

6.1 Online Content Creation

Module title			
Online Content Creation			
Module NFQ level	Module number / reference	ECTS Value	
8	BACMH - 30	10	
Parent programme(s)		Stage of parent programme	
BA (Hons) in Communications & Media Production		Award	
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Lectures/Film screenings	100%		
Workplace			
Online			
Other (Identify)			
Entry requirements (statement of knowledge, skill and competence)			
Please see section 4.2 of programme document.			
Maximum number of learners per instance of the module		80	
Average (over the duration of the module) of the contact hours per week		4	
Pre-requisite module title(s) (if any)		N/a	
Co-requisite module title(s) (if any)		N/a	
Is this a capstone module? (Yes or No)		No	
Module-specific physical resources and support requiredper centre (or instance of the module)			
Classroom with requisite digital screening and lecture recording equipment. Computer lab with internet and requisite design software for learners. Access to subscription-based AI plugins for all learners, Moodle and LinkedIn Learning.			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			
Role e.g. Tutor, Mentor etc	Qualifications & experience required:		# of Staff with this profile (WTEs)
Lecturer / Tutor	Lecturing staff are required to hold at least a master’s degree in a humanities (communications) discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Lecturing staff are also expected to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development qualification from Griffith College or its equivalent.		0.2

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:80	36
Mentoring and small-group teaching	1:20	12
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		12
Independent Learning (hours)		190
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		250

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				100%

6.1.1 Module aims and objectives

Aims

The module explores the scope of online content creation, giving the learner hands-on experience of every element of individual content creation. On completion, learners will be versed in all aspects and elements of content creation, with the ability to be self-sufficient or confidently play a lead role in a content team. The module equips learners with technical skills across pre-production & planning, production, post-production, promotion and more.

Objectives

Throughout the module, learners recognise best practice by establishing and reinforcing the processes of content creation from idea development through to content production and promotion, including skills like content optimisation across platforms and the ability to measure success and use analytics to inform content planning, through bi-weekly assignments together with hands-on class tutorials.

Learners create a portfolio of web-based content across audio and visual mediums with a platform-first approach. Learners are responsible for every element of the production process, including but not limited to content planning, scripting, filming, editing, publishing, scheduling, optimising, analysing, reporting and repurposing.

6.1.2 Minimum intended module learning outcomes

On successful completion of this module, the learner will be able to:

- (i) Create a range of online content, either self-directed or as part of a team, across a number of mediums including mobile-first video, video and audio podcasting and blogging platforms.
- (ii) Critically evaluate the design and construction of integrated web-based media content.
- (iii) Utilise a number of programs and current tools necessary for online content creation from mobile apps to professional editing software.
- (iv) Explain and implement a suitable content strategy.
- (v) Apply cross-platform content promotion strategies to attract and engage readers, drive traffic and maximise engagement.
- (vi) Analyse and interpret performance data to inform strategy on an ongoing basis.

6.1.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

The purpose of this module is to provide learners with comprehensive instruction in the techniques and skills of content creators operating independently or as part of a team across journalism, communications, broadcast, marketing and PR disciplines. Learners are expected to apply these new skills in an integrated manner across media formats and platforms. They reflect on the vitality of the web, acquire new skills and make sense of a transforming industry. In doing so, learners learn to evaluate and identify trends and opportunities in online media. In the context outlined above the module learning outcomes align with MIPLOs 1, 2, 3, 4, 8, 10 and 11.

6.1.4 Information provided to learners about the module

As part of their induction to the programme, learners receive faculty handbooks. The faculty handbook provides general information about the faculty, its staffing, resources and operation. Detailed programme information is supplied through Moodle, including copies of the approved module descriptors from the accredited programme along with a programme timetable detailing the related teaching, learning and assessment.

During the first session on the module, learners are given a detailed outline of the module showing the schedule of delivery and the dates when assignments are set and due for submission. Learners are given assignment briefs detailing the specific learning activity, the module learning outcomes to be achieved, the assessment criteria and due date for each piece of assessed work to be completed. Learners are provided with a list of free and paid tools and programs for which accounts required for successful completion of the course, access to the latter of which is provided by the College.

Moodle is used to provide learners with ongoing access to module related information, from the handbooks and module outlines provided in advance of module commencement, to the lecturer material and links to related resources provided on a scheduled basis in line with module delivery.

6.1.5 Module content, organisation and structure

The organisation of the module is to delivery theory through lectures, practical demonstrations, in-class tutorials, continuous assessment and online supports on Moodle. An emphasis is put on practice implementation of the theory through weekly assignments that add a new skill every week and build throughout the module. The theory is taught in supervised and directed classroom sessions and the students get practical, hand-on and supported experience in class tutorials and workshop time. Practical techniques are taught by interactive workshops, with tutor-led demonstrations of required techniques and skills.

Class plan/module curriculum

Introduction to Online Content Creation

Tutor-led interactive session introducing the topics, timeline, marking scheme and assignment strategy of the module to students followed by an introduction to the topics in which a base understanding is required to complete the course. These topics will have been covered in other modules and are presented to students as a refresher to ensure they have the foundational knowledge to begin the module. This will be followed by a class workshop in which students will create a “Code of Content” covering ethical, legal and technical boundaries students will be expected to operate within during the course of the module.

Topics covered will include:

- Introduction to the module, lecturer, course structure and subjects, assessment structure and marking scheme and feedback timelines.
- Online Communications and Media Law: Refresh the “Big 4” specifically in relation to how they are interpreted online; Censorship, Defamation, Invasion of Privacy and Copyright. Ensure students have a working knowledge of how these issues affect and interact with online content creation.
- *In class workshop – Code of Content*
 - Tutor-led interactive workshop creating a “Code of Content”, incorporating best practices for content created during the module, to which all students must adhere for the duration of the module.

Social Media & Content Strategies

Tutor-led session on the fundamentals of social media content creation where learners will gain an understanding on how to build a cohesive and coherent social media and content strategy, whether as an independent creator, a contractor or freelancer or as part of an in-house team. Content strategy will include details such as branding.

Topics covered will include:

- Content Niches and how to choose a niche
- Content Pillars and how to structure content
- Accessibility; captions, alt-text etc.
- Content branding; colours, fonts, cross-platform consistency etc.
- Platform requirements and results and how to choose platforms and priority and supporting platforms to maximise ROI.
- Cross-promotion strategies

Programs recommended:

Coolers (colour palette generator for branding): <https://coolers.co/>

Later (social media scheduling app): <https://later.com/>

Buffer (social media scheduling app): <https://buffer.com/>

Metricool (social media scheduling app): <https://metricool.com/>

Content and Account Management

Tutor-led session where learners will gain an understanding of how to effectively manage multiple social media platforms, either as an independent Creator or as part of a social media team, followed by a practical tutorial where learners will gain hands-on experience using the different tools and programs necessary to streamline this process.

Topics covered will include:

- Multiple account management; brand consistency, output cadence etc.
- Content Scheduling; hands-on tutorial of different programs to schedule content across multiple platforms.
- Repurposing; recutting and reusing content across multiple platforms to maximise ROI.
- *Assignment brief – Content Strategy Creation & presentation.*
 - Learner devises a content strategy for content created during the module.
 - Content strategy is to include content branding, content niche, content pillars, output cadence and social media cross-promotion strategy.
 - Content strategy must set out goals and success metrics for the content over the course of the module.
 - Presentation and class critique of learner's content strategy. Learners must explain reasoning behind platform choices and lay out an intended content schedule.
 - Learners must also reflect on the content strategy (explain reasoning for each element) and reflect on the class presentation in an ongoing class diary, for inclusion in their final analytics report. Learners should amend their social media strategy to include new learnings and reflect this in their diary.

Writing for online platforms

Tutor-led session where learners will gain an understanding of best practice for different types of online writing, from blogging to micro-blogging to caption writing. Learners will gain a clear understanding of the different requirements for each kind of content and each platform.

Topics covered will include:

- Long-form, blogging best practice for use on blogging platforms like Wordpress, Medium.com, Buzzfeed Community and more.
- Best practice for writing for audio-first platforms, including titling, show notes keywords and SEO.
- Best practice for writing for long-form video-first platforms (YouTube) and short-form video platforms like Instagram & TikTok, to include best practice for titling, keywords, SEO etc.
- *Assignment brief - Write an article on Medium with accompanying promo assets*
 - Learners must write an article on Medium about a topic of their choice and promote the article using social media strategies learned in class.
 - Learners must track actions taken, explain reasoning, note struggles and successes and any analytics or metrics in an ongoing class diary, for inclusion in their final analytics report. Learners should amend their social media strategy to include new learnings and reflect this in their diary.

Script -writing & storyboarding for online

Tutor-led session where learners will gain an understanding of how to write different types of online script based on the best practice for each intended use, and how to plan out content using storyboarding theory and applications.

Topics covered will include:

- How to structure a video script for long-form content across different platforms.
- How to structure a video script for short-form content across different platforms, covering things like trends, hooks, length, resolution etc.
- How to structure an audio-only script for podcasting.
- Intro to storyboarding for online video

- *Assignment brief – Write a script and create a storyboard.*
 - Learners must write a video script for their chosen platform, length and dimensions (eg TikTok, 30s, portrait / YouTube, 10 minutes, landscape).
 - Students will apply storyboarding theory to create a storyboard for their script using recommended storyboarding apps.
 - Learners must track actions taken, explain reasoning, note struggles and successes and any analytics or metrics in an ongoing class diary, for inclusion in their final analytics report. Learners should amend their social media strategy to include new learnings and reflect this in their diary.

Programs recommended:

Previs (Storyboarding): <https://www.previspro.com/>

Celtx (Storyboarding and script writing): <https://www.celtx.com/product/story-development/storyboard/>

Filming & Editing for online

Tutor-led workshop on the different requirements of filming for different platforms, using skills learned in script writing to drive the content. Topics covered will include:

- Best practices for Landscape filming using camera equipment
- Best practices for Portrait filming using native apps.
- Introduction to audio-only editing using online programs.
- Introduction to and best practices of portrait and short-form video editing on mobile using native and mobile-first apps, including filters, templates, captioning and more.
- Introduction to and best practices of landscape and long-form video editing using desktop-based editing software.
- How to prepare and pre-produce content to better utilise AI in the editing and production process.
- Students must implementing clear branding guidelines set out in the content strategy to create short-form content for use in cross-promotion strategies.
- Learners must track actions taken, explain reasoning, note struggles and successes and any analytics or metrics in an ongoing class diary, for inclusion in their final analytics report.
- *Assignment brief – Create a primary piece of content.*
 - Learners must film, edit, publish & promote a long-form video podcast with the following requirements:
 - Full video podcast must be hosted on YouTube.
 - Audio-only version must be hosted on Spotify using Spotify for Podcasters.
 - Learners must track actions taken, explain reasoning, note struggles and successes and any analytics or metrics in an ongoing class diary, for inclusion in their final analytics report. Learners should amend their social media strategy to include new learnings and reflect this in their diary.

AI tools

Tutor-led session on the ethics and usability of AI followed by a hands-on tutorial using several AI tools to aid content creation. Learners will gain an understanding of how to effectively and ethically utilise AI in their content creation strategies. Disclosure of the use of AI will be required across this module and will be added to the Publication Guidelines in this class.

Topics covered will include:

- How to use AI tools to aid in the process of content creation, from script-writing to editing to online promotion of a main piece of content.
- How to prepare and produce content effectively in order to best utilise AI tools to streamline and optimise the content creation process and timelines.
- How to use AI tools to repurpose content for multiple platforms.
- *Assignment brief – Use AI tools to aid in the execution of their decided content strategy.*
 - Using AI tools to aid the process, learners must repurpose their long-form video content into a minimum number of promotional clips designed to drive traffic to the core piece of content. Cutdowns must be created from the full video podcast and edited vertically for upload on short-form video platforms as part of the cross-promotion strategy. Branding between all platforms must be consistent.
 - Learners must track actions taken, note struggles and successes and any analytics or metrics in an ongoing class diary, for inclusion in their final analytics report. Learners should amend their social media strategy to include new learnings and reflect this in their diary.

Programs recommended:

Writing & video ideas:

Chat GPT: <https://chat.openai.com/>

VidIQ Chat: <https://app.vidiq.com/chat>

AI Content Repurposing:

Combo: <https://www.joincombo.com/>

Crossclip: <https://streamlabs.com/cross-clip>

Detail: <https://detail.co/ai>

AI Editing (Subscription-based Premiere Pro Plugin)

Autopod: <https://www.autopod.fm/>

Livestreaming

Tutor-led session on the different types of live-streaming, from mobile-first, portrait streaming on social media video apps to desktop-based livestreaming for livestreaming platforms like Twitch and YouTube. Learners will gain an understanding of the ecosystem around live-streaming across the different platforms and will consider how livestreaming could be integrated into a content strategy. Learners will learn how to engage an audience for an extended period of time and attempt a livestream on a platform of their choice.

Topics covered will include:

- Introduction to mobile-first, platform-first livestreaming eg Tiktok and Instagram; eco-system, features and tools.
- Introduction to desktop-based streaming using programs; how to create assets, scenes, required equipment etc.
- Introduction to Twitch eco-system; Chat, emotes, ads, subscriptions etc.
- Introduction to Twitch tools and features; Dashboard, Highlights, Clips, Clip editor, Guest Star.

- Best practices for live content creation including choosing a medium, presentation style and more.
- *Assignment brief – Livestream*
 - Learners must create a piece of live content on a platform of their choice.
 - Learners must track actions taken, note struggles and successes and any analytics or metrics in an ongoing class diary, for inclusion in their final analytics report. Learners should amend their social media strategy to include new learnings and reflect this in their diary.

Programs Recommended:

Production programs:

OBS: <https://obsproject.com/>

Streamlabs: <https://streamlabs.com/>

Stream Elements: <https://streamelements.com/>

Spikes (Repurposing AI Tool): <https://spikes.studio/>

Community building

Tutor-led session on best practices for audience and community building followed by a class brainstorming workshop. Topics covered will include:

- An introduction to target audiences and community building; turning new viewers into fans and community members. How to foster a community atmosphere around brands or individual creators.
- How to build a community online; how to encourage interaction and engagement from intended audiences.
- How to effectively utilise short-form content to promote long-form content while building community, covering technical features and limitations, feeding into a cohesive, community-based strategy.
- How to manage an online community.
- *Assignment brief - ongoing reflection*
 - Learners must track actions taken, note struggles and successes and any analytics or metrics in an ongoing class diary, for inclusion in their final analytics report. Learners should amend their social media strategy to include new learnings and reflect this in their diary.

Monetisation

Tutor-led session on how to effectively monetise an online presence. Learners will gain an understanding of a number of different ways to monetise an online presence, including but not limited to ad revenue, paid platforms, affiliate marketing and digital products. Learners will come to understand the structure of mainstream media's online monetisation vs that of independent creators and how each of those affect the content creation process. Topics covered will include:

- Introduction to the different platforms and the pay structures of each.
- Memberships, community-funding and donation-based monetisation.
- Affiliate marketing-based monetisation model.
- Product-based monetisation model; Creating and selling merchandise, digital products and more.
- Skill-based monetisation; Online course creation, selling skills via freelance sites, renting equipment etc.

- *Assignment brief - ongoing reflection*
 - Learners must track actions taken, note struggles and successes and any analytics or metrics in an ongoing class diary, for inclusion in their final analytics report. Learners should amend their social media strategy to include new learnings and reflect this in their diary.

Programs recommended:

Paid blogging and video platforms:

Medium (blogging): medium.com

YouTube (Video): [YouTube.com](https://www.youtube.com)

TikTok (livestreaming): [tiktok.com](https://www.tiktok.com)

Twitch (livestreaming): [twitch.tv](https://www.twitch.tv)

Selling skills:

Skillshare (Create a course): <https://www.skillshare.com/teach>

Vidsy (Create content for brands): <https://www.vidsy.co/>

Upwork: (Freelancing website): <https://www.upwork.com/>

Reporting & Analytics 1

Tutor-led session on analytics and reporting focused on platform-first reporting using native analytics including but not limited to Google Analytics, Facebook, Instagram and TikTok Insights. Learners will gain an understanding of key terms and metrics and how they impact a content strategy, such as Impressions, Reach, Views, CTR, Audience Demographics and more.

Topics covered will include:

- Introduction to Platform-first analytics and reporting tools.
- How to interpret performance data across platforms and structure a performance report for presentation to stakeholders in a team environment.
- How to utilise performance data to inform content strategy.

Reporting & Analytics 2

Class presentation session where learners present a report on the performance of content created during the module across all platforms. Presentations must include reflection on successes, failures and an appraisal of the application and execution of the original decided content strategy at the beginning of the module.

- *Assignment – Present a final report on content performance.*
 - Learner analyses and reports on all content created during the module on all platforms using the platform analytics.
 - Learner details the struggles and successes throughout the module, and reflects on the achievability of their original content strategy, detailing any amendments made to the strategy in practice.
 - Presentation and class critique of learner content strategy in the final class of the module.

6.1.6 Module teaching and learning (including formative assessment) strategy

The module is delivered over a period of 12 weeks. Learning and teaching methods for this module include delivering theory through lectures supported by demonstrations, in-class exercises and workshops and online supports on Moodle, the college VLE.

Mock assignments are placed on Moodle for learners' information. Learners are mentored during this module, with the emphasis on self-directed learning and independent development. The focus is on experiential learning and process.

Lectures and seminars are thematic, with a particular issue or theme being addressed each week. Appropriate case studies are used to demonstrate key issues. In developing their portfolio, learners are expected to engage with all of the themes discussed in lectures. The continuous assessments provide ongoing feedback for the learner and relate to the module curriculum. The module draws upon both theory and practical research and learners are required to research, and present, topics which relate to the MLO.

Strategies for this module are based on 'learning by doing', learner-centred learning and structured teaching methods. These include lectures and tutorials, in-class problem-solving exercises and summative assignments. Practically focused assessment is emphasised. Learners experiment with different media and the practical work in PC labs are interactive and allow learners to apply what has been learnt. Each session incorporates a tutor-led demonstration of software applications.

The subject is assessed through the creation and application of a content strategy (weighting 100%) comprising of a number of summative assessments (40%), in-class presentations (35%) and a reflective journal. (15%)

Activity	Teaching / Learning Strategy	Learning Environment
Lectures, Tutorials, (48 hours)	Formal lectures and demonstrations on a range of different media, techniques and processes.	College
Independent work (202 hours)	Self-directed work, researching, developing, experimenting with media to create content and execute a content strategy.	College / Home

6.1.7 Work-based learning and practice-placement

There is no work based learning or practical placement in the module.

6.1.8 E-learning

Griffith College uses Moodle, a virtual learning environment, to support its delivery of e-learning activities in the form of peer-to-peer support based around activities where learners give and receive feedback, forums where learners must contribute, formative quizzes and video links. This module also uses Discord to create a peer-to-peer online support group for classmates where learners can share knowledge, share failures and successes and discuss the module.

6.1.9 Module physical resource requirements

Classroom with requisite digital screening and lecture recording equipment. Computer lab with internet and requisite design software for learners. Access to subscription-based AI plugins for all learners, Moodle and LinkedIn Learning.

6.1.10 Reading lists and other information resources

Primary reading

The Content Fuel Framework: How to Generate Unlimited Story Ideas (For Marketers and Creators) by Melanie Deziel (2020).
Everybody writes: Your New & Improved Go-To Guide to Creating Ridiculously Good Content - 2nd Edition by Ann Handley (2022)
[Confident Digital Content: Master the Fundamentals of Online Video, Design, Writing and Social Media to Supercharge Your Career](#) by Adam Waters (2018).
The Squiggly Career - Ditch the Ladder, Discover Opportunity, Design Your Career by Helen Tupper and Sarah Ellis (2020).

Secondary reading

Influencer: Building your personal brand in the age of social media by Brittany Hennessy, (2018).
The Profitable Content System: The Entrepreneur's Guide to Creating Wildly Profitable Content Without Burnout y Meera Kothand (2019).
Digital Marketing Strategy: An Integrated Approach to Online Marketing by Simon Kingsnorth (2022).

eResources

The Manifesto on Content Marketing Teams by Xenia Muntean:
<https://planable.io/resources/content-marketing-teams-book/>
<https://www.youtube.com/@StreamScheme>
<https://www.youtube.com/@FilmBooth>
<https://www.youtube.com/@creator-booth>
<https://www.youtube.com/playlist?list=PL7BlmOT2srcFWw6kWhGCK9vMJVdJ0igoy>

6.1.11 Specifications for module staffing requirements

Lecturing staff are required to hold at least a master's degree in a humanities (communications) discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Lecturing staff are also expected to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development qualification from Griffith College or its equivalent.

6.1.12 Module summative assessment strategy

The assessment is based on continuous assessment (100%) by summative assignments which included created content, diary reflection and in-class presentations. The assignments constitute the overall grade achieved and are based on each learner's work. The continuous assessments provide for ongoing feedback for learners and relates to the module curriculum. In-class assignments are specific as learning exercises and give learners the opportunity to learn via experimentation.

The subject is assessed through the creation and presentation of various work, including a content strategy and several pieces of content. These are accompanied with a diary to illustrate learner growth and development throughout the module.

No.	Description	MIMLOs	Weighting
1	Assignment #1 - Content Strategy Creation and in-class presentation	(i) to (v)	20%
2	Assignment #2 - Medium article	(i) to (iv)	10%
3	Assignment #3 - Script & Storyboard	(i) to (v)	10%
4	Assignment #4 - Primary content creation	(i), (iii)	10%
5	Assignment #5 - Repurposing content using AI tools	(iii) to (vi)	10%
6	Assignment #6 - Livestreaming	(iii) to (v)	10%
7	Assignment #7 - In-class presentation of content performance report	(i), (ii), (iv), (vi)	15%
8	Assignment #8 - Ongoing reflection (class diary)	(ii), (iv), (vi)	15%

Reassessment/Repeat assessment strategy:

Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing a component or components of this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.
- In the event of the learner failing the exam, learners will take the re-sit exam at the next available sitting, details of which will be made available to learners via Moodle.