



cbcnews | Canada

Massive data leak exposes offshore financial secrets
Hundreds of Canadians named in tax-haven records

The Washington Post

Süddeutsche Zeitung

the guardian

Journalism Innovation: Assessment

El Confidencial

La baronesa Thyssen
oculta su patrimonio
en paraísos fiscales

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#bcujournos

Key points:

- Assessment criteria
- What can I do?
- The evaluation

Which statement fits you most?

- “I want to be taught”
- “I want to learn”

How do you know?

- Do you find yourself checking your phone/email during class?
- Is passing the assignment your main motivation?
- Do you tend to do the readings at the end of the module, for the evaluation?
- Do you read other material beyond the readings?

How do you know?

- Do you believe everything that the lecturer says?
- Do you experiment during workshops beyond the instructions?
- Do you read news stories to see what techniques they use that you can copy?
- Do you read books about journalism, or watch YouTube tutorials?

Tip: Be active.

- Practise **focus** as a skill in itself
- Know yourself, and build **systems** to prevent bad habits (e.g. planning)
- Make each class **relevant** to you — find your motivation (or ask)
- **Explore and experiment** — don't go through the motions
- **Think and speak**. Don't just listen.

2 criteria (learning outcomes)

1. Demonstrate a critical understanding of new innovative models of media, in order to enable the creation of frameworks of **journalism texts and products**.
2. **Research, plan and evaluate** entrepreneurial journalism and innovations, using analytical and reflective skills to evaluate individual performance.

**Let's break
that down.**

Criteria 1:

- *A critical **understanding** of new innovative models of media:* your work should show that you know what a piece of data journalism looks like - so make sure you've looked at examples and developed the skills
- *the creation of frameworks of **journalism texts and products**:* your work should consist of pieces of journalism

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16-25: [Unsolved and increasingly unsafe: Nearly 90% of reported crime in Cambridge has gone unpunished since 2017.](#)

26-30: [Arts workers struggle to make ends meet as Covid grinch steals their work.](#)

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Portfolio elements

News stories and/or features using techniques from the module and your own research

Consider:

- Visualisation/interactivity
 - Interviews (fleshing out a data story, or where interviewee is identified through data, or where data fleshes out interview)
 - Social updates
 - Audio/video (e.g. two-ways, animated video etc)
- (We'll look at some examples later...)

Demonstrate a critical understanding of new innovative models of media, in order to enable the creation of frameworks of journalism texts and products

- **Effective understanding of the medium, demonstrated in practice:** evidence of 'good practice' such as spelling/grammar, use of colour, scale etc, clarity and accuracy of material (including any visualisation), structure, understanding of genre (e.g. feature vs news)
- **Strength of story ideas and creative concepts:** topicality, originality, and suitability for a particular audience and outlet.
- **Understanding of newsgathering models, demonstrated through:** planning, use of techniques such as FOI/scraping/APIs, cleaning, use and breadth of interviews, quality of analysis, rigour & statistical validity of conclusions

0%-39%	40%-49%	50%-59%	60%-69%	70%-79%	80%-89%	90%-100%
Journalism texts and products are poorly produced, or there is an insufficient amount of work for the brief. Understanding of innovative models may be below the minimum standard required.	Journalism texts and products are adequately produced and demonstrate a sound but limited understanding of innovative models. Creative concepts and technical skills at basic level.	Journalism texts and products are well produced and demonstrate a good understanding of innovative models. Concepts could be more creative and technical skills require greater attention to detail.	Journalism texts and products are very well produced and demonstrate a very good understanding of innovative models. Concepts show creativity and technical skills are developed.	Journalism texts and products created to an excellent standard and demonstrating a high level of understanding of innovative models. Concepts show creative development and strong technical skills.	Journalism content which is produced to an exceptional standard demonstrating a professional level command of innovative models. An awareness of client/audience is also evidenced in the work.	Journalism content above professional standards, establishing potential new practices or methods.

Criteria 2:

- **Research:** look at examples, read tutorials, read books, read the readings!
- **Plan:** make a schedule, a news planning diary, a contacts book, brainstorm story ideas, send FOIs, organise interviews, get feedback
- **Evaluate:** review your work based on what you've learned from books and examples, and in relation to your professional objectives. Consider legal and ethical issues. What needs improving?

Production diary template

For each piece of work fill out the following:

1 thing you **read, watched or listened to** and **how you put that into practice**:

- Link:
- I used ideas from this by...

3 things you **want to do next to improve, or add to, your work** (e.g. skills gaps):

1. _____
2. _____
3. _____

1 thing you **need to read, watch or listen to** to be able to do that (or do it better)

...

Telling the data-driven story

As this is a story of fact-checking, the character is me challenging governmental statistics (Dunn et al. 2005) for the Andalucian people (audience).

In this story, **data is the source and the tool** to build the narrative. Not only do I use it to verify the inequality within the region, but also to present the facts. “Data tells the story” and I present it, as Paul Bradshaw (2017) says.

I used a martini glass structure to present a sum up of the main findings at the top and invite the users to deep into the analysis. Following Shneiderman's principles (1996), I organised the information and designed the website starting with the overview, then filtering, and **allowing the user select their own details at the end**.

I oriented “readers into the story before they can navigate the graphics on their own,” as John Grimaldi advises in Alberto Cairo's book (2012).

Although I did not include anecdotes, the story is not empty of humanity. People can find themselves by searching their local areas and getting that specific information (Stray, 2016).

Regarding visual elements, graphics are mainly **bar charts**, because **I am comparing areas**, and I also included **two shape maps**. One of them shows distribution of population (density and older age). The other gives the users the chance to find their health area⁷ (Bradshaw, 2017; Smith, 2016).

Neither the written report nor the visual elements included all the findings but the relevant ones to adjust the article and the graphics “to the screen size and time we can afford to study it,” Bloodworth (2016).

Mobile first design

As part of a mobile first strategy, **the design is vertical, intuitive, responsive and visual**. Jennifer Kyrmin (2014) suggests “to focus on the content first,” so I set the core content in the first scroll, so as to deliver the main message with this initial movement.

Issues covered in readings:

- Data visualisation
- Generating story ideas
- Using FOI
- Statistical literacy
- Mapping ethics
- Data analysis

Research, plan and evaluate entrepreneurial journalism and innovations, using analytical and reflective skills to evaluate individual performance:

- **Understanding of professional contexts:** exploration and application of literature on best practice in the field; exploration of relevant legal considerations (e.g. privacy, the use of FOI laws, defamation, contempt, copyright, etc.), and ethics (e.g. accuracy, transparency, accessibility, inclusion, appropriate use of language, etc.)
- **Planning and project management:** professional documentation, including research and ideas development, pitches, source mapping
- **Critical evaluation and reflections:** identification of areas for further development or improvement, and methods or resources for doing so

0%-39%	40%-49%	50%-59%	60%-69%	70%-79%	80%-100%
Weak or inadequate research and/or poor evaluation of the work in the context of best practice and professional considerations.	Research sound but limited and basic evaluation of the work in the context of best practice and professional considerations.	Appropriate and competent research with good evaluation of the work in the context of best practice and professional considerations.	Solid and detailed research with a very good evaluation of the work in the context of best practice and professional considerations.	Substantial research and planning with an excellent evaluation of the work in the context of best practice and professional considerations.	Comprehensive and independent research going beyond the requirements of the brief, incorporated effectively into a well-planned project.
Seriously lacking in detail and little evidence of understanding.	Much more detail/depth of understanding required.	More detail/depth of understanding required.	Meets the requirements of the brief with minor flaws.	Fully meets the requirements of the brief	Evaluation provides exceptional insights into professional, legal and ethical context.

Include:

- Coversheet (on Moodle)
- A copy of your stories (not just links)
- Evaluation
- Bibliography
- Appendices (evidence referred to, e.g. planning, diary, contacts, drafts, brainstorming, correspondence, analysis of examples, FOI requests - and the **production diaries...**)

The production diary

Production diary template

For each piece of work fill out the following:

1 thing you **read, watched or listened to** and **how you put that into practice**:

- Link:
- I used ideas from this by...

3 things you **want to do next to improve, or add to, your work** (e.g. skills gaps):

1. _____
2. _____
3. _____

1 thing you **need to read, watch or listen to** to be able to do that (or do it better)

...

This is “critical understanding”

1. You **read** (or watch/listen to) stuff to learn how to do stuff
2. You **try** that out
3. You **review** the results critically to identify what you need to improve, or add to it
4. You identify what you **need** to read next to do that.
(And repeat)

Example:

- You **read** a story about stop and search in another city
- You **write** a story about stop and search in Birmingham
- You **review** it and think it needs better visualisation
- You **identify** a chapter on data visualisation to help you improve that

Example:

- You **read** a chapter about using FOI
- You use an FOI request to **research** mental health in universities
- You **review** the results and think your request could have been better phrased
- You **identify** some articles about FOI to help you do that

**It will give you the
skeleton of your
evaluation**

**Your evaluation should simply
expand on the diaries, outlining:**

**What you read,
How you put that into practice,
What you identified needed to
be improved, and
How you developed further.**

Reading:

- Read lots of data journalism for inspiration
- See the readings in Moodle
- Read more widely for issues specific to your practice and interests

Now, let's do something.