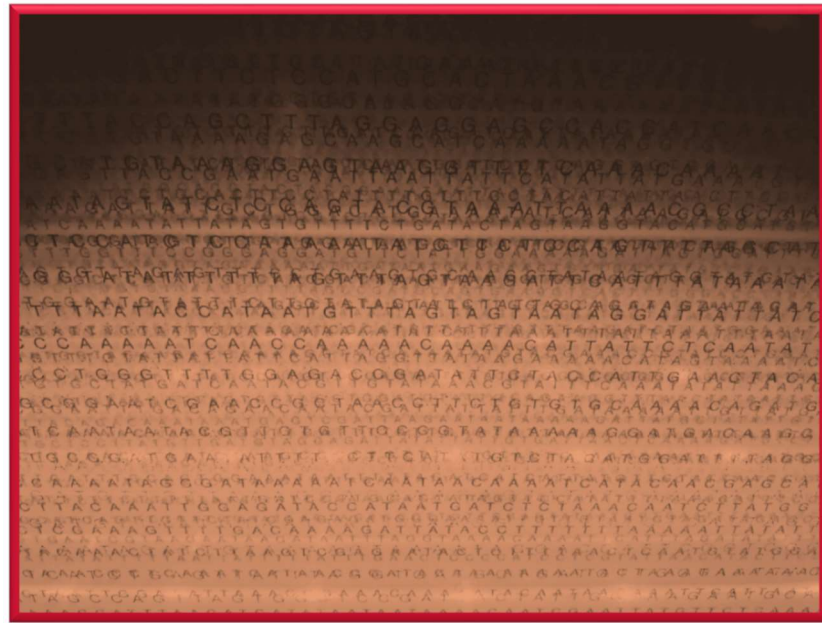


# A Living Handbook on Research Methods in Communication

*Applying Digital Language  
to Teaching Materials Online*



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Recommended citation

Díaz-Noci, Javier; Alonso, Claudia (eds.); Lluís Codina, Pere Freixa, Carlos Lopezosa, Rafael Pedraza, Laura Pérez Altable (authors) *A living handbook research methods in communication: Applying digital language to teaching materials online*. Barcelona: Pompeu Fabra University, 2021

## Funding

This paper is the main results of the research teaching project funded by PlaClik, Pompeu Fabra University, 2019-2021.

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THE AIM OF THIS TEACHING PROJECT is to explore the possibilities of which is known as a *living handbook*, or an interactive, ongoing handbook accessible online to be edited by authors and for consult for the scholarly community. It is also our goal to explore the ways of obtaining an *open textbook* out of some advanced versions of the living handbook - a more static output from a more dynamic one. We continue this way the production of materials to be used in the teaching of master programs on communication research, an effort initiated by producing a first output called *Methodos. Anuario de Métodos de Investigación en Comunicación Social* [*Methodos. Yearbook on Research Methods in Social Communication*], intended as a product of our concern on how to teach such courses. This first volume develops the first phase of the Project, and it is a conceptual guideline for the further development, during the academic year 2020-2021, of the real prototype tool. It advances, as well, some of the academic concepts to be further developed. The second volume is an Open Textbook, in pdf format, which offers the initial contents to be provided as well in the living handbook online.

The present study aims to examine the effect of a new format for sharing content with Pompeu Fabra University students in a Master's Degree in Communication. The study uses a quasi-experimental design, as there are no more than two examples of this new format. The aim is to achieve a digital and interactive book where both teachers and students can participate, adding valuable content related to the master's degree.

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# 1

## Why this project

THE GOAL OF THIS PROPOSAL is to help instructors and students of our research masters on communication to have an online tool to produce materials more advanced than classical, printed handbooks, in the sense that it is possible to have a way to edit and publish actualized information (definitions, concepts, examples, even lessons) easily accessible on a website, entries that can be modified, enhanced, completed when needed. Students would be given a resource to remind or secure knowledge, a place to come back in search of references. Students can, on the other hand, to ask for new entries, or suggest to modify the existing ones, depending on their needs, so they can have a continuously updated handbook at their disposal during their training period and beyond.

In a first moment, the addressees of this initiative are instructors. They will be provided with an online tool to produce and modify materials related to the courses they teach in our master programs and a platform to edit contents. They will be provided with technical instructions to proceed. At the end, the final addressees of the tools are the students of our masters, who will benefit from the Access to contents. Finally, since from a so-considered definitive version of the living handbook an open textbook can be produced (e.g., in pdf format) the addressees of this final output is the world-wide scholar community, specially those involved in teaching and learning research methods in communication. It is important, thus, to produce contents in the world-wide language of the scholar community: English. Even if the contents of the living handbook may be produced in whatever language of the three ones used in the Pompeu Fabra University, and in our master programs in communication (Catalan, Spanish and English) we consider important to publish this possible open textbook in English. We can considered, as well, a more-than-one language edition (e.g., Spanish and English) or even more than one edition of the textbook – for instance, if we consider interesting to reach the Spanish-language market.

## OPPORTUNITIES

The first opportunity we foresee with this project is the chance to explore edition platforms online. We do know that we have to work with Liferay and its implementation in the Pompeu Fabra University, OpenCMS (cms.upf.edu). The proposal is based in two aspects:

1) The possibilities of electronic publishing and digital language for the production of postgraduate teaching materials, and in particular of open textbooks, their application to active teaching at UPF, and the inclusion of multimedia, interactive and hypertextual elements in this type of teaching materials, as well as transmedia strategies, and content renewal. It is proposed to prepare a report, in English, a teaching research proper. It will include an interactive online manual design or prototype, a living handbook. Special attention will be paid to project-based learning, and in a complementary way to problem-based learning and the flipped classroom.

2) As an application of all this, it is proposed to design a "living" manual, taking as a model, among others, this one, from the University of Hamburg, on research methods in communication, based on the compulsory subjects of the Master's Degree in Communication. It would be a project to be developed entirely or, at least, preferably in English, so the internationalization of the results is sought. It would be a double edition, in html and in pdf. It could even be considered a printed edition, which would take place, if deemed appropriate, in the second year of project implementation. This would allow to see the differences in the different types of output and would enrich the results.

## ADDRESSEES

There is no doubt that the education system is changing and with it also the way of sharing content with learners. At this point we can say that e-learning does not need to prove its effectiveness in the teaching process, many institutions and universities are ahead of us in the use of e-learning and the integration of e-learning in education.

Attending a Master's degree can be a challenging experience for most new students, as they are faced with new demands and a much more concrete type of content. The growth of digital books in terms of their number and use has had an unprecedented effect on the academic world. Indeed, the importance of the



digital world in higher education has become increasingly important due to the shift from physical to blended and digital learning environments.

With the emergence of new technologies and the current importance of the diversity of methods for providing information and its effect on increasing the training of students, digital books emerge as a new, more convenient and attractive option for students. This is why Pompeu Fabra University wants to continue advancing and innovating this typical e-book, in order to provide students with an even more complete education.

To start with this project, we will first need to understand how conventional e-books work and then introduce the new variant, i.e. making them interactive.

First of all, the recipients of this initiative are the professors of the MUCS, who would have a tool and a platform for editing content related to the subjects of the master's degree. Ultimately, the recipients are the students of that master's degree. Finally, and since the first version of this dynamic handbook is intended to carry out a more static open textbook (a pdf version of this content that will serve as a basis for the subsequent renewal of the handbook) the recipients who would benefit from our proposal is the international academic community (the initiative aims to be substantiated mainly in English, especially the open textbook), with special emphasis on graduate students in the field of communication, but also the social (and human) sciences in general.

The tactics of the *Living Handbook* would allow it to be adjusted, renewed, expanded, etc. course by course or when necessary, in a participatory manner, through editing permissions, moderation, incorporation of comments, resolution of exercises. Also include multimedia and hypertext potential: graphics, interactive, videos, etc. And the possibility of downloading the chapters in pdf as well.

The project was intended be linked to both the MUCS and the Digidoc research group, which works on the different aspects of digital and interactive communication. Since during the execution term of this project the MUCS is coming to its end and will be substituted starting on the academic year 2021-2022 by the MUIC (Master Universitario de Investigación en Comunicación – University Master on Communication Research), this will be offered to it as well. The project will try to go further in one aspect, the more properly manual, while leaving aside, for now, a regular student-run journal. It can be a model for the PhD program in communication as well. In any case, the *Living handbook* should contain one or two chapters on how to involve students in disseminating research content and science communication and knowledge transfer strategies. In this sense, the double experience of the profile of the previous degrees in

communication, that of communicator and that of analyst-researcher, would be integrated in this perspective.

## GENERAL CHARACTERISTICS OF E-BOOKS

E-books are made up of two main components:

- 1) The physical device on which we are going to read the e-book.
- 2) The software, which is the program responsible for displaying the book on the screen.

Nowadays we can play an e-book on any device, be it a desktop computer, laptop, mobile, tablet... This has allowed books to be within everyone's reach and to be able to carry several with us without the need to carry their paper version.

We can say that we have three types of e-books on the market right now.

### **1) E-book in PDF format**

This format is the most popular among digital books, due to its ease of use. This type of file is characterised by its ease of uploading and downloading from/to the Internet with any web browser, which means that we do not need to have a special device to read it.

### **2) Electronic book in RTF format**

This type of e-book file format is distinguished by the fact that it is easy to modify and can be read by word processing applications. It is useful for newspapers, magazines and books because of its printable layout.

### 3) E-book in HTML format

We use HTML when we have a large amount of information and content. It is a more complex format as it requires experience in web development and HTML programming language. It can be read through web browsers or with a special reader.

#### Comparison between e-books and printed books:

	Printed	Digital
Accessibility	It can be accessed through publishers, printers and libraries.	Easily accessible via the internet, so it can be distributed to a large number of users without any problem.
Cost	The cost is usually high, as it includes the cost of production, publication, distribution...	Lower cost due to lower cost of e-book media.
Educational effectiveness	Low educational effectiveness.	Very high educational effectiveness, thanks to its multimedia content and the interaction it generates with the reader.
Search for information	This must be done manually by checking each page.	It is possible to search for a word or text quickly and easily.
Special needs	Incompatible with disabled persons or persons with special needs.	There are multiple options that are compatible with people with special needs, as we can change the colours, backgrounds, convert text to audio, video...
Interactivity	There is no interaction.	High interactivity through links, buttons and programming tools.
Updating of information	It is very difficult, as the book would have to be re-produced.	Easily upgradable as many times as needed at no additional cost.

Table 1. Comparison between e-books and printed books

## Difference between a conventional e-book and the Living Handbook

The main and most significant difference is the interaction the book has with its audience.

On the one hand, an e-book is still the digital version of a physical book on paper. Even so, some elements can be added to make it interactive, such as adding links, videos, audios... The reader of the book can be made to navigate through different pages and read it faster.

On the other hand, with the Living Handbook what we want to achieve is that the reader also becomes the author of this book, being able to add extra information, update content and comment on texts written by other readers. This book format can be a great resource for academic use, as students can present their knowledge, share it with other students and contrast the information.

Of course, not everyone can modify the contents of this book, because then it would never end. Access is limited to those who collaborate with the project or study the master's degree at Pompeu Fabra University.

## Educational value of the Living Handbook

The Living Handbook is intended to be used as a content support and resource for the students of a Master's Degree in Communication at Pompeu Fabra University.

This method aims to increase the academic performance and motivation of students to participate in the educational process. It also increases the students' desire to learn, awakening their curiosity for the topics covered in class, giving way to individual research, developing independence in learning.

The Living Handbook system allows students to learn according to their own abilities, time and pace of learning, giving them freedom and flexibility.

This type of book helps students to know how to search for information, contrast sources and synthesize the contents. It also helps them to write their own texts setting out the information studied previously in an objective way so that it can be part of the contents to be studied in the book.

Another of the educational values that the Living Handbook can provide is the ability to discuss with other students the contents related to the subject, giving different points of view on the topics covered in class or in the book.

## 2

# The “living books” and digital scholarly books A scoping review

A LITERATURE REVIEW IS AN OBJECTIVE, critical summary of published research literature relevant to a topic under consideration for research. Its purpose is to create familiarity with current thinking and research on a particular topic, and may justify future research into a previously overlooked or understudied area.

Systematic reviews usually compare research results on the efficacy of a given intervention or program, methodologies, etc., which makes it (relatively) easy to establish the effectiveness of a given intervention or program, methodologies, etc., which makes it (relatively) easy to establish unified schemes of analysis, as well as the subsequent comparison of such results under unified criteria.

For this literature review we have used the manual by **Lluís Codina, professor at the Pompeu Fabra University** in Barcelona. In this manual we were instructed to follow the following steps:

- 1. Preparation**, or ideation and keyword provision phase. Probably the most important of the 6 phases.
- 2. Search**, preferably using an advanced search form in order to accurately represent our need for information.
- 3. Results page**, where we proceed to a first test of results, evaluating their relevance based on the title.
- 4. Metadata or Registry**, where we determine more precisely the relevance of each result based on the summary.
- 5. Exports**, operation that we carry out with the most relevant references and that we will need to be able to retrieve in the future at any time.
- 6. Alerts**, by means of which we ensure that, in the future, we will be conveniently informed of new developments.

**MMA Ebied, SAA Rahman (2015). "The effect of interactive e-book on students' achievement at Najran University in computer in education course." *Journal of Education and Practice, Saudi Arabia, Vol.6, No.19.***

MMA Ebied, SAA Rahman (2015) aimed to examine the effect of interactive e-book on the performance of Najran University students in computer science in education course. The study used a quasi-experimental design and to collect the data, the researchers developed a performance test to measure the dependent variable represented in the performance affected by the experimental treatment.

The results of the study illustrate that there is a significant difference between the study groups in academic performance in favour of students in the experimental group studying with the e-book.

The study further supports the many advantages of e-books in increasing students' motivation to learn and developing academic performance, such as the use of multimedia within the e-book, ease of access, organisation, ease of returning to titles and texts in the e-book, plus the ability to load the book onto tablets and mobile phones, making it much easier to use anytime, anywhere.

**BCY Lim, LWL Liu, CC Hou (2020). "Investigating the Effects of Interactive E-Book towards Academic Achievement" *Asian Journal of University Education (AJUE), Vol. 16, No. 3.***

BCY Lim, LWL Liu, CC Hou (2020) aim with this study is to examine the effects of interactive e-books on academic performance. This project adopted an experimental approach to test the causal effect of the two types of e-books: the traditional e-book (TE) and the interactive e-book (IE) on a sample of undergraduate students enrolled in an introductory statistics unit. Experimental results indicated that students learning statistics through IE scored higher in academic performance than students learning through TE. The study implies that e-books should not be static and that e-book publishers and educators may choose to design their e-books using interactive formats with animation components depending on available resources.

**S Kerr, M Schmeichel, S Janis (2015). "Using Evernote® as an Interactive Notebook with Pre-Service Social Studies Teachers" *Social Studies Research & Practice*, Vol. 10 No 1 94.**

In this article, **S Kerr, M Schmeichel, S Janis (2015)** discuss the integration of two different aspects of teacher education - field-based instruction and technology - by using Evernote®, a digital note-taking and archiving application, to create interactive digital notebooks for students.

**S Kerr, M Schmeichel, S Janis (2015)** wanted to address two different pedagogical goals of a field-based course: 1) to enrich their pedagogies through the use of an interactive digital notebook with teachers who spent a lot of time in classrooms 2) to teach teachers how to use a particular cloud-based technology. The conclusion is that it is very important for teachers to be familiar with the programme in question, as this avoids loss of time and interest of pupils. On the other hand, it shows that pupils increase their performance in class and their willingness to learn and investigate the lesson independently.

**C Waldman, KJ Crippen (2009). "Integrating interactive notebooks: A daily learning cycle to empower students for science." *The Science Teacher*, 76(1). 51-55.**

Cheryl Waldman and Kent Crippen (2009) point out the many advantages of using interactive workbooks. The results found that students perceive the interactive workbook as a tool that positively influences their ability to learn, as they learn to organise the materials associated with the lesson. These workbooks create an active engagement between students and teachers, as the content is based on the collaboration of all. Waldman and Crippen state that this system helps students demonstrate and develop their writing and comprehension skills.

**Roslina, W., Fahmy, A., Yaacob, A., Haslinda, N. & Fariha, Z. (2012). "Research Directions for e Book: A Malaysian Perspective". *International Journal of Information Technology & Computer Science*, 5, 1-10.**

This article proposes three lines of research on e-Book: academic performance, social interaction and technological literacy in order to raise interest in the topic. The term "e-Book" is also defined taking into account the definitions found in the literature and the context of e-Book in the Malaysian education system. The results show an increase in motivation, changes in lifestyle, increased attendance and interaction in class and a better attitude and willingness to learn.

**Amari, MS. Shabl, ES. (2012) "the effectiveness of using e-book in reading course on academic achievement among first grade high school students", *Journal of reading and knowledge, Egypt*, 133, 42-88.**

The study by Amari and Shabl (2012) showed in their results the effectiveness of the e-book and its educational effect on students' achievement through increasing their performance, based on what it contains of texts, audios and images, and easy access to the required information. Amari and Shabl (2012) confirmed the effectiveness of the use of e-books in increasing the performance of first grade high school students in the reading course.

**M Phadung and S Dueramae (2018). "The Design and Impact of Interactive E-Book on Academic Language Achievement to Language Minority Students' '. *Phys: Conf. Ser.* 1097 012093**

The aim of the study was to design and test an interactive e-book for academic language learning for language minority (LM) students. The researcher conducted an experiment with a total of 54 third grade LM students (8-9 years old).

The experimental classroom had 28 language minority students who learned using the interactive e-book. In the control classroom there were 26 LM pupils who learned using the printed book. Testing took place over a period of 4 weeks. The interactive e-book had two main modes, automatic and manual. Each mode consisted of interactive options and features according to the principles of the natural approach. The test results showed that LM students improved after learning with the interactive e-book. The experimental group performed significantly better in story comprehension skills than the control group.

**Öngöz, S. Ş., Baki, A. (2010) "E-Book Usage of Graduate Students Studying Educational Sciences in Turkiye", *Turkish Online Journal of Distance Education-TOJDE* 11 (1), 13.**

The aim of this survey study is to detect some generalisable data on the state of use of print and electronic resources by postgraduate students. A questionnaire developed by Ebrary, one of the world's largest providers of e-books, was used as a data collection tool.



Following studies to improve the reliability and validity of the questionnaire, a 16-item form was obtained. A total of 634 questionnaires were sent to graduate students by e-mail, 130 of them were returned and 125 questionnaires were evaluated for the study. Regarding all the data, it was concluded that most of the graduate students are aware of the convenience of electronic resources and prefer to use these resources academically.



# 3

## Benchmarking report

THE AIM OF THIS BENCHMARKING REPORT is to search for information and indicators of other types of e-books of the same, or similar, range as the Living HandBook, at an international level, in order to carry out a comparison and analysis of its own performance and that of its competitors.

The benchmarking report covers all types of indicators or significant data that may be subject to performance analysis.

Therefore, academic data will be analysed: teaching, research, student performance; accessibility: ease of use, updating, compatibility with the centre and its services; or general characteristics; access requirements, type of content...

### METHOD

The following steps have been carried out in order to produce this report:

- Analysis and information of data and results.
- Internet search for books with similar characteristics, first in Spain and then internationally.
- Analysis of each of these books. This has been done on the Internet, in the Google Scholar section in reports where data and results of interest to us are presented.
- Once all the information has been compiled, it has been sorted, accepting or rejecting that which is of interest or not.
- Finally, the comparative results of each of the reference books will be published.

## LIVING BOOKS (AND OTHER TYPES OF EBOOKS FOR TEACHING AND LEARNING)

There are some types of e-books that can be used for teaching. We will focus in a form which has been few explored, to this extent, and which is, in our opinion, a interesting way to be followed: the so-called *living handbooks*. We consider that this is a form which allows a more flexible, even collaborative and removable way to edit entries. They can be, on the other side, be linked as entries in a modular way, adopting a non-linear way of reading. Alongside with it, we think we can produce, if necessary, a more static output at one point of the life of a living handbook.

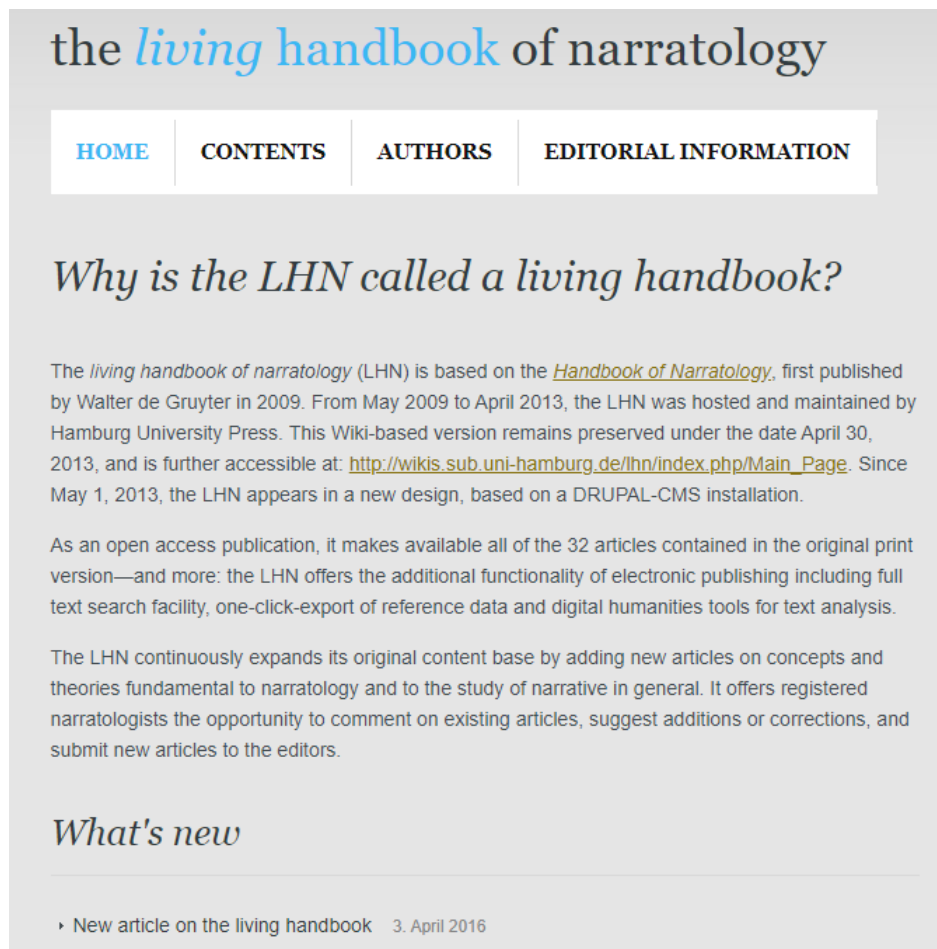
We define Living Book as:

*"Living book(n) - A book that engages the reader and leads them to learn more about a subject; it is usually narrative in style and written by an authority on the subject."*

Living books are usually written by someone who is very knowledgeable in the subject or who has experienced the story first-hand. The author brings the reader into the story and presents the facts in such a way that the student learns in a much more fluent way and trains his or her comprehension skills.

## THE MAIN SOURCE OF INSPIRATION LIVING HANDBOOK ON NARRATOLOGY

The inspiration for this proposal, and the models for it, came from one source, complemented by at least two additional more sources. The main source of inspiration is the *Living Handbook of Narratology* (<https://www.lhn.uni-hamburg.de/>), which was published based on the printed version titled *Handbook of Narratology* by the publishing house Walter de Gruyter in 2009. It was allocated in a Wiki-based version and from 2013 in a proper domain based on a Drupal Content Management System by the University of Hamburg (Germany). The main editor of the *Living Handbook* is Peter Hühn. It is an open publication, which, based on previous printed work, goes a step beyond and takes advantages of the possibilities of electronic publication and online access facilities.



### *The Living Handbook of Narratology*

*The Living Handbook of Narratology* (LHN) is based on the *Handbook of Narratology*, first published by Walter de Gruyter in 2009 and now available in its second, completely revised and expanded edition of 2014. In 2009, the online version was launched and it was decided to call it live because of its dynamic character. This online version, in addition to having the same contents as the printed version, was intended to be open source, and the RSL was intended to be an instrument and an engine for producing new, improved and updated versions.

This system is based on Wiki technology, the RSL included commenting and feedback functionalities for registered users who wished to participate in a moderated debate, and which contributed to the continuous expansion and updating of what eventually became one of the most cited narratological resources.

After ten years of expansion and dynamic debate, the living handbook of narratology finally decided to deactivate the wiki functionality in 2019, for both editorial and technical reasons.

*The Living Handbook of Narratology* is an open access publication. It offers the 32 articles contained in the original print version, plus much more.

It offers the additional functionality of an electronic publication, including full-text search facility, one-click export of reference information, and digital humanities tools for text analysis.

The DRUPAL-CMS system provides for full version control, which is integrated into the one-click-referencing tool: any hyperlink you export will point to the exact version that you used at that time, and the version itself will always remain available.

## Living Handbook of Narratology Web Design

On this page you will find all the contents of the book, sorted alphabetically. We can still see the menu at the top to navigate between the different pages. In the menu on the right side of the page we can see the latest publications.

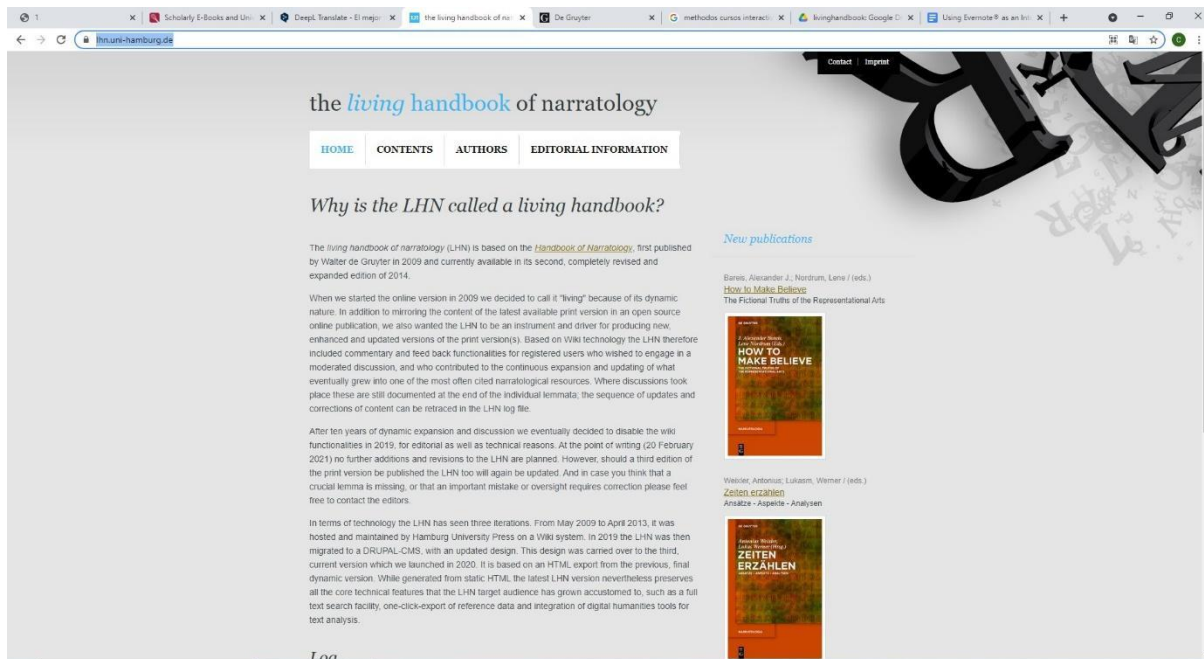


Figure 1. Home Page of the living handbook of narratology

The main page explains the beginnings of the book and how the idea of making it live came about. We can see the menu at the top to navigate between the different pages. In the menu on the right side of the page we can see the latest publications.

the *living handbook* of narratology

HOME CONTENTS AUTHORS EDITORIAL INFORMATION

## Contents

<i>Author</i>	Jörg Schöwerl
<i>Autobiography</i>	Helga Schwalm
<i>Character</i>	Felix Jansidis
<i>Cognitive Narratology (revised version; uploaded 22 September 2013)</i>	David Herman
<i>Coherence</i>	Michael Toolan
<i>Computational Narratology</i>	Indrajeet Mari
<i>Conversational Narration – Oral Narration</i>	Monika Fludernik
<i>Corporate Storytelling</i>	Eiríste Níorík Marianne Wolff Lundsøll Pek Krogh Hansen
<i>Diachronic Narratology. (The Example of Ancient Greek Narrative)</i>	Irene J. F. de Jong

**Work in progress**  
Entries commissioned but not yet published.  
[read more](#)

**New publications**

Baron, Alexander J.; Norstum, Lene / (eds.)  
**HOW TO MAKE BELIEVE**  
The Fictional Truths of the Representational Arts

Wolter, Antonius; Lukason, Werner / (eds.)  
**ZEITEN ERZÄHLEN**  
Ansätze - Aspekte - Analysen

Figure 2. Contents Page of the living handbook of narratology

You can see the title of the entry and its author.

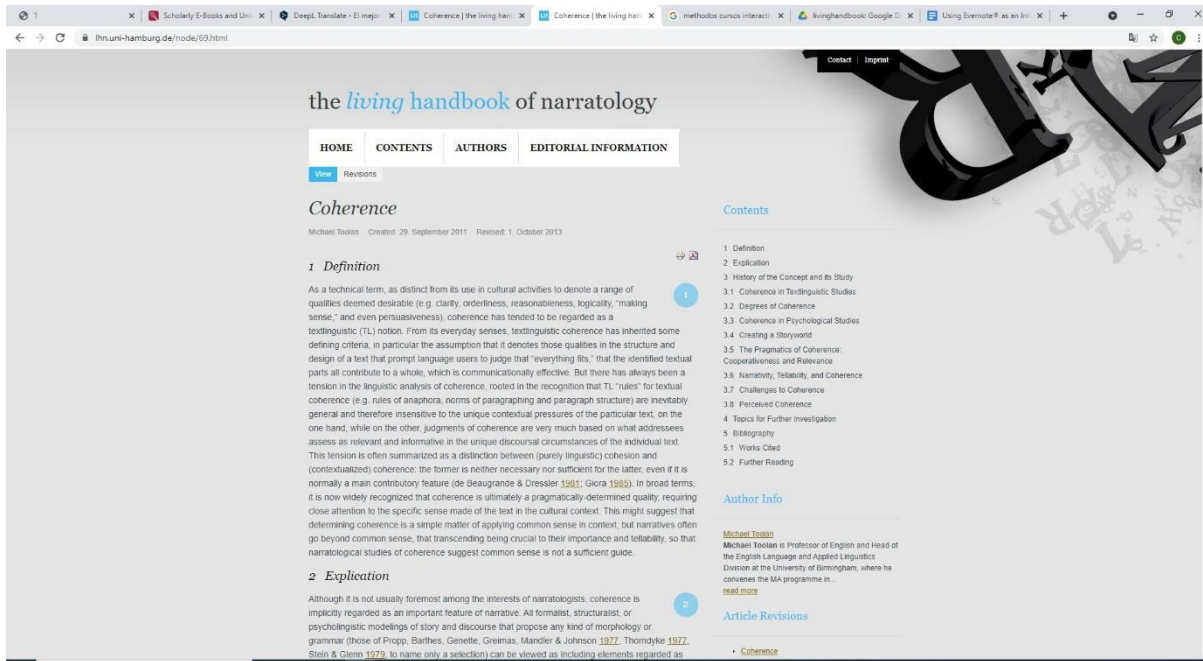


Figure 3. Page of one of the entries in the contents section.

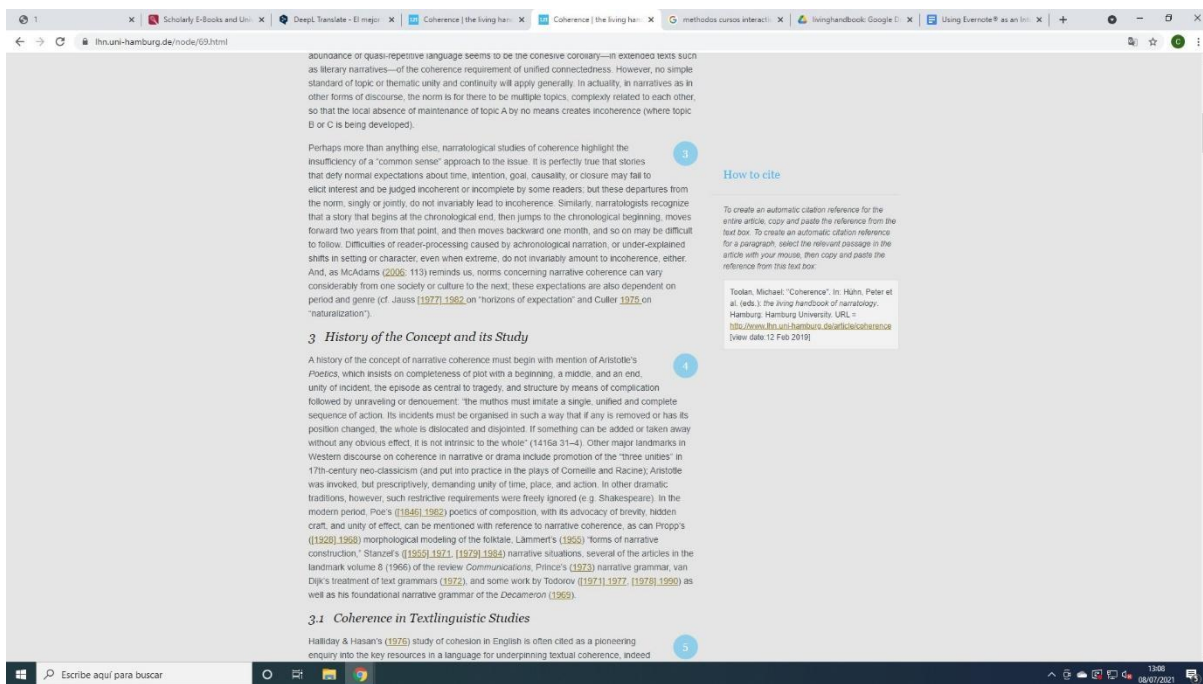


Figure 4. Central part of one of the entries in the contents section.



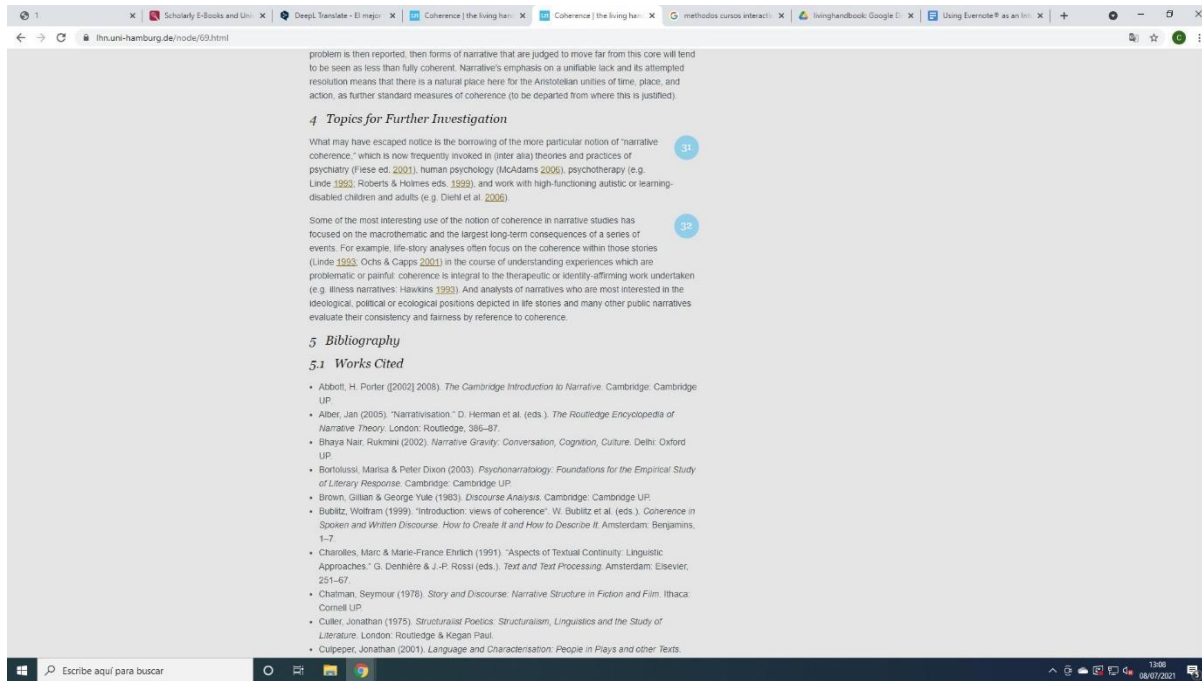


Figure 5. Bottom of one of the entries in the contents section.

In any content entry we can still see the menu at the top to navigate through the different pages.

Below this menu is an option that allows us to choose between viewing the text and viewing the revisions that have been made to it.

This page is divided into different sections. In the middle part there is the body of the text, which contains the content and the topic to be covered.

There is also a menu on the right-hand side where the table of contents with all the sections is indicated. The information about the author of the article and the number of times it has been revised.

If we continue down the menu on the right, we can see a small explanation of how to cite within the text.

And finally, there is always a section of references and bibliography.

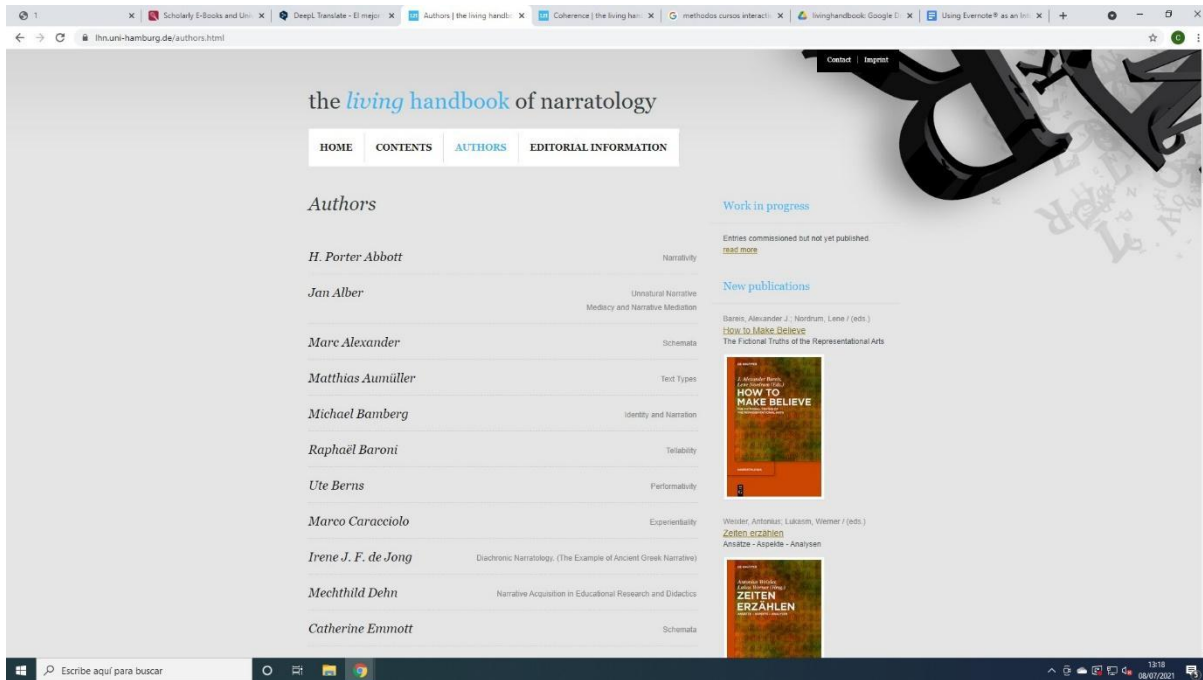


Figure 6. Page where all the authors of the book are gathered.

On the third page we have the section of authors and their speciality. We can still see the menu at the top to navigate between the different pages and in the menu on the right hand side of the page we can see the latest publications.

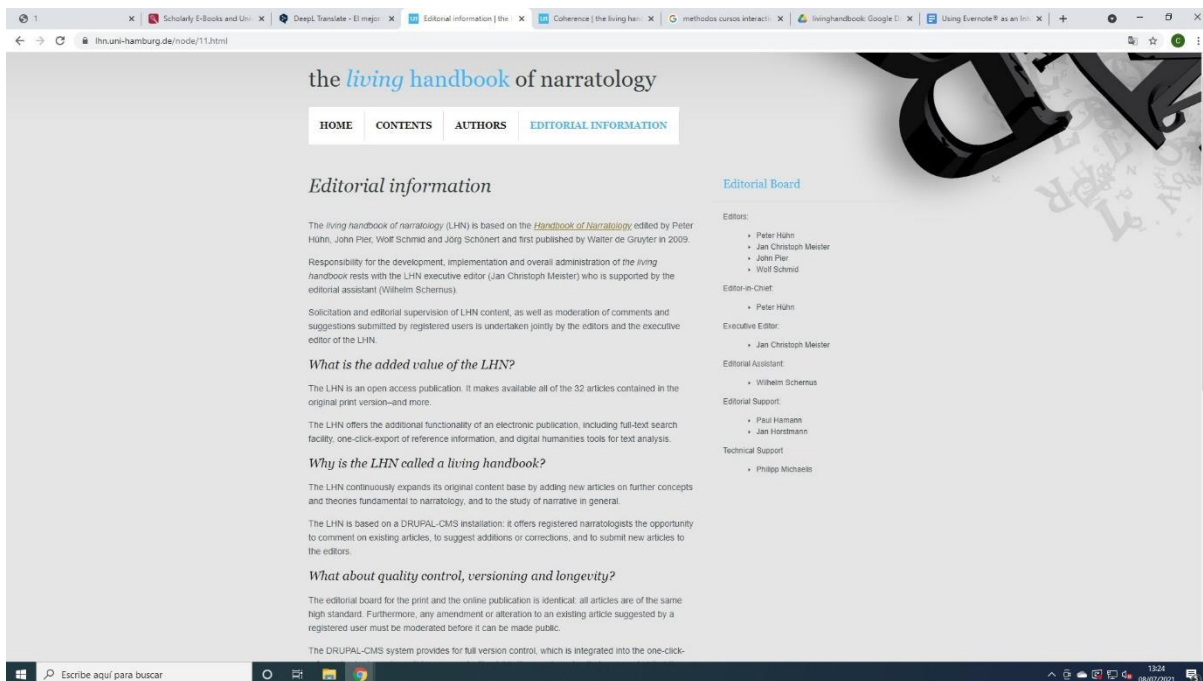


Figure 7. Editorial information page.

This page gathers editorial information on the living handbook of the narratology. We can still see the menu at the top to navigate between the different pages and in the menu on the right-hand side of the page we can see the latest publications.

## AN EDUCATIONAL MODEL: REUTERS JOURNALISM TEACHING COURSE

As digital media platforms grow more vibrant and popular every year, sound journalism is more important than ever. Now, not only do newsrooms unearth and report news stories, but citizen journalists around the world, aided by ever expanding digital technologies, are able to present stories via social media platforms and other digital forms. The ways in which people consume news morphs with each passing year.

For journalists, it's important to learn how to report responsibly, ethically, and with verification. Several influential journalism studies show that increasingly consumers of global news crave deep reporting and neutral, unbiased facts.

Using compelling images, and hands-on how-to's, the course offers valuable insight in four modules that tackle Digital Newsgathering, Verification and Reporting, Publishing Effectively on Social Media, and Wellness and Resilience.

## Reuters Journalism Design

The menu on the left-hand side of the screen allows you to view the contents of the lesson. However, until these are completed, you cannot navigate freely between them.

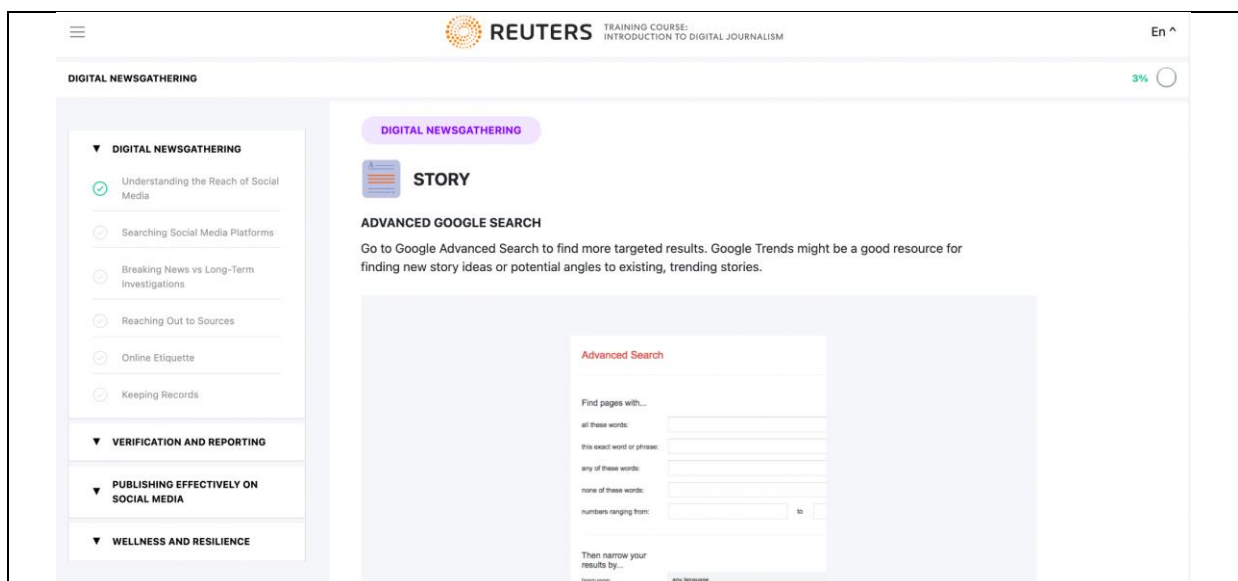


Figure 10. Page with the interactive course.

We can only take advantage of some parts of this website, as it is not entirely what we want to do in our project.

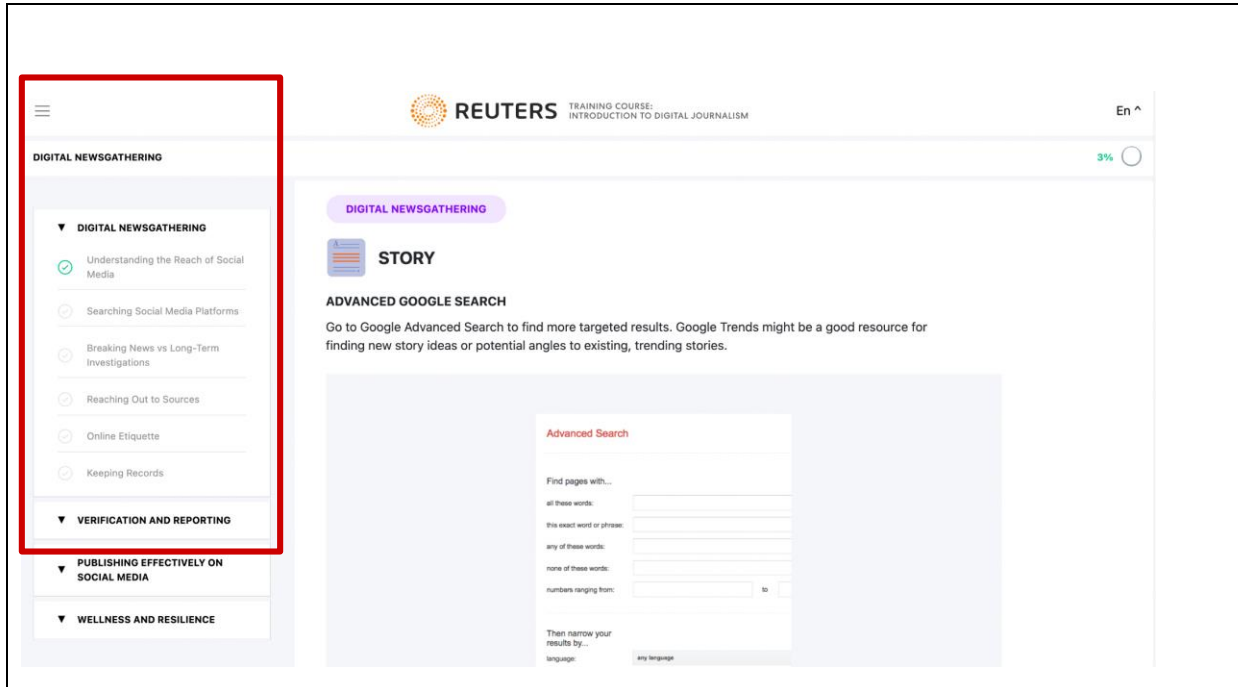


Figure 11. Left menu.

In our case, it would be better to let the students navigate between all the contents, to make it easier for them to study and look for information.



Figure 12. Progress bar

This progress bar could be attractive to students, as they could mark the topics they have done and the % of their progress would be indicated, so that they could better organize their study time and make a forecast.

## TWO ADDITIONAL MODELS FOR LIVING HANDBOOKS

The other two models are closer to us. The first one is the so-called *Bilbaopedia* (<http://www.bilbaopedia.info/>), under the direction of professors Joseba Agirreazkuenaga and Mikel Urquijo, University of the Basque Country (Spain). It has the structure of an online dictionary as well, in which new entries can be added to the first ones, published in 2013-2014. It is kind of an encyclopedia on the Basque city of Bilbao, and its editors are specialists in biographical dictionaries and prosopography, or collective biographies. It is trilingual in Spanish, Basque and English languages. Javier Díaz-Noci, head of the teaching project in which this report is based, is one of the authors who collaborated in this online dictionary or encyclopedia, with many entries on media.



*Bilbaopedia*

The third model, not a dictionary properly speaking, is the so-called *Observatorio de Cibermedios*, by DigiDoc-UPF researcher Lluís Codina, probably the fresher one of the three, continuously renewed and enriched by its creator. He uses Wordpress, a more flexible and complete html edition tool. Not a dictionary, though, its structure is very dynamic and complete, and the experience and expertise of Dr Codina is of enormous value for this project.

Some other additional models are to be considered carefully as well, the main one the *Teacher's Kit* developed by the current PhD program in Communication, UPF, coordinator, Carlos Scolari's project on *Transmedia Literacy*. Exploiting transmedia skills and informal learning strategies to improve formal education (H2020-ICT-2014/H2020-ICT-2014-1), 2015. It is our intention to coordinate our efforts with the PhD program led by professor Scolari.

There are some other models for publishing digital handbooks that we have considered as well, but they are not so dynamic. Their main particularity is that they are not published in printed form, but in, usually, pdf or epub format (both of them, by the way, by Adobe) to satisfy quickly the demand of the market. They can be for free or not. One model are the *instant books*. They avoid the economic costs and the publishing long times, It is a good format when contents need to be published very quickly.

Nevertheless, unlike instant books, that could be published offline as well (it is said that the first one was on the Chicago fire of 1874) and sold very quickly, since they are linked to the perishable necessities of the market. Obviously, the advent of the World Wide Web was an advantage for this kind of books (some handbooks fell into this category), which could be published offline, avoiding cost and time, but if they are professional efforts they need to be properly produced in terms of layout and design, and submitted even to revision (a double blind one, for instance) before publication on the Web.

Reports online are an interesting example: sometimes when an academic event takes place, for instance a seminar or workshop, and its conclusions are considered of interest for the general knowledge, at least in the scholarly world, they are launched online, and can even receive a DOI or even an ISBN number. These are the kind of materials we published in the so-called DigiDoc Report series (<https://www.upf.edu/web/digidoc/editorial-digidoc>), "constituted by the direct results of research projects that are usually published in monographs years later. The indirect results appear in index journal papers", since we are convinced that "current tendencies in scientific policies invite to public in Open Access, for instance under Creative-Common attribution or by repositories of research groups". We have also a style book (*Manual de estilo 2.0*).

Contents, on pdf format, are allocated in the Pompeu Fabra University's repository ([repository.upf.edu](http://repository.upf.edu)). Teaching materials are usually published in online specialized repositories, like *Materials Docents en Xarxa* (<https://www.mdx.cat/>), an open repository in which the UPF takes part and which contributes to the visibility and diffusion of usually open contents, and helps to teaching innovation. One of its advantages is that it provides stable URL for those contents, usually published in pdf format. *Methodos*.

*Anuario de Métodos de Investigación en Comunicación Social* (<https://repositori.upf.edu/handle/10230/44613>), a handbook on research on communication which was the output of a precedent Clic project, is of this kind.

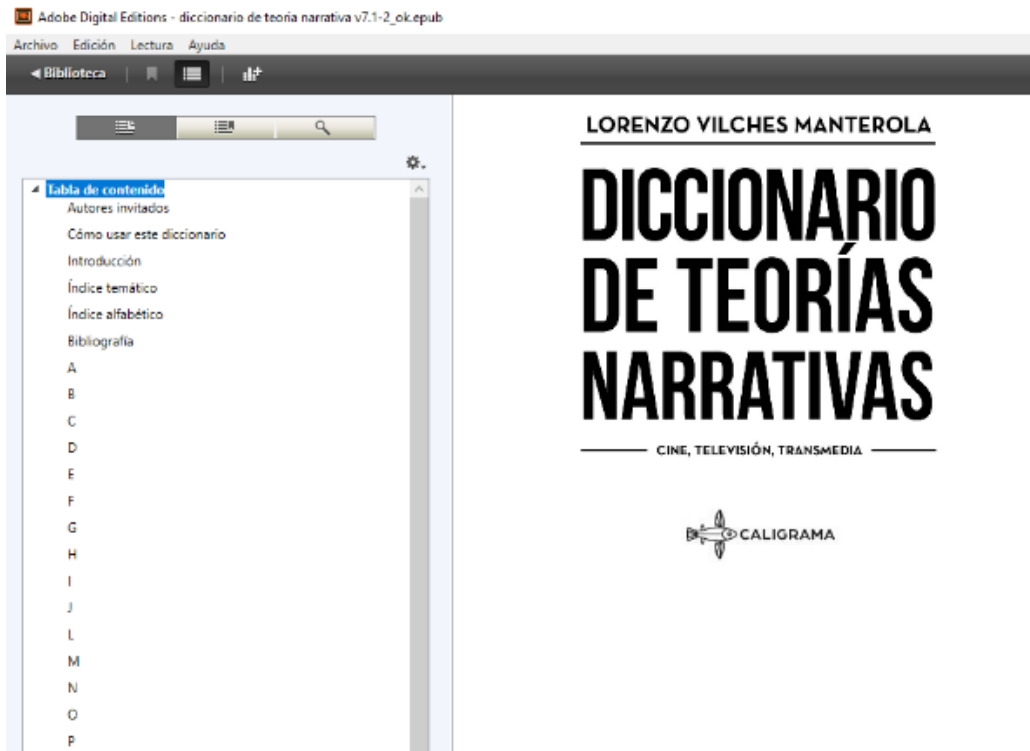
An interesting variation are the *Open textbooks*, defined as one “that has an open license that makes it free for anyone to use and change” (see *Open Textbook Library*: <https://open.umn.edu/opentextbooks/>). They are downloadable and can be used without further permission. Usually, though, they are static pdf or epub products, and are thought to be printed to be used in the classrooms.

### *Open Text Library*

A pdf or epub-format textbook can be, needless to say, for commercial uses as well, for instance Lorenzo Vilches’ *Diccionario de teorías narrativas*, by Caligrama. The advantage of epub is that the presentation is more “liquid”, while pdf format is even more static -but respects all qualities of the layout and design of a printed version, including fonts, typefaces and editorial decisions.

The most obvious advantages, many of them highlighted in a visionary article by Robert Darnton, historian and director, during many years (2007-2016), of the Harvard University Library, of the html publishing are that they are much more flexible and can be renewed all the time (that article by Darnton was published by *The American Historical Review* in 1999, and a practical application of it, “An Early Information Society:

News and the Media in Eighteenth-Century Paris”, was published in volume 105, number 1 of the journal one year later). Nevertheless, out of html edition a pdf or epub-format output can be get easily, so many models are complementary. Our proposal considers this possibility very seriously.



*Diccionario de teorías narrativas*

## INTERACTIVE NOTEBOOKS

The interactive notebook is a classroom tool based on written discussions between teachers and students before, during and after a lesson. Typically, these are physical notebooks or folders that house student notes, lesson artefacts, reflections and teacher responses to the variety of entries.

Interactive notebooks provide a platform for students and teachers to communicate in a way that is not available in schools. In the traditional classroom structure, where learning takes place in spaced class periods, communication and feedback between teachers and students is limited. The use of interactive workbooks in these environments provides a space where teaching and learning can take place beyond the allotted time and space.



These workbooks also serve as a formative assessment tool that supports student learning and informs teachers whether students understand the lesson beyond the classroom.

## Using Evernote® as an interactive notebook

Evernote® was identified early in the planning as a potential platform for an interactive digital notebook. Its aim was to ensure that the application platform could benefit teachers as well as provide them with a useful tool for use in and out of their future classrooms.

It is a tool with an architecture that lends itself to learner-centered knowledge building activities, rather than the kind of technology that has replaced traditional and often rote tasks in education, such as exams. In the next section, we describe the functionality of Evernote® in more detail, as well as how we use it to support the interactive notebook.

Evernote® is a cloud-based application designed for taking notes and archiving information. It is a collection of user-created notebooks with an almost unlimited number of pages for collecting thoughts, ideas, information and images that can be digital, handwritten, photographed, audio-recorded or gathered from websites.

Users can access their notes through a variety of platforms: an application installed on the desktop at home, a web browser accessible from any computer or smart mobile devices.

Students can post notes describing possible lesson plans, the instructor can enter the document, make comments, embed hyperlinks, grade lessons and record audio comments on student work.

The process of referring directly to coursework or previous assignments that addressed issues related to the lesson is streamlined.

Course documents and assignments can be shared with students by pasting notes in their notebooks or by inviting them to an instructor-created course master notebook containing all course material for the semester.

## Design

Users create notebooks that house notes indexed by text tags, timestamps and geotags. These notes can be sorted by name, date and size. Through its organizational system, Evernote® is easy to search, allowing users quick access to previously recorded information.



Figura 1: Pantalla de inicio de Evernote®. Varias libretas se apilan en base a temas creados por usuarios individuales.

Los usuarios crean libretas que albergan notas indexadas por etiquetas de texto, marcas de tiempo y geoetiquetas. Estas notas se pueden ordenar por nombre, fecha y tamaño. A través de su sistema de organización, Evernote® es fácil de buscar, lo que permite a los usuarios un acceso

Figure 8. Evernote® home screen. Multiple notebooks stack based on themes created by individual users.

When you select a specific notebook, you are taken to a screen showing all the notes in the notebook. The notes can be sorted alphabetically or by date. When you click on an individual note, it appears on the right side of the screen.

Because Evernote® uses Optical Character Recognition (OCR) to recognize text within images, PDFs and handwritten notes, its searchability, functionality and built-in organization are enhanced.



Figure 9. Inside of the notebook.

## OUR PROPOSAL

Our proposal goes in the direction of creating a website similar to the *Living Handbook of Narratology*, the *Bilbaopedia* or even the *Observatorio de Cibermedios*. The structure will be composed by entries grouped in categories (a consistent set of tags is to be developed, and the initial one is to be provided by the editorial board of instructors), linked to the concepts explained in the courses of a university research master. Authors can be both instructor and, which is important from the point of view of teaching (and learning) education, students as well. To which extent both categories of authors can receive similar permissions for edition is subject to discussion. In any case, it is obvious, for starters, that all materials published (or, previously, submitted) must be revised before or after publication. The aforementioned models are very authorial, so to say Entries are written by individual authors.

### El Bascongado

[1813-1814]

*El Bascongado* es el primer periódico bilbaíno, publicado por los liberales locales una vez acabada la Guerra de Independencia, si bien había existido antes, durante la invasión francesa, otro periódico, *Gazete de Oficio del Gobierno de Vizcaya*, publicada en Bayona, San Sebastián y Vitoria. *El Bascongado* fue creado por un grupo de liberales de Bilbao encabezado por el cántabro Toribio Gutiérrez de Caviedes y por el jurista Ildefonso Sancho, conscientes de que, en comparación con otras ciudades españolas, la situación informativa de la capital vizcaína era pobre. Su primer número apareció, tras un prospecto informativo anterior, el 1 de diciembre de 1813, convenciendo de ser el único periódico vasco, sin saber que ya se publicaba otro en Culpúzcoa, la *Popeleta de Oyozun*. Informaba habitualmente acerca de las deliberaciones, y también daba noticias internacionales a partir de otros periódicos franceses e ingleses que llegaban a través del puerto de Bilbao. Publicaba fundamentalmente artículos de fondo con una cierta voluntad didáctica, no eran infrecuentes las discusiones sobre los fueros y su significado en un sociedad contemporánea, que consideraban contenían esencias liberales que podrían incluso extenderse al resto de las regiones españolas. Fue crítico con la oligarquía vizcaína. El periódico fue obligado a cerrar por la restauración del absolutismo del monarca Fernando VII en junio de 1814, sólo año y medio y sesenta números después de haber nacido. Sus impulsores, Gutiérrez de Caviedes y Sancho, fueron castigados por las Juntas Generales del Señorío a no poder acceder a cargos públicos.

Javier Díaz Noci

#### Bibliografía

FERNÁNDEZ SEBASTIÁN, JAVIER. Estudio introductorio a *El Bascongado (1813-1814)*. Edición facsimilar. Bilbao: Ayuntamiento de Bilbao, 1989; DÍAZ NOCI, JAVIER. *Historia del periodismo vasco, 1600-2010*. San Sebastián: Sociedad de Estudios Vascos, 2013, pp. 55-60; RUIZ DE CAJANA, ADOLFO. *Catálogo de publicaciones periódicas vascas de los siglos XIX y XX*. San Sebastián: Sociedad de Estudios Vascos, 1991, p. 70.

Castellano | Euskiera | Inglés



Volver

An example of an authorial entry, taken from *Bilbaopedia*

Nevertheless, entries can be revised, and in this sense, the model provided by the *Living Handbook of Narratology* is to be considered. Some entries have been revised and this process is been made transparent in its website a well.

## *Revisions for Focalization*

Revision	Operations
<u>24. September 2013</u> by <u>Wilhelm Schernus</u>	<i>current revision</i>
<u>24. September 2013</u> by <u>Wilhelm Schernus</u> Copy of the revision from <i>Sun, 30. June 2013</i> .	
<u>30. June 2013</u> by <u>Jan Horstmann</u>	
<u>17. June 2013</u> by <u>Paul Hamann</u>	
<u>18. February 2013</u> by <u>Jan Horstmann</u>	

An example of a revised entry, taken from *Living Handbook of Narratology*

In our case, a proposed model is:

Out of this project, a set of basic entries will be given as a beginning, and then, it will be completed and revised by teachers and students. In this respect, we think this is a good tool for students to learn about scholarly edition and to help actively providing material for an ongoing handbook. Materials produced one year can be available for successive students, who on their turn can revise, complete and actualize those contents. Handbook, thus, are not exclusively on charge of instructors. Instructors get a new role: editors and revisors of the material.

A model we will decidedly adopt will be to have an editorial board, a model used in *Bilbaopedia* and in the *Living Handbook of Narratology*. Coordinators of the master program and instructors will compose this editorial board, since they are in charge of asking students to feed the website with new entries, or modifying the preexistent ones, and editing them: length, originality, style, language, and so on. At least one student who represents all his or her colleagues will be invited every year to this editorial board. They guarantee the quality and homogeneity of the entries (a structure for each one of them is to be agreed between authors and editors, this is an important advantage in terms of teaching and learning activity), and are in charge of being sure that any important concept of their courses is reflected in the living handbook. This is an example taken from the *Living Handbook of Narratology*.

## Contents

- 1 Definition
- 2 Explication
- 3 History of the Concept and its Study
- 4 Topics for Further Investigation
- 5 Bibliografie
  - 5.1 Works Cited
  - 5.2 Further Reading

Structure of an entry, taken from *Living Handbook of Narratology*.

This is, in principle, a better or safer model: a process in which students are encouraged to produce contents, but which is tutorized and supervised by instructors. It can avoid, at the beginning, some troubles, for instance watching the quality and originality of contents -needless to say, plagiarism is strictly forbidden- and can help giving those contents a better homogeneity and suitability. Ideally, at some point of the life of the project those responsibilities can be transferred to students as well, a model which was contemplated for *Methodos* as well. However, it is to be reminded that the first output of that precedent Clik project was guided, supervised and edited by instructors.

A style book for entries (and even for further publication in other formats, like pdf and/o epub) is to be done, and it will be developed in the second year of this project (2020-2021). We have enough models, being the (now subject to revision) one for DigiDoc Reports the most familiar model. Entries will provide links to other entries, to take advantage of hypertext, and that will be an aspect to be developed as well (see a model here):

# Focalization

Burkhard Niederhoff Created: 4. August 2011 Revised: 24. September 2013

## 1 Definition

Focalization, a term coined by Genette (1972), may be defined as a selection or restriction of narrative information in relation to the experience and knowledge of the narrator, the characters or other, more hypothetical entities in the storyworld.

## 2 Explication

Genette introduced the term "focalization" as a replacement for "perspective" and "point of view" (Niederhoff → [Perspective – Point of View](#)). He considers it to be more or less synonymous with these terms, describing it as a mere "reformulation" ([1983] 1988: 65) and "general pre-[Article Perspective – Point of View](#)" "point of view" (84). This, however, is an underestimation of the conceptual differences between focalization and the traditional terms.

Genette distinguishes three types or degrees of focalization—zero, internal and external—and explains his typology by relating it to previous theories:

Style of an entry, taken from *Living Handbook of Narratology*.

Information on authors (entries are not to be published anonymously; it is a collective, modifiable work, but not an unauthored one, in any way) will be provided and a specific section will be organized in the main menu of the website

By acting so -providing the first contents of the handbook- we can be sure that a first structure is set, too. We consider this is important, since, as we are using the possibilities of hypertext and of the modularity hypertextual structures can help us all achieving. It is important, initially at least, to work within a framework. Structure itself can be modified if necessary once the project is ignited, and adapted to the necessity of a master program and its courses.

One possibility is to structure those contexts around courses, a model similar to the structure of the *Observatorio de Cibermedios* (see figure):



Structure and menus of the *Observatorio de Cibermedios*.

It is also a model followed in *Bilbaopedia*. Entries and concepts in categories (thematically, in this case). Anyway, it seems important to organize contents in an alphabetical order as well, since living handbooks are usually thought to be searchable and linkable amongst them. Once again, the models of the *Living Handbook of Narratology* and of *Bilbaopedia* go in this direction, and we are willing to adopt them:



<i>Author</i>	Jörg Schönert
<i>Autobiography</i>	Helga Schwalm
<i>Character</i>	Fotis Jannidis
<i>Cognitive Narratology (revised version; uploaded 22 September 2013)</i>	David Herman
<i>Coherence</i>	Michael Toolan
<i>Computational Narratology</i>	Inderjeet Mani
<i>Conversational Narration – Oral Narration</i>	Monika Fludernik
<i>Corporate Storytelling</i>	Birgitte Norlyk Marianne Wolff Lundholt Per Krogh Hansen
<i>Diachronic Narratology. (The Example of Ancient Greek Narrative)</i>	Irene J. F. de Jong
<i>Dialogism</i>	David Shepherd
<i>Diegesis – Mimesis</i>	Stephen Halliwell
<i>Dreaming and Narration</i>	Richard Walsh

### Listado alfabético

Todo >> A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ...

- Aberri
- Baserriak
- Beñi Bat
- Boletín de Agricultura de Vizcaya
- Boletín de Comercio de Bilbao
- Boletín del Colegio Oficial de Arquitectos Vasco - Navarro
- CNT del Norte
- De broma y de veras
- Deia
- Diario de Anuncios
- Eguna
- El Amigo de Vizcaya
- El Avisador Bilbaíno
- El Basco
- El Bascongado
- El Bilbaíno



Contents ordered alphabetically in *Living Handbook of Narratology* and *Bilbaopedia*.

This order has been adopted in the *Diccionario de teoría narrativa* as well. Regarding to languages, we have two possibilities here: to make all contents available in just one language -this will be English, since it is the most widespread id-

iom for science- or to use UPF's three official languages: English, Spanish and Catalan, in equal terms. This means that all concepts must be translated from the original language they have been produced into the other two. A linguistic revision is also necessary. Our models are different, in this sense, and give us some clues about where to go to. *The Living Handbook of Narratology* is offered exclusively in English. The *Observatorio de Cibermedios* is produced exclusively in Spanish. The *Bilbaopedia* is published theoretically in three languages (Basque, English and Spanish), but in practical terms it means that some concepts and sections are available in one language, but not in the other two. This is not the model we prefer, actually.

The ideal model is to provide all contents in three languages. It has obvious advantages, this is undeniable, but at the same time it poses many problems. First of all, if contents are produced first in whatever language of the three official ones, and published after revision immediately, it means that during a time some contents are available in one language, but not in the others. It tackles general knowledge for those people who do not read those other languages. If we wait until every entry is translated into all three languages, publication of contents will not be so immediate, and the greatest advantage of online edition will be lost. It costs money, needless to say. So our preferred model is to publish all contents in just one language; English, for obvious reasons. It can be another handicap of our project, if not anyone is able to write in proper English. Spanish is the other option, clearly, but then -if we wish to make all contents available, like in the case of all the models we have mentioned- the audience will be much more limited and the impact of our effort limited to the Spanish-language community. It is not a small thing, for sure, but we will be able to reach a wider market if we use English. It depends, on the other hand, on the language used in the master program and the decision of their people in charge, actually.

The sections of the website will be the following ones:

- Home: The frontpage will be displayed, with a presentation of the living handbook.
- Thematically ordered entries (by courses).
- Alphabetically ordered entries.
- Editorial information (or editorial board). It is a better option than a simple "About us" section, and it is more specific.
- Authors: Information on each author will be provided.
- Legal advice: Contents will be protected in terms of intellectual property.

This is a question to be discussed, but in principle we are inclined to adopt a

Creative Commons license. We have the precedent of *Methodos*, and we have arrived to the conclusion that a license which allows users to share content but not to modify them (except for the authors of the entries, who will in any case need facilities to modify present contents), especially if the webpage contents are, at some moment, susceptible of being published like a book.

- **Stylebook:** Or information for authors. This can be reserved for internal use, however, and not displayed in the website. However, publishing the stylebook (including a brandbook) can help us being transparent and it is in itself a contribution to the scholarly community as well.
- **Latest entries:** the main page will display on the latest entries published or modified (this information will be provided as well).

#### ÚLTIMOS AÑADIDOS

##### Biografías



Gustavo de Maeztu Whitney

|



María de Maeztu Whitney

|



Haydeen Agirre Doradell

| 26.02.1907

##### Ayuntamiento de Bilbao



Preparación del Golpe de Estado en Bilbao

|



Elecciones Municipales. 1891

| 1891



Elecciones Municipales. 1895

| 1895

##### Índice Temático



Larreagaburu. Parque

|



Campa de los Ingleses. Calle

|



Astillero. Muelle

|

Latest news in *Bilbaopedia*.

The frontpage (and every subsequent html page) will show two important issues: a searcher, very important since we are dealing with kind of a dictionary online edition, and the possibility of switching (if finally a trilingual edition is decided) to any of the other two languages. Ideally, the possibility of being in a specific entry and switching to the same entry in any of the other languages is to be offered, and then the website hypertextual structure will be a fully parallel, networked one. We consider cumbersome to oblige the user to go again to the front page to change the language and then go to the specific entry again, and we discharge this possibility.



# 4

## Technical Report

THIS PROJECT IS AIMED at all students and teaching staff of the Master's Degree in Communication Research.

The aim of this educational project is to explore the living handbook format, i.e. a book in electronic and editable format, where teachers and students will have permission to edit the contents.

This first version is planned for use during the 2021-2022 school year.

### THE LIVING HANDBOOK: DESIGN AND STRUCTURE

#### Design of the Living Handbook

Our Living Handbook will be an HTML-based e-book, as we intend to have a large amount of content to offer to the students. We will make this book in web format where students will be able to register and have access to be editors of the content offered.

The platform to be used will be the official platform of the Pompeu Fabra University, i. e. Liferay, and must be integrated into the university's Global Campus platform.

Different editing options are envisaged:

- 1) Students can modify, add and delete any of the texts published on the website.
- 2) Students may only add content and may not modify or delete content previously added by teachers.
- 3) Students should not be able to add content to the book, and open a comments and/or discussion section using the same Liferay platform or add a tool such as *Disqus Blog*.

Consideration should also be given to whether it is necessary to have a content moderator or not, as learners may not be entirely correct in sharing information and it may be wrong.

The initial proposal is the second option, i.e. that students can add content without being able to modify the structural part added by teachers. In addition, there should be a moderator to filter whether the content added by the students is correct or not.

It would also be useful to have a comments section, so that questions can be asked and students can answer and help each other.

## Structure of the Living HandBook

The website will have four main pages that both students and teachers will be able to navigate through.

1. Home page: This page will explain the purpose of the Living Handbook and how the book works, as well as how students can interact with the contents. The home page cannot be edited by the students.
2. Authors: In this section you can find all the main authors of this book with a short biography of their career and their speciality. This section cannot be edited.
3. Contents: This will be the largest page in terms of structure, divided into the different topics to be covered during the course, with their corresponding sections. This page is the one that can be edited by the students.
4. Editorial Information: This entry will explain who we are and what our purpose is. It will also not be editable.
5. Latest Entries: This page will take you to the latest published entries, i.e. to the latest topics covered in class.
6. Style Guide: This section should only be visible to authors and should not be displayed on the website. It will explain the way in which it should be published and the style rules to be followed.

## Some technical aspects

There are some very important technical aspects we should have in mind before starting editing the *Living Handbook on Communication Research*.

First of all, the decision on the platform and content management system to be used is clearly an institutional decision. One possibility is to develop it using, for instance, Wordpress, a system used in the *Observatorio de Cibermedios*. We

consider it more flexible and with more possibilities, but it is an external system, whose full possibilities are reached in the payment versions, but if the URL remains -like in the *Observatorio*- within the upf.edu domain and respects all the time the institutional signs, colors, fonts and visual stylebook's indication, it could be a suitable chance.

However, we do know that the Pompeu Fabra University has adopted its own content management system, and we are familiar with it as well. As it happens with all systems and platforms, it has advantages and limitations. It seems a proper decision, to start with at least, to use Liferay-OpenCMS editor system and be allocated within the UPF servers as well. It is a quite flexible system as well.

The main decision, and probably the main limitation with the second choice (OpenCMS) is to distinguish between people in charge, editors and contributors, providing to each figure a set of privileges. It is unthinkable that, in a collective work in which so many people will take part, all of them can modify the whole thing. This is an aspect that Wordpress's CMS does well.

The greatest challenge is to develop, if possible using OpenCMS, a proper interface so the different author's levels and profiles can access it online and produce contents. Those contents are textual, but it is not a secondary decision to determine whether it could be a good thing to think on multimedia content as well: videos, infographics, or sound, for instance. Since we are a Communication department, this possibility seems more than recommendable. This means that more care is to be taken for those kind of contents to be unified in terms of quality standards, and that the authors of such multimedia contents must have at their disposal multimedia edition tools, for instance video edition online. This is quite complex technical aspects to be developed during the second part of this project

## Resources

As a web platform we will use the typical University software, Liferay.

This CMS will allow us to build a content management portal, to which we will give a fixed structure that cannot be modified.

In order for the website to fulfil its purpose of being a living handbook, we must give students permission to add the content they think is appropriate. These students should only have permission to be editors and not administrators.

Liferay's permissions system uses a flexible mechanism that defines the actions that a given user can perform within the context of Liferay or a specific application. Liferay developers break down the operations that can be performed in Liferay or a specific application into different *actions*. The act of granting the ability to perform an action to a specific role is the act of granting a *permission*. In Liferay, permissions are not granted directly to users. Instead, permissions are granted to roles. Roles, in turn, can be assigned to specific users, sites, organisations or groups of users.

For this we must define the different types of operations that are required to adapt to the educational logic of your applications.

Once actions have been determined and configured, portal administrators can grant permissions to perform those actions to users, sites, organisations or groups of users by assigning roles.

## Types of Roles and Actions

In this project we will have three types of roles:

- a) **Administrator:** This person or persons will be in charge of the project. This role is the one that has all the permissions activated. (Number of people with this role: 1)
  - i) Add, edit, delete all web content.
  - ii) Change the structure of the website
  - iii) Assign roles to other users
- b) **Lecturer:** This role must be assigned to the lecturers who teach the Master's degree subjects. (Number of people with this role: 5)

The actions they must have active are the following:

  - i) Add, modify and delete content, both yours and the students'.
- c) **Student:** This will be the role for all students of the Master in Communication Research. (Number of people with this role: #)
  - i) Students should only be allowed to add extra content to that which teachers have previously added.



## Pages

The index we will follow will be as follows:

1. Home
2. Contents
3. Authors
4. Editorial Information

### Home

This will be the main page of the website, which will contain a presentation about the project: what is a living handbook and information about the Master.

This page can only be modified by the teaching staff. Under no circumstances by students.

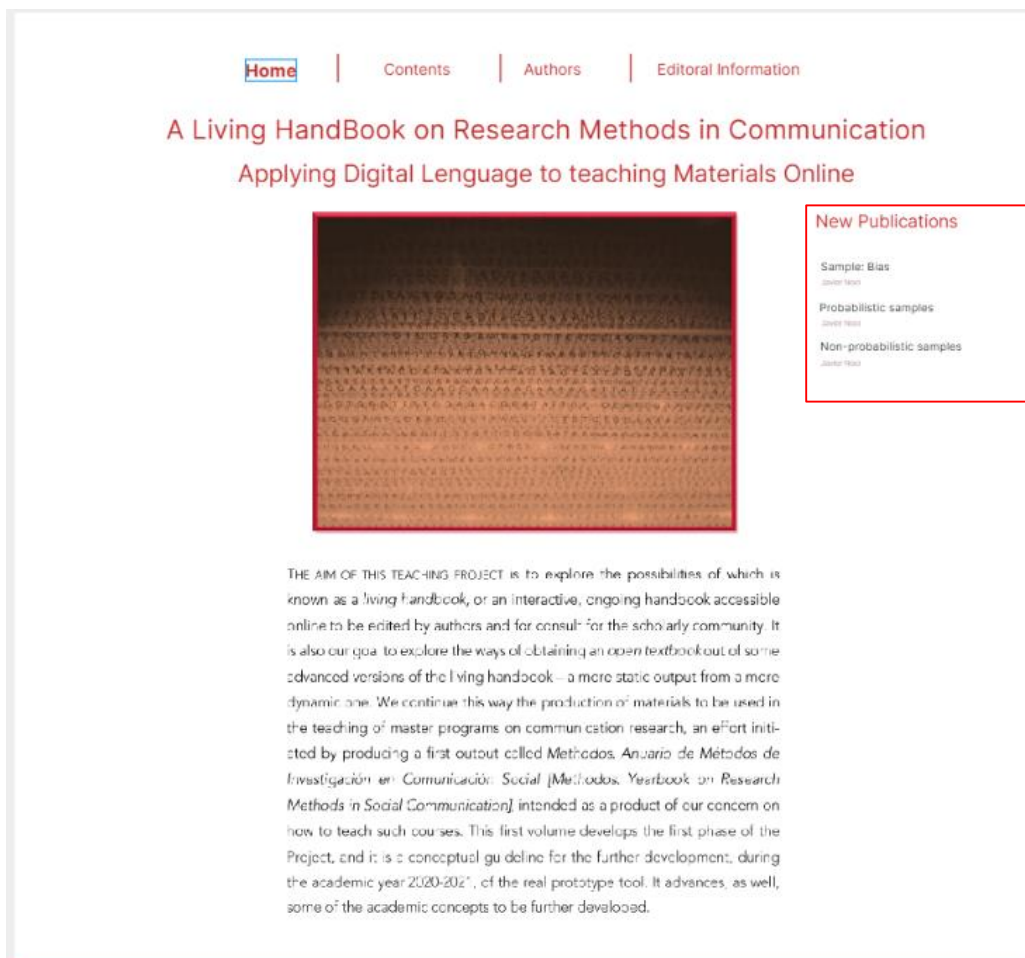


Image 1. Home Page

On the right hand side of the home page we will have a section where the latest entries added to the website will appear.

## Contents

On this page you should see the entries that teachers create and add as the school year progresses. These entries will be where students can add the information they consider appropriate.

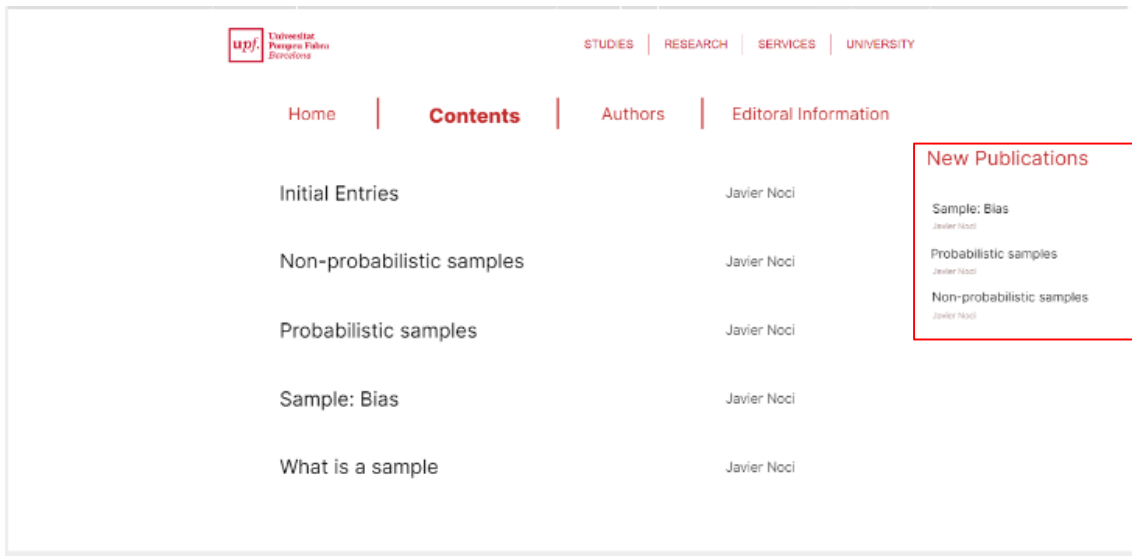


Image 2. Table of contents

On the right hand side of the home page we will have a section where the latest entries added to the website will appear.

Students should not be able to add items to the website.

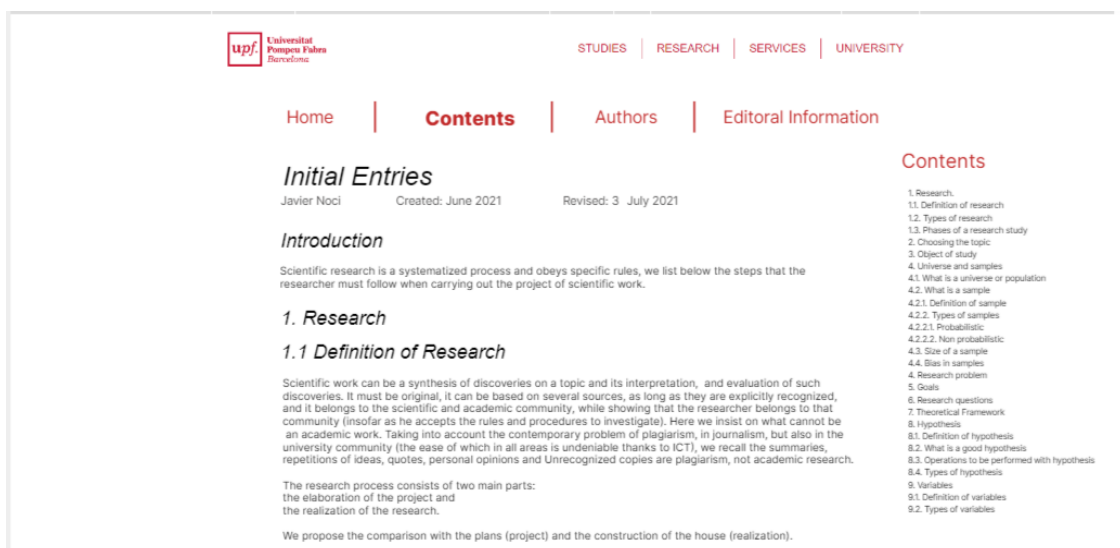


Image 3. First Content Entry

All content pages must have a title, the author's name, the date of creation, the number of times it has been revised and the date of last publication.

## Initial Entries

Javier Noci

Created: June 2021

Revised: 3 July 2021

Image 4. Title of the entry

In addition, all articles will have a table of contents on the right-hand side of the screen, so that you can browse the article and go directly to the desired section

The screenshot shows a web page layout for a document titled "Initial Entries" by Javier Noci. At the top left is the UPF logo (Universitat Pompeu Fabra Barcelona). To the right are navigation links: STUDIES | RESEARCH | SERVICES | UNIVERSITY. Below these are more navigation links: Home | **Contents** | Authors | Editorial Information. The main content area on the left displays the title "Initial Entries", the author "Javier Noci", and the dates "Created: June 2021" and "Revised: 3 July 2021". Below this is the "Introduction" section, followed by "1. Research" and "1.1 Definition of Research". The right side of the page features a "Contents" table of contents with a hierarchical list of sections and sub-sections, such as "1. Research", "1.1. Definition of research", "1.2. Types of research", etc.

Image 5. Table of the entry

Entries will be created by those users who have the role of teacher or administrator and can be edited by those who have the role of student.

## Authors

We will see who has contributed to the writing of the living handbook, as well as a short biography. The authors of the book are six: Javier Díaz Noci, Lluís Codina Bonilla, Pere Freixa Font, Laura Pérez Altable, Rafael Pedraza Jiménez, Carlos Lopezosa Garcia.

This page can only be modified by the teaching staff and the administrator. Under no circumstances by students.



## Editorial Information

This page gathers editorial information on the living handbook.

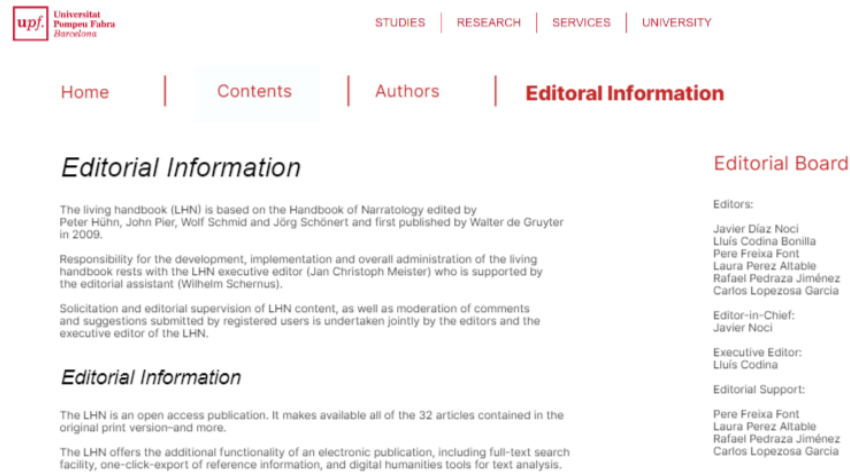


Image 7. Editorial information page

On the right hand side, we can see the authors of the living handbook and the position held by each of them.

This page can only be edited by the administrator and the teaching staff.

The following items will only be modifiable by the administrator role.

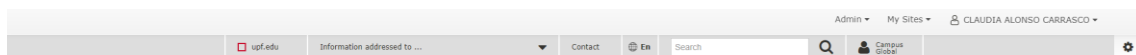


Image 8. Headertop

This header is the official one of the Pompeu Fabra, and of the Master Program. They must appear on the screen at all times. It allows us to navigate through our private menu as a user



Image 9. University Logo

This menu can be found just below the header. You can see the logo of the university and also a menu to navigate within the global campus of the university.



Image 10. Footer

This footer should be seen on all pages and entries of the living handbook, as it is the official footer of Pompeu Fabra University.

## Prototype

A first prototype of the Living Handbook is on display at this URL address:

<https://framer.com/share/fTxjzRPYyIW4TaNiAzkr/Ndoi5FcLx>

## FROM HTML TO PDF/EPUB FORMAT: AN OPEN TEXTBOOK

Up to this point, we have described mainly a living handbook to be published in html. We have mentioned, though, some other models to be considered for handbooks. We do think that they are complementary models, and that a multiple, *transmedia* output solution may be implemented.

It is not only that the contents of an entry (or even a section) could be printed. What we are proposing is that, at some point, for instance at the end of an academic year -specially, it has been very fruitful and productive in terms of quality-, when contents or course are added or changes, it may seem a good idea to produce an open textbook to be published in pdf and/or epub format.

We decidedly see this option feasible. First of all, because we have some experience on that: the DigiDoc Reports have a quite long trajectory. Moreover, we have the *Methodos* model, which was developed thanks to the support of a Clik project, whose continuation this project is, by the way. *Methodos*, a Spanish-language yearly journal (or a yearbook, actually) was published in May, 2020, with an ISB and DOI number, and was coordinated by Carlos Lopezosa, Lluís Codina and Javier Díaz-Noci, who acted as editors of the whole thing. The stylebook was designed by Pere Freixa, another member of DigiDoc group and of this project as well. The publication was linked to the University Master on Social Communication (Master Universitario en Comunicación Social-MUCS), whose coordinator is Lluís Codina (it was previously coordinated, and designed in its main part, by Javier Díaz-Noci). It gathered contributions by both instructors and advanced students of both the master program and the PhD program in communication research of the Communication department of our university. It was included as well in the DigiDoc Editorial Series and published in the UPF repository. It has achieved some impact in the scholarly community, and was intended as the first milestones for further numbers of the journal to be published in a yearly basis. The goal was to involve more actively students of our master both in producing chapters and in managing the journal as well.


We do think that this model showed some advantages and some limitations as well. The first limitation was to involve teachers and students in the production of materials, since we were thinking on organized, quite long chapters on one specific methodological aspect of the master. It was not so clear how to involve students in the management of the output. To invite them to

make an article out of their well-graded final mater dissertation was an obvious chance.

Now, we do think that maybe a contribution to a living handbook online, shorter entries on very specific concepts, short -but dense and well informed- texts or even infographics or videos (all this material produced by their authors) could be a more suitable solution for students. It is an easier solution to divide the work in categories or sections -even organized by courses of the master-, so one instructor could supervise the production on this part.

**METHODOS** Anuario de Métodos de Investigación  
en Comunicación Social

n.1. Mayo 2020 | Grupo de Investigación DigiDoc | Departamento de Comunicación | Universitat Pompeu Fabra



Universitat  
Pompeu Fabra  
Barcelona

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## Guía de métodos de investigación aplicados al entorno digital

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**RESUMEN**

En este capítulo examinaremos las diferentes metodologías y técnicas de investigación, especialmente las de tipo cualitativo, que pueden aplicarse a un entorno digital (y digitalizado, si tenemos en cuenta que buena parte de las fuentes históricas se han digitalizado y o están en trance de hacerlo). En concreto, examinaremos la aplicación y adaptación de los métodos etnográficos (observación, entrevistas, historias de vida), del análisis de contenido y, desde un punto de vista historiográfico, la aplicación de modernas corrientes metodológicas como la prosopografía y la career research. Igualmente, dedicaremos un apartado a la naturaleza del documento digital (y digitalizado), a la preservación de documentos digitales (y digitalizados) y a la formación y tratamiento de corpora digitales mediante el diseño de bases de datos y la aplicación de programas CAQDAS.

**PALABRAS CLAVE**

Métodos de investigación cualitativa. Etnografía. Análisis de contenido. Preservación digital. Historiografía.

*Research guide of methods  
applied to the digital environment*

Guia de mètodes de recerca  
aplicats a l'entorn digital

**ABSTRACT**

In this chapter we will examine the different methods and research techniques, specially those of qualitative nature, which can be applied to a digital environment (and to digitalized research objects, since many historical sources have been digitized or about to be digitized). Specifically, we will examine the application and adaptation of ethnographic methods (observation, interviews, life histories), of content analysis and, from a historiographical point of view, of modern research currents such as prosopography and career research. We will devote some room to examine the nature of the digital, and digitized, document, to digital preservation, and to the building of digital corpora to be analyzed designing databases and applying CAQDAS software.

**KEYWORDS**

Qualitative research methods. Ethnography. Content analysis. Digital preservation.

**RESUM**

En aquest capítol examinarem les diferents metodologies i tècniques de recerca, especialment les de caire qualitatiu, que poden aplicar-se a l'entorn digital (i digitalitzat, si tenim en compte que bona part de les fonts històriques s'han digitalitzat o estan digitalitzant-se). Concretament, examinarem l'aplicació i adaptació dels mètodes etnogràfics (observació, entrevistes, històries de vida), de l'anàlisi de contingut i, des d'un punt de vista historiogràfic, l'aplicació de modernes corrents metodològiques com la prosopografia i la career research. Igualment, dedicarem un apartat a la naturalesa del document digital (i digitalitzat), a la preservació de documents digitals (i digitalitzats) i a la formació i tractament de corpora digitals mitjançant el disseny de bases de dades i l'aplicació de programari CAQDAS.

**PARAULES CLAU**

Mètodes de recerca qualitatiu. Etnografia. Anàlisi de contingut. Preservació digital. Historiografia.

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DOI: 10.31009/metodos.2020.i01.02

Propuesta de citación:

Díaz-Noci, J. (2020). Guía de métodos de investigación aplicados al entorno digital. Una guía. En: Lopezosa, C.; Díaz-Noci, J.; Codina, L. (ed.). Anuario de Métodos de Investigación en Comunicación Social, n.1 (p.04-19). Barcelona: DigiDoc-Universitat Pompeu Fabra

An example of a chapter of *Methodos*



Periodically, entries of the living handbook can be gathered, arranged, supervise and adapted for a pdf/epub edition, which can fix the production when considered that it is important to publish it. This way can help giving more visibility and impact to this effort, and it is another output in which we have some experience. Also, the visual stylebook of it is already designed. It is a way to give some continuity to this prototype.

This strengthens the importance of having a very active editorial board, to manage both html and pdf/epub outputs of the project. Good news is that we have experience in both fields. It is important, on the other hand, to give continuity to previous efforts, and in this sense it is our decided intention to publish more issues, on a regular basis, of *Methodos*. The goals are to do it in English, to get more world-wide impact, and to involve students in the process.

It can be, finally, an appealing offer for authors, since such a handbook, open textbook will have an ISBN number (first issue of *Methods* had it), so it is to be considered a full book in legal and academic terms. Also, each chapter is published separately, so the book as whole has a DOI number *and* every chapter has its own DOI number too. This is a good option we discussion with the UPF Library staff, and it provides a good chance for every digital object to be exploited, so to say, individually. It gives a greater impact to every contribution, undoubtedly.