<b>JOU 401</b>			
Course Type	<b>Compulsory</b>			
Level	1st Cycle (Bachelor's Degree)			
Year / Semester	4 / Fall Semester			
Teacher's Name	Dimitris Trimithiotis			
ECTS	6	Lectures / week		Laboratories / week
Course Purpose and Objectives	<ul style="list-style-type: none"> <li>introduce students to the field of sports journalism and its contemporary features</li> <li>familiarise students with the history and evolution of sports journalism through time and within specific social and economic contexts</li> <li>familiarise students with the main institutions and actors of sports journalism in Cyprus and at international level</li> <li>familiarise students with sports reporting across multimedia platforms</li> </ul>			
Learning Outcomes	<ul style="list-style-type: none"> <li>understand the characteristics and the main actors in the field of sports</li> <li>be able to produce a match report for dominant sports in Cyprus</li> <li>be able to recognize the various genres of sports news and reporting</li> </ul>			
Prerequisites		Required		
Course Content	The course examines the features of contemporary sports Journalism (press, radio, television, internet). It examines the role and practices of sports journalists in the wider social environment (racial and gender discrimination, juvenile delinquency, etc.). It also provides the necessary knowledge and skills for the production and editing of various forms of sports reporting.			

Teaching Methodology	Seminar with discussion and practice
Bibliography	<ul style="list-style-type: none"> <li>• Ανδρέας Κλ. Σοφοκλέους (2008) Αθλητική Δημοσιογραφία, Λευκωσία, Νικολής.</li> <li>• Andrews P. (2014) Sports Journalism, London, SAGE.</li> <li>• Boyle, R. (2017). Sports journalism: Changing journalism practice and digital media. <i>Digital Journalism</i>, 5(5), 493-495.</li> <li>• Dorer, J., Gouma, A., &amp; Marschik, M. (2020). Intersectionality in sports journalism. <i>The international encyclopedia of gender, media, and communication</i>, 1-8.</li> <li>• Perreault, G., &amp; Bell, T. R. (2022). Towards a “digital” sports journalism: Field theory, changing boundaries and evolving technologies. <i>Communication &amp; Sport</i>, 10(3), 398-416.</li> <li>• Steen, R. (2007). Sports journalism: a multimedia primer. Routledge</li> </ul>
Assessment	Production 1: 15% Production 2: 20% Production 3: 35% Final Exams: 30%
Language	Greek

Course title	Documentary				
Course code	<b>JOU 420</b>				
Course type	Constrained Elective				
Level	Undergraduate				
Year / Semester	4 <sup>th</sup> year – 7 <sup>th</sup> semester				
Instructor's name	Costas Constandinides				
ECTS	6	Lectures / week	1	Lab exercises / week	1



Course target	<p>The main objective of the course is to familiarize students with the social and cultural role of the documentary film. Moreover, it focuses on the principles and techniques that govern the documentation and presentation of reality and critically discusses the subgenres that are formed due to socioeconomic and technological developments. Additionally, it considers the relationship between documentary and different types of tv production. In the second part, the course concentrates on the development of basic technical knowledge that students will apply to make their own short documentaries.</p>		
Learning outcomes	<p>Students are expected to be able to:</p> <p>Understand the evolution of the documentary and the principles governing the making of documentary films, as well as to critically analyze documentaries and discuss different stylistic approaches.</p> <p>Develop a topic for the creation of a documentary, to assess the requirements of the project, and to know how to implement the various stages of an audiovisual production.</p> <p>Acquire technical skills which will help them operate professional audiovisual equipment and other digital tools that can be used in the production of a short documentary</p>		
Co-requisites	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">-</td> <td style="width: 50%; text-align: center;">Prerequisites</td> </tr> </table>	-	Prerequisites
-	Prerequisites		
Course content	<p>The course firstly introduces students to the history and subcategories of documentary, as well as key theoretical perspectives related to non-fiction media. The second part focuses on the planning and production stages of a documentary, as well as familiarizing students with methods of documentation of the subject they are interested in developing in the context of practical work. Particular importance is given to practical and ethical considerations specific to documentary making.</p>		
Teaching methods	<p>Methods used to conduct the course are lectures, in-class discussion, individual and group practical exercises in the classroom, so that students can apply the principles informing audiovisual production. The course is held in a lab where there is state of the art equipment for editing and processing audio-visual content, which the students can also use outside class time for the completion of their assignments. Students have access to professional equipment (e.g. cameras, microphones, lighting) for filming needs.</p>		
Indicative reading	<p>Stathi Irimi and Skopeteas Ioannis (editors). <i>Documentary, Another reality</i>. Athens: Egokeros, 2009.</p> <p>Stefani, Eva. <i>Documentary: The Observation Game</i>. Patakis, 2016.</p>		



	<p>Patricia Aufderheide. <i>Documentary Film: A Very Short Introduction</i>. Oxford University Press, 2007.</p> <p>Nichols, Bill. <i>Introduction to Documentary</i>. [Electronic Resource]. 2nd ed. Indiana University Press, 2010.</p> <p>John A. Duvall. <i>The Environmental Documentary: Cinema Activism in the 21st Century</i>. Bloomsbury Academic, 2017.</p> <p>Presence, S., Wayne, M. &amp; Newsinger, J (Eds.) (2021). <i>Contemporary Radical Film Culture</i>. Routledge.</p> <p>Kim, J. (2022). <i>Documentary's Expanded Fields: New Media and the Twenty-first-century Documentary</i>. Oxford University Press.</p>
Assessment	<p>Main Practical Project (Group) – 40%</p> <p>Individual Practical Assignments – 10%</p> <p>Written Assignment – 20%</p> <p>Final Exam – 30%</p>
Language	Greek

Course Title	Theory and Effects of Media				
Course Code	JOU 382				
Course Type	<b>Core</b>				
Level	Undergraduate				
Year / Semester	Third Year				
Teacher's Name	Philemon Bantimaroudis				
ECTS	6	Lectures / week	2 (1.5 hours per lecture)	Laboratories / week	
Course Purpose and Objectives	The main objective of the course is to familiarise students with the most important theories of media while explaining the importance of social research.				
Learning Outcomes	Knowledge of the most important schools, approaches and theories in relation to media influences in society.				
Prerequisites		Required			
Course Content	<p>The course examines specific scientific theories and models as systematic processes through which scientists pose questions and advance scientific knowledge concerning the influences of media on different audience groups. The field of communication developed rapidly during the twentieth century, adopting various methods and techniques of social research to understand the social influences, practices, and effects associated with different communication technologies. Media influences are a part of people's everyday lives.</p> <p>In this course, we aim to familiarize ourselves with the research questions that have occupied communication researchers internationally from the mid-twentieth century to the present, taking into account the overwhelming rise of digital media and the phenomenon of social networking. The questions we will examine come from different social environments, while the answers we try to provide emerge from various perspectives and schools of thought. The course literature includes sociological and cultural approaches to offer a more comprehensive understanding of the different issues related to the phenomenon of communication. Understanding the functions and influences of media is essential for modern societies, as citizens interact with media perhaps more than with any other institution.</p>				

Teaching Methodology	Lectures Discussion Bibliography
Bibliography	<p>ΜακΚουέιλ, Ντένις (2002). Η Θεωρία της Μαζικής Επικοινωνίας για τον 21<sup>ο</sup> Αιώνα. Αθήνα, Καστανιώτης.</p> <p>Severin, Werner and James Tankard (2001). Communication Theories: Origins, Methods and Uses in the Mass Media. New York, Longman.</p> <p>McCombs, Maxwell (2004). Setting the Agenda: The Mass Media and Public Opinion. Cambridge, UK.: Polity.</p> <p>Bryant, Jennings and Dolf Zillmann (2009). Media Effects: Advances in Theory and Research. New York, Routledge.</p> <p>Herman, Edward and Noam Chomsky (2011). Manufacturing Consent: The Political Economy of the Mass Media. New York, Pantheon.</p> <p>Shoemaker, Pamela and Stephen Reese (1996). Mediating the Message: Theories of Influences on Mass Media Content. New York, Longman.</p>
Assessment	Midterm Examination Final Examination Exercises
Language	Greek

Course Title	<b>Research Methods in Communication</b>			
Course Code	<b>JOU 453</b>			
Course Type	<b>Compulsory</b>			
Level	1st Cycle (Bachelor's Degree)			
Year / Semester	4 / Spring Semester			
Teacher's Name	Dimitris Trimithiotis			
ECTS	6	Lectures / week		Laboratories / week
Course Purpose and Objectives	<ul style="list-style-type: none"> <li>introduce students to both the theoretical and practical dimensions of research process in the field of media and communication</li> <li>familiarise students with the process of research design and implementation (formulation of a research question, choice of methodology, selection of bibliography, research proposal, presentation of results)</li> <li>expose students to the main methodological approaches in communication, including quantitative and qualitative methods</li> </ul>			
Learning Outcomes	<ul style="list-style-type: none"> <li>be able to design a research project and choose the adequate methods for its implementation</li> <li>be able to discuss the advantages and disadvantages of each research method</li> <li>be able to formulate and present a research proposal.</li> </ul>			
Prerequisites	-	Required		-
Course Content	<p>The course aims at familiarising students with the basic qualitative and quantitative methods and research techniques applied to the broader field of communication. In this context, various forms of interviews, media content and discourse analysis as well as field and news room analysis are presented. The methodological tools provide important techniques for collecting and analysing primary data that is useful both for media professionals and for social scientists in communication. The course raises theoretical questions about the exercise of journalistic professional practice.</p>			

Teaching Methodology	Seminar with discussion
Bibliography	<p>Brennen, B. S. (2021). Qualitative research methods for media studies. Routledge.</p> <p>Creswell, J. W., &amp; Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage Publications.</p> <p>Keyton, J. (2020). Communication research: Asking questions, finding answers. Oxford University Press.</p> <p>Krippendorff, K. (2018). Content analysis: An introduction to its methodology. Sage Publications.</p> <p>Lindlof, T. R., &amp; Taylor, B. C. (2017). Qualitative communication research methods. Sage Publications.</p> <p>Leeds-Hurwitz, W. (2019). Research methods in communication. Wiley.</p> <p>Merrigan, G., &amp; Huston, C. L. (2019). Communication research methods. Oxford University Press.</p>
Assessment	<p>Written Studies: 55%</p> <p>Final Exam: 45%</p>
Language	Greek

Course title	Television Journalism				
Course code	<b>JOU 458</b>				
Course type	Required				
Level	Undergraduate				
Year / Semester	4 <sup>th</sup> year – 8 <sup>th</sup> semester				
Instructor's name	Costas Constandinides				
ECTS	7	Lectures / week	1	Lab exercises / week	1

Course target	<p>The key aim of the course is to introduce students to the principles and stages of creating journalistic television productions (news coverage, news shows, current affairs). In addition, the students familiarize themselves with the basic theoretical considerations specific to TV studies and develop basic skills for the purposes of creating their own journalistic content using news gathering and field production methods. The second part of the course is carried out in the TV studio, where students have the opportunity to produce a short news show and a short current events show.</p>		
Learning outcomes	<p>Students are expected to be able to:</p> <p>Know the journalistic terminology of television reporting and the stages of journalistic tv productions.</p> <p>Know basic theoretical considerations specific to TV studies, and critically discuss TV content and modern practices.</p> <p>Design and produce a news story using professional audiovisual equipment and editing software as well as show basic knowledge of the spaces of a television studio, the personnel involved in TV studio production and their responsibilities, the technology of studio-based productions, and the crucial factors and necessary steps in producing live or 'live-to-tape' TV.</p>		
Co-requisites	-	Prerequisites	JOU 104
Course content	<p>The course firstly introduces students to the key characteristics of the medium of television, the basic principles of creating journalistic television content, and key professional practices. The aforementioned aspects are presented alongside important theoretical considerations specific to TV studies. The second part of the course focuses on studio-based production practices which students can apply using state of the art TV production facilities, while special emphasis is placed on news gathering and field production practices.</p>		
Teaching methods	<p>The Methods used to conduct the course are lectures, in-class discussions, individual and group work during class time so that students can apply the principles discussed as part of the theoretical component of the course. The practical component of the course is carried out in state of the art facilities (editing lab, TV studio). Students have access to professional equipment (e.g. cameras,</p>		

	<p>microphones, lighting), which they can use for the making of news reports.</p>
<p>Indicative reading</p>	<p>Maniou, Th. (2013). <i>Television, Society and Political News: A theoretical and empirical approach in the Cypriot public sphere</i>. Thessaloniki: Epikentro publications (in Greek).</p> <p>Vovou, I. (2009). <i>The world of television</i>. Athens: Irodotos publications (in Greek).</p> <p>Papathanasopoulos St. (2000). <i>TV and its Audience</i>. Athens: Kastanioti.</p> <p>Cushion, S. &amp; Sambrook, R. (eds.) (2016). <i>The Future of 24-Hour News: New Directions, New Challenges</i>. New York: Peter Lang.</p> <p>Shanagan, J. &amp; Morgan, M. (2006). <i>Television and its viewers</i>. Cambridge: Cambridge University Press.</p> <p>Brown, L., &amp; Duthie, L. (2016). <i>The TV Studio Production Handbook</i>. London: I.B. Tauris</p> <p>York, I. (2008). <i>Basic TV Reporting</i>. UK: Focal Press.</p> <p>García-Avilés, J.A. (2020). Reinventing Television News: Innovative Formats in a Social Media Environment. In: Vázquez-Herrero, J., Direito-Rebollal, S., Silva-Rodríguez, A., López-García, X. (eds) <i>Journalistic Metamorphosis. Studies in Big Data</i>, vol 70. Springer, Cham. <a href="https://doi.org/10.1007/978-3-030-36315-4_11">https://doi.org/10.1007/978-3-030-36315-4_11</a></p> <p>Guo, M., &amp; Sun, F. S. (2022). Local News on Facebook: How Television Broadcasters use Facebook to Enhance Social Media News Engagement. <i>Journalism Practice</i>, 18(5), 1100–1118. <a href="https://doi.org/10.1080/17512786.2022.2074519">https://doi.org/10.1080/17512786.2022.2074519</a></p>

	Deacon, D., Smith, D., & Wring, D. (2024). Why mainstream news media still matter. <i>Media, Culture &amp; Society</i> , 46(4), 874-885. <a href="https://doi.org/10.1177/01634437241228765">https://doi.org/10.1177/01634437241228765</a>
Assessment	Group Practical Projects (News Story, Short News Show, Short Current Events Show) – 50%  Individual Lab Exercises – 10%  Final Exam – 30%
Language	Greek



## APPENDIX II

Syllabi of new courses (JOU-104, JOU-163, JOU-324) and of renamed/updated courses (JOU-102, JOU-457, JOU-482). Reading material has been revised where necessary according to the EEC's recommendation.

Course title	Introduction to Audiovisual Media				
Course code	<b>JOU 104</b>				
Course type	Required				
Level	Undergraduate				
Year / Semester	1 <sup>st</sup> year – 1 <sup>st</sup> semester				
Instructor's name	Costas Constandinides				
ECTS	8	Lectures / week	1	Lab exercises / week	1
Course target	<p>The aim of the course is to familiarize students with the process of producing/creating audio-visual shorts of a journalistic/informative nature. At the same time, the course focuses on the critical "reading" of the artistic and technical dimensions of audiovisual works using examples from the fields of cinema and television. Special emphasis is placed on the terminology used in the context of Audiovisual Media studies. Students will have the opportunity to familiarize themselves with the main roles, basic equipment and digital tools required to create audiovisual projects through practice-based projects.</p>				
Learning outcomes	<p>Students are expected to be able to use terminology specific to audiovisual production settings, operate professional audiovisual equipment and edit content using non-linear editing software.</p> <p>Students are expected to be able to design and create short audio-visual productions.</p> <p>Students are expected to be able to know key information about the development of audiovisual technology, to discuss and analyze forms of audiovisual storytelling and to connect the content of audiovisual works with socio-economic concerns.</p>				

Co-requisites	-	Prerequisites	-
Course content	<p>In this course, the basic principles of creating audiovisual content are developed and the stages of the planning, realization and distribution of an audiovisual project are analyzed. Moreover, it introduces students to modes of analysis and important technological developments in the field of audiovisual production, as well as good practices for managing the complexities that may characterize non-fiction narratives. Particular emphasis is placed on the acquisition of basic skills required for the production of digital audiovisual content (moving images, sound, editing, text and voice-over).</p>		
Teaching methods	<p>Methods used to conduct the course are lectures, in-class discussions, individual and group practical exercises in the classroom so that students can apply the principles informing audiovisual production. The course is held in a lab, where students can use state of the art equipment for editing and processing audio-visual content. Students also have access to professional equipment (e.g. cameras, microphones, lighting) for filming needs.</p>		
Indicative reading	<p>Jonathan Bignell. (2012). <i>An Introduction to Television Studies</i>. London: Taylor &amp; Francis Group.</p> <p>David Bordwell and KristinThompson. (2006). <i>Film Art: An Introduction</i>. Translated in Greek by Katerina Kokkinidi. Athens: NATIONAL BANK OF GREECE CULTURAL FOUNDATION</p> <p>Panagiotis Kyriakoulakos &amp; Evangelos Kalampakas. (2015). <i>Audiovisual Production</i> [Undergraduate textbook]. Kallipos, Open Academic Editions. <a href="https://hdl.handle.net/11419/5709">https://hdl.handle.net/11419/5709</a></p> <p>Leonard Shyles. (2007). <i>The Art of Video Production</i>. Los Angeles: SAGE Publications.</p> <p>H. Rogers, J. Freitas, J. F. Porfirio (Eds.) (2023), <i>Remediating Sound: Repeatable Culture, YouTube and Music</i>. Bloomsbury Academic.</p> <p>Vernallis, C. (2023). <i>The media swirl</i>. Duke University Press.</p>		
Assessment	<p>Group Practice-based Assignments – 50%</p> <p>Written Assignment (individual) – 10%</p> <p>Lab Assignments (individual) – 10%</p> <p>Final exam – 30%</p>		
Language	Greek		

Course title	Misinformation and Content Verification			
Course code	<b>JOU 163</b>			
Course type	Core			
Level	Undergraduate			
Year / Semester of study	1 <sup>st</sup> year/ 1 <sup>st</sup> semester			
Instructor's name	Theodora Maniou or Special Scientist			
ECTS	6	Lectures / week	2	Labs / week -
Course aims	<ul style="list-style-type: none"> <li>- Familiarise students with content verification techniques,</li> <li>- Recognition of the different types of misinformation with emphasis on digital and social media.</li> <li>- Familiarisation with software/applications for content and supporting data verification.</li> </ul>			
Learning outcomes	Students will be familiarized with content verification tools.			
Prerequisites	-	Corequisites	-	
Course content	<p>In the age of New Media and Big Data, the modern journalist is inundated with information. This requires the development of new tools and approaches in order to respond to the new environment that has been created. This course deals with techniques for identifying elements of misinformation and verifying journalistic material, with a focus on the Internet. The course includes the effective use of databases, news sources and other complex information. An important part of the course includes techniques for verifying the content of the news story and its accompanying elements (e.g., photographs).</p>			
Teaching methodology	Through exercises, students have the opportunity to develop journalistic techniques of research and content verification. In its			

	theoretical dimension, the course is based on lectures and exchange of views on issues of misinformation and content verification.
Bibliography	<p>Veglis, A. et el. (eds.). (2019). <i>Verification Handbook</i>. Available at: <a href="https://verificationhandbook.com/book_gr/about.php">https://verificationhandbook.com/book_gr/about.php</a></p> <p>Humprecht, E., Esser, F., Aelst, P. V., Staender, A., &amp; Morosoli, S. (2023). The sharing of disinformation in cross-national comparison: analyzing patterns of resilience. <i>Information, Communication &amp; Society</i>, 26(7), 1342-1362.</p> <p>Pérez Escolar, M., Lilleker, D., &amp; Tapia Frade, A. J. (2023). A systematic literature review of the phenomenon of disinformation and misinformation. <i>Media and Communication</i>, 11(2). Available at: <a href="https://www.cogitatiopress.com/media-and-communication/article/view/1221150412">A Systematic Literature Review of the Phenomenon of Disinformation and Misinformation   Review   Media and Communication (cogitatiopress.com)</a></p> <p>Altay, S., Berriche, M., &amp; Acerbi, A. (2023). Misinformation on misinformation: Conceptual and methodological challenges. <i>Social media+ society</i>, 9(1). Available at: <a href="http://journals.sagepub.com/doi/full/10.1177/20563051221150412">http://journals.sagepub.com/doi/full/10.1177/20563051221150412</a></p> <p>Silverman, C. (2015). <i>Verification Handbook</i>. European Journalism. Available at: <a href="https://verificationhandbook.com/downloads/verification.handbook_gr.pdf">http://verificationhandbook.com/downloads/verification.handbook_gr.pdf</a></p>
Assessment	<p>Individual Assignment</p> <p>In class assignments</p> <p>Final exam</p>
Language	Greek

Course Title	<b>Journalism Discourse Analysis</b>				
Course Code	<b>JOU 324</b>				
Course Type	<b>Compulsory</b>				
Level	1st Cycle (Bachelor's Degree)				
Year / Semester	3 / Fall Semester				
Teacher's Name	Dimitris Trimithiotis 2 (1.5 hours per lecture)				
ECTS	6	Lectures / week	2 (1.5 hours per lecture)	Laboratories / week	-
Course Purpose and Objectives	<ul style="list-style-type: none"> <li>• Acquire knowledge about the linguistic features of media texts.</li> <li>• Approache the journalistic discourse both as a representational and performative practice;</li> <li>• Articulate discourses of/on journalism with other social practices (social context, the processes of texts production and texts consumption);</li> <li>• Present the main discourse analytical approaches and methods illustrating how discursive features can be operationalized in the analysis of media and journalistic discourse;</li> <li>• Raise students' critical awareness of media and journalism discourse in relation to its role and functions in society.</li> </ul>				
Learning Outcomes	<ul style="list-style-type: none"> <li>• Understanding the main types of media text and their functions;</li> <li>• Understanding the basic principles of media text analysis;</li> <li>• Understanding the performative power of discourses of/on journalism;</li> <li>• Ability to analyse journalistic discourses;</li> <li>• Learning how to produce a journalistic discourse in its different genres: argumentative, expositive, persuasive.</li> <li>• Considering the responsibilities of journalists in producing media content.</li> </ul>				

Prerequisites	-	Required	-
Course Content	<p>The course approaches the journalistic discourse and media content critically through lectures and discussions on the existing scientific knowledge about the linguistic features of the media texts. This will enable students to analytically deconstruct the media texts in order to scrutinize the background ideologies and social norms of media and journalistic discourses. The course is based both on the classic and the most up-to-date theoretical and methodological approaches to media and journalism discourse (i.e. French school of discourse analysis; Critical Discourse Analysis Approaches). It involves working empirically with media content and applying the basic discourse analytical techniques for their critical understanding.</p>		
Teaching Methodology	<ul style="list-style-type: none"> <li>Lectures and discussions</li> </ul>		
Bibliography	<p>Angermuller, J., Wodak, R., &amp; Maingueneau, D. (2014). <i>The Discourse Studies Reader</i>. John Benjamins.</p> <p>Fairclough, N. (1995) <i>Media Discourse</i>. London: Arnold.</p> <p>Guillem S.M. and Toula C. (2020) <i>Critical Discourse Studies and/in Communication</i>. New York: Routledge.</p> <p>Johnstone B. and Andrus J. (2024). <i>Discourse analysis</i>. John Wiley &amp; Sons.</p> <p>Johnson, S. A., &amp; Milani, T. M. (2010) <i>Language Ideologies and Media Discourse: Texts, Practices, Politics</i>. London: Continuum.</p> <p>Machin, D. &amp; T. V. Leeuwen (2007) <i>Global media discourse: a critical introduction</i>, London: Routledge</p> <p>Van Dijk, T.A. (1988) <i>News As Discourse</i>, New York: Routledge</p>		
Assessment	<ul style="list-style-type: none"> <li>Participation in in-class discussions 5%</li> <li>Work dossier 50%</li> <li>Exams 45%</li> </ul>		
Language	Greek		

Course title	Applications for Print Journalism
Course code	<b>JOU 457</b>
Course type	Core

Level	Undergraduate				
Year / Semester	4 <sup>th</sup> year – 7 <sup>th</sup> semester				
Instructor's name	Theodora Maniou				
ECTS	6	Lectures / week	1	Labs / week	1
Course targets	<p>Students are expected to develop the ability to combine image and text in news stories and practice relevant professional techniques.</p> <p>They are expected to be able to use InDesign in order to create newspaper and magazines.</p> <p>Additionally, students are expected to be familiarized with interactive journalistic techniques, relevant applications and new journalistic narratives.</p>				
Learning outcomes	<p>Students are expected to develop abilities to embed image and video in journalistic narratives. Additionally, they will acquire theoretical knowledge regarding the role of the image in journalism, the historical evolution of photography and the history of the moving image (television, cinema). They are also creating newspapers and magazines using Adobe InDesign.</p>				
Prerequisites	-		Co-requisites	-	
Course content	<p>This course explains the role of the image in the production of journalistic content, the role of photographs in print and online journalism and presents the historical evolution of film and video in relation to the history of journalism. Regarding its practical aspect, the course explains the use of Adobe InDesign for the creation of newspaper and magazines' templates.</p>				
Teaching methods	<p>Teaching methods for this course include lectures, class conversation, team and individual lab exercises aiming to offer to the students theoretical as well as empirical knowledge. Individual and team exercises offer the ability to exchange ideas in class.</p> <p>Additionally, further reading is offered for every course unit, while students have the opportunity to familiarize themselves with programs and applications regarding image editing and desktop digital publishing (InDesign).</p>				



Recommended reading	<p>Vázquez-Herrero, J., Silva-Rodríguez, A., Negreira-Rey, M. C., Toural-Bran, C., &amp; López-García, X. (Eds.). (2022). <i>Total journalism: models, techniques and challenges</i> (Vol. 97). Springer Nature.</p> <p>Van de Wiele, B. (2022). <i>Adobe Photoshop, Illustrator, and InDesign Collaboration and Workflow</i>. Adobe Press.</p> <p>Morrish, J. &amp; Bradshaw, P. (2012). <i>Magazine Editing in Print and Online</i>. London: Routledge.</p> <p>Cook, A. D. (2016). <i>A History of Narrative Film</i>. N. York: W. W. Norton &amp; Company</p> <p>Reisz, K. &amp; Millar, G. (2010). <i>The Technique of Film and Video Editing</i>. USA: Focal Press</p> <p>Aufderheide, Patricia. (2015). Interactive Documentaries: Navigation and Design. <i>Journal of Film and Television</i>, 67 (3), 69-78. Available at: <a href="https://muse.jhu.edu/article/593949/summary">https://muse.jhu.edu/article/593949/summary</a></p> <p>Skarpelos, G. (2011). <i>Image and Society</i>. Athens: MOTIVO Publications (in Greek).</p> <p>Paschalidis, Gr. (2012). <i>The meanings of the photograph</i>. Thessaloniki: University Studio Press (in Greek).</p> <p>Kress, G. &amp; van Leeuwen, Th. (2010). <i>Reading Images: The grammar of visual design</i>. London: Routledge.</p>
Assessment	<p>Individual assignment: 40%</p> <p>Lab exercises: 20%</p> <p>Final exam: 40%</p>
Language	Greek

Course title	Internet Journalism
Course code	<b>JOU 102</b>
Course type	Core
Level	Undergraduate
Year / Semester	First Year
Instructor's name	Venetia Papa



ECTS	8	Lectures/Week	2 (1.5 hours per lecture)	Laboratories /week	
Course Purpose and Objectives	<ol style="list-style-type: none"> <li>Understanding new technologies and their impact on the process of journalistic content creation.</li> <li>Understanding the effects of the internet on the journalistic profession, the journalistic process, and the final news content.</li> <li>Search, collect, evaluate, and process information/and news for journalistic use online.</li> <li>Gain skills to create effective messages and content through available online journalism software.</li> </ol>				
Learning outcomes	<ol style="list-style-type: none"> <li>To familiarise students with the basic principles and rules for the production of online journalistic content.</li> <li>To familiarise students with the different journalistic tools offered by the platforms [Meta-Facebook Journalism Project &amp; Google News Initiative].</li> <li>To familiarise students with the different scientific approaches regarding digital journalism.</li> </ol>				
Co-requisites	-	Prerequisites			
Course content	<p>The course explores the significant shifts within the field of journalism in combination with the wider technological and social and cultural rearrangements that overturn the flows of information as well as its consumption models. In particular, the digital age introduces multiple reversals in news processing and distribution models. The so-called era of “post-industrial journalism” emphasises the technological possibilities that act as catalysts in the reshaping of journalism but also in the creation of new approaches to information processes. This course examines the different theoretical approaches that analyse the influence of technology on the professional, organisational and economic context in which modern journalism operates. Particular emphasis is placed on the practices and the content produced through the internet and within the different platforms. In addition, it provides students with information on how to use platforms, news applications and/or create online content.</p>				
Teaching methods	Notes, Interactive exercises, Content production exercises, Books.				

Indicative reading	<p>Briggs, Mark (2012). Journalism Next: A Practical Guide to Digital Reporting and Publishing, 2nd Edition, California: CQ Press.</p> <p>Knight, Megan &amp; Cook, Clare (2014). Social Media for Journalists - Principles and Practice, Sage.</p> <p>Schreiber, Martin &amp; Zimmermann, Clemens (eds). (2014). Journalism and Technological Change - Historical Perspectives, Contemporary Trends, The University of Chicago Press.</p> <p>Steensen, S., &amp; Westlund, O. (2021). What is digital journalism studies? (p. 136). Taylor &amp; Francis.</p> <p>Tong, J., &amp; Lo, S. H. (2017). Digital Technology and Journalism (pp. 291-314). Palgrave Macmillan.</p> <p>Witschge, T., Anderson, C. W., Domingo, D., &amp; Hermida, A. (Eds.). (2016). The SAGE handbook of digital journalism. Sage</p>
Assessment	<p>Class Participation 20%</p> <p>Creation and presentation of 5 deliverables 40%</p> <p>Final Exam 40%</p>
Language	Greek

Course title	Algorithmic Journalism and Emerging Technologies				
Course code	<b>JOU 482</b>				
Course type	Core				
Level	Undergraduate				
Year / Semester	Spring				
Instructor's name	Venetia Papa				
ECTS	6	Lectures/Week	2 (1.5 hours per lecture)	Laboratories /week	
Course Purpose and Objectives	1. Providing the theoretical foundations in different theoretical concepts (e.g., Platformisation of News, Algorithmic Curation) and acquiring knowledge in the current scientific debates around the				

	<p>nature and effects of algorithms in journalism and more broadly in cultural life.</p> <ol style="list-style-type: none"> <li>Understanding the methods by which journalists can control the algorithms (auditing algorithms) and detect possible algorithmic discrimination broadly on Google/Facebook/Twitter/Instagram.</li> <li>Understanding the ethical operating frames of algorithms and the effects on the production and dissemination of journalistic content.</li> <li>Identifying and providing solid critical discussions around the emerging new forms of journalism.</li> </ol>
Learning outcomes	<ol style="list-style-type: none"> <li>To understand the operation and effects of algorithms in journalism.</li> <li>To be familiar with the theoretical traditions that can be applied to effectively analyse the effects of Big Data and algorithms in Journalism.</li> <li>To apply innovative methods for the empirical and critical analysis of algorithmic systems that use Big Data in journalism.</li> </ol>
Co-requisites	-
	Prerequisites
Course content	<p>The course explores the significant changes within the field of journalism which appeared in conjunction with the operation and effects of Big Data. Automated journalism, also known as algorithmic journalism, consists of news articles generated by computer programs. Through artificial intelligence (AI) software, stories are automatically generated by computers rather than journalists. These programs interpret, organise, and present data in journalist-readable ways using automated techniques for retrieving and processing big data, that reframe but also create new social, political, and cultural conditions around their use. Students are asked to understand these new processes but also the effects of algorithms on the journalistic profession, routines, values and norms.</p>
Teaching methods	Notes, Interactive exercises, Collaborative projects, Content production exercise, Study and analysis of academic articles, Books.
Indicative reading	<p>Borgman, C. (2015). Big data, little data, no data: Scholarship in the networked world. Cambridge, MA: MIT Press.</p> <p>Boyd, d., &amp; Crawford, K. (2012). Critical questions for big data. Information, Communication &amp; Society, 15(5), 662-679.</p> <p>Christin, A (2020). Metrics at work: journalism and the contested meaning of algorithms. Princeton University Press.</p>

	<p>Driscoll, K., &amp; Thorson, K. (2015). Searching and Clustering Methodologies: Connecting Political Communication Content across Platforms. <i>The ANNALS of the American Academy of Political and Social Science</i>, 659(1), 134-148. doi: 10.1177/0002716215570570.</p> <p>Hargittai, E. (2015). Is Bigger Always Better? Potential Biases of Big Data Derived from Social Network Sites. <i>The ANNALS of the American Academy of Political and Social Science</i>, 659(1), 63-76. doi: 10.1177/0002716215570866 .</p> <p>Kitchin, R. (2014). <i>The data revolution: Big data, open data, data infrastructures and their consequences</i>. Londodn, UK: SAGE.</p> <p>Parasie, S. (2014). Data-driven revelation? Epistemological tensions in investigative journalism in the age of “big data”. <i>Digital Journalism</i>. doi: 10.1080/21670811.2014.976408.</p> <p>Pasquale, F. (2015). <i>The black box society: The secret algorithms that control money and information</i>. Cambridge, MA: Harvard University Press.</p> <p>Petre, C. (2021). <i>All the news that’s fit to click: How metrics are transforming the work of journalists</i>. Princeton University Press.</p> <p>Poell, T., Nieborg, D. B., &amp; Duffy, B. E. (2021). <i>Platforms and cultural production</i>. John Wiley &amp; Sons.</p> <p>Van Dijck, J., Poell, T., &amp; De Waal, M. (2018). <i>The platform society: Public values in a connective world</i>. Oxford University Press</p>
Assessment	<p>Class Participation: 20%</p> <p>Essay – 5 deliverables: 40%</p> <p>Final Exam: 40%</p>
Language	Greek

