USCAnnenberg

JOUR 489: Hands-on Disruption: Experimenting on Emerging Tech (VR)
Number of Units: 2
Fall 2016: Wednesday, 12-2:40 p.m.
Section: 21453D
Location: ANN 307 or AIL

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Office Hours: One-hour before and after class or by appointment.

I. Course Description

This class – "Hands-on Disruption: Experimenting on Emerging Tech" – takes students' diverse skills (reporting, multimedia storytelling, Web development, design, user coding/programming, Agile development, etc.) and applies them toward the exploration and experimentation focused around an emerging technology, through the lens of journalism.

The onslaught of new and emerging technologies is disrupting the journalism industry and this class takes a moment to reflect on these technologies and do hands-on prototyping in hack-a-thon style framework.

The class, in partnership with the media organizations and a variety of experts, will research and develop new journalism-related experiences for the new technology selected as the focus of the class, ranging from content creation to content consumption.

Students will be work together, navigating the different skills and digital culture, in a series of in- and out-of-class exercises that will focus on brainstorming, designing and developing emerging experiences based on existing media brands/content, as well as creating some from scratch.

This class is a sandbox for journalism, technology and creativity. You are expected to put in work to produce creative prototypes that are aimed at a public launch.

II. Overall Learning Objectives and Assessment

After taking this class, you should have the necessary skills to work within a development team that can prototype, either for traditional or emerging technologies. You will also have the skills needed for project and product management, working with a diverse team that will include stakeholders, journalists, designers and developers.

Overall goals include:
- Become familiar with the new technology, including its limitations.
- Using the new technology, brainstorm and sketch experiences – either for content creations or content consumption – based on our media partners' brand and content.
- Pitching journalism experiences to be developed over the majority of the semester.
- Play an active role – based on your individual skillset and in coordination with the professor – in the group-selected projects.

- Test experiences/projects – in different stages – to gather feedback and insights from potential users, partners and other stakeholders.
- Document, present and share our acquired knowledge throughout this course, either via our public site, meet-ups, media coverage or simply within our classroom.

III. Description of Assignments

While different students will be graded on different aspects/roles of the final project, every student will complete universal tasks/assignments, including writing for the public facing site/blog, pitching ideas solo or with a team and peer teaching.

You will:
- Complete different phases for team-produced experiences comprised of advanced individual story/informational experiences (approved by the instructor):
  - Research: Get familiar with virtual reality and head-mounted displays.
  - Brainstorm: News experiences from scratch or based on media partners' brands/content for the creation or consumption of journalistic stories.
  - Scope/Specs: Outline the features from content to design, including storytelling features.
  - Production: Design and building the spec, factoring variables like technology, skill level and deadline.
  - Launch: Publish the news experiences that showcases the work produced by teams.
  - User-testing: After launching, test and collect feedback from users.
  - Re-launch: Factoring in the feedback, make changes to project.
- Complete several smaller exercises related to re-examining the "article" and storytelling that takes advantage of the tech features offered by the new medium and devices.
- Learn and work with team using Agile Project Management with Scrum.

NOTE: The final project or projects are approved by the professor to ensure a quality product is made that successfully merges the emerging technology with journalism. Once the project(s) is selected, the class devises a detailed plan that ranges from reporting to sketching to making a design comp to building, user-testing and finally launching. These assignments are divided up among the class and employ the Agile framework with scrum incorporated into the weekly meetings.

Past projects include:
- A collection of diverse, augmented reality experiences researched, developed and produced to augment an attendee's experience at the downtown LA Public Library.
- Creating an Ebola-news focused app that offers contextual information to combat misinformation during the quickly evolving news story.
- Produce a series of 360-immersive video experiences around unique, live sporting events in Los Angeles.
- Produce VR experiences based on a news organization's journalistic pieces, to advance and better present the story.

The collective learning experience goes beyond the project itself. The ultimate goal is having diverse students from across the university collaborate together, applying their different crafts to produce ground-breaking examples of emerging journalism. That collaboration mirrors the reality in this fast-paced tech world. And giving them the power to determine the project -- with guidance from the professor -- truly empowers them to produce quality work via genuine passion.

Although specific expectations may vary somewhat for journalism/non-journalism students, all students will be expected to produce work of publishable quality. This includes professionalism in presentation, editorial decisions, editing, spelling and grammar.

Please note that specific assignments, readings and weekly subjects may be revised as the course progresses.

Every student is <u>required</u> to schedule at least one meeting with the instructor sometime around the semester's mid-point. However, you should feel free to talk to your instructor at any point during the semester.

IV. Grading
a. Breakdown of Grade
While grades are essential in any classroom, grades play a secondary role to the experience and knowledge we gain through this course. Grades are in place to monitor our progress, but also to reward our calculated risks we take in developing the final projects.

Overall course breakdown:
- In-class, online participation   10 percent
- Exercises/Assignments   30 percent
- Pitches/Presentations   20 percent
- Final Project/Launch   40 percent
- Total   100 percent

b. Grading Scale

95% to 100%: A	77% to 79%: C+	60% to 63%: D-
90% to 94%: A-	74% to 76%: C	0% to 59%: F
87% to 89%: B+	70% to 73%: C-	
84% to 86%: B	67% to 69%: D+	
80% to 83%: B-	64% to 66%: D	

c. Grading Standards
- General guidelines for grades in assignments and projects:
  Projects earning an A are professional and ready to publish; they are accurate, clear and comprehensive, and include multiple online elements. Headlines and text are well written and require only minor editing for AP style, grammar/punctuation/spelling and consistency. Visual or audio elements are relevant (e.g., no video just for the sake of having video), and edited or cropped effectively and appropriately.
- **Projects earning a B** require more than minor editing, and have a few style or spelling errors. There is at least one significant online element omitted.
- **Projects earning a C** need considerable editing or rewriting. There are online elements missing or incomplete.
- **Projects earning a D** require excessive rewriting and have numerous errors. They likely go little beyond the original print or broadcast story (if there is one), or are sloppy and/or unprofessional. They are not publishable and should not have been submitted.
- **Projects earning an F** have failed to meet the major criteria of the assignment, have numerous errors or both. They may be misleading or contain content from third parties used without attribution. They are not publishable and should not have been submitted. <u>A story that has a factual error that is material to the story merits an F. There should be no exceptions. Excessive occurrences of misspelled proper names also merits an F.</u>

Assignments and projects will be judged on elements including text, visuals (photos, graphics, video), interactivity, navigation and adherence to assignment specifics. Design and color decisions will be judged on appropriateness and usage of concepts discussed in class. Because the class is cumulative, students should demonstrate an

understanding of all previously covered concepts in each assignment, even if the assignment does not specifically address those issues.

Assignments and projects are to be turned in <u>on time and in a professional manner</u>, edited to AP style, and by the assigned deadline (some projects may be time-specific).

Furthermore, major assignments will be graded on a scale of 1-100, and then translated into traditional letter grades. You can lose points for:
- AP Style, Punctuation, minor spelling errors or coding/broken links = Two to five points each.
- Clarity, organization = Five to seven points for short stories; seven to 10 points for longer stories.
- Omissions = Five points.
- Misspellings (of proper names) and/or factual errors = Automatic "F" on the assignment.

* If your stories have too many style, punctuation and/or spelling errors, you may be asked to rewrite your assignment and return it to your instructor within 24 hours, or be graded accordingly.

NOTE: As an online journalism class, the same high journalism standards from print and broadcast disciplines are expected.

V. Assignment Submission Policy
Late assignments get a failing grade, but should be completed nonetheless within instructor's time window as they may qualify for a grade up to a "C" under the rewrite policy. Students should turn in each assignment as specified – some may be sent by e-mail, some turned in as hard copy, some posted to your web space. Do not remove materials from your web space until you have received confirmation from your instructor that the material has been graded.

This class will be carried out like a professional newsroom. The instructor acts as editor and you need to be in communication during the assignments. Don't miss deadline.

<u>Don't miss deadlines.</u>

VI. Required Readings and Supplementary Materials
REQUIRED: 37signals (2004). "Getting Real: The smarter, faster, easier way to build a successful web application," self-published. Site: http://gettingreal.37signals.com

RECOMMENDED:
Neal Stephenson (1992). "Snow Crash," Bantam Spectra Book.
Ernest Cline (2011). "Ready Player One: A Novel," Random House.

NEWS CONSUMPTION/WEB RESOURCES
As journalists and developers for news, it is imperative that you are an informed news consumer. You must follow the news and be familiar with what is going on around the world, the country and in Los Angeles. Get local news from the *Los Angeles Times*, NBC4 or NPR (KPCC) daily, in addition to national news from the *New York Times*, *CNN*, etc. You should also develop a list of other news sources that you check daily; these could include *LA Observed, The Daily News, Washington Post, Sacramento Bee, The Huffington Post, Pro Publica, California Watch and others.*

Web journalism is in constant evolution. These lists of sites are additional resources to read and learn from throughout the semester.

- **Virtual Reality:**
  - **Recode/VR** (http://www.recode.net/vr)
  - **Road to VR** (http://www.roadtovr.com/)
  - **UploadVR** (http://uploadvr.com/)
  - **Voices of VR Podcast** (http://voicesofvr.com/)
  - **VRLA - Virtual Reality Los Angeles** (http://www.meetup.com/virtualrealityla/)
- **Training sites:**
  - **KDMC** (http://multimedia.journalism.berkeley.edu/tutorials/)
  - **Lynda** (http://www.usc.edu/its/lynda)
  - **W3Schools** (http://www.w3schools.com/)
- **Journalism-related sites:**
  - **American Press Institute Newsletter** (http://www.americanpressinstitute.org/category/need-to-know/)
  - **Mashable** (http://mashable.com/)
  - **Nieman Journalism Lab** (http://niemanlab.org)
  - **On the Media** (http://www.onthemedia.org/)
  - **Mediashift** (http://mediashift.org/)
  - **Romenesko** (http://jimromenesko.com/)
- **Weekly Web journalism chats:**
  - **#WJCHAT** (Wednesdays, 5PM PDT)
- **Tech sites:**
  - **Hacker News** (http://news.ycombinator.org/)
  - **Reddit** (http://www.reddit.com/)

ADDITIONAL COURSE MATERIALS
- **AP Stylebook:** Your work is expected to conform to AP style, unless otherwise noted by the instructor that another style takes precedence.
- **Blackboard**: The course will use Blackboard mainly for grading and syllabus. Any emails sent via Blackboard will be sent to your USC email address, so make you check that address regularly.
  - To log into Blackboard:
    1. Go to: http://blackboard.usc.edu
    2. You must use your USC login and password on Blackboard
    3. Click on your section
- **Class Site**: The course will use a customized social media site to post assignments for the course. Information about assignments THAT ARE NOT IN THE SYLLABUS will be posted on this site, as well as any supplemental readings and documents used for the course. Therefore, it is imperative that you check the site regularly for assignments and announcements. Any emails sent via the site will be sent to your USC email address, so make you check that address regularly.
  - The class site URL is: http://class16.vrjournalism.io or http://class16.jovrnalism.io
  - The public site URL is: http://vrjournalism.io and http://jovrnalism.io
- **Recommended Software:**
  - **Adobe Suite** (Including Dreamweaver, Photoshop, Audition and more)
  - **Audacity** (http://audacity.sourceforge.net/)
  - **FTP program** (**Fetch** or **FileZilla** https://software.usc.edu/index.aspx)
  - **Kolor Autopano and Giga** (http://www.kolor.com/download/)
  - **Mettle Skybox** (http://www.mettle.com/product/skybox/)
  - **Microsoft Office** or **Google Docs**
  - **Reaper** (http://www.reaper.fm/)
  - **SoundSlides Plus** (http://soundslides.com/)
  - **Text Editor**
    - Sublime Text (https://www.sublimetext.com/)
  - **Unity 3D** (http://unity3d.com/)

- **USB flash drive/Pen drive:** Although not required for in-class work or homework, you will find it convenient to have a flash drive to organize and transport files and assignments. Be sure to label your flash drive so it can be returned if you lose it.
- **Web accounts:** Please have an account for these Web services:
  - **YouTube** (http://www.youtube.com)
  - **Google** (http://google.com - you may already have one)
  - **Oculus** (https://developer.oculus.com/)
  - **Trello** (https://trello.com)
  - **Twitter** (http://www.twitter.com)
  - **Vrideo** (http://www.vrideo.com/)

VII. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Virtual Commons** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

ADDITIONAL POLICY

Information communication technologies are a part of the modern education landscape. Students are welcome to use laptop computers in classroom for purposes relevant to the class lesson and furthering discussion.

However, out of consideration for the learning environment and fellow classmates, we respectfully ask that you refrain from extraneous activities such instant messaging, gaming or other online services.

On the occasions when the professor asks for laptops and devices to be put away in the classroom, please honor those requests.

VIII. Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability. All readings and assignments are due by deadline.

Important dates:
- **September 9:** Last day to register and add classes for Session 001
- **September 9:** Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001
- **September 13:** Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001
- **October 7:** Last day to drop a course without a mark of "W" on the transcript. [Please drop any course by the end of week three (or the week three equivalent for short sessions) to avoid tuition charges.]
- **November 11:** Last day to drop a class with a mark of "W" for Session 001

Important note to students: Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability.

Week 1: Orientation and Intro to Virtual Reality/Head-mount displays   Aug 24
Intros; Class goals/infrastructure; Skills assessment; Exploring VR
- Assignment #1: Test out Oculus, Samsung Gear and Google Cardboard and write/review experience - post on class site.
- Pre-assignment: The Verge's Rise and Fall of Virtual reality http://www.theverge.com/a/virtual-reality
- Pre-assignment: THE WEB AHEAD's Episode 96: Reinventing the Web in Virtual Reality with Josh Carpenter and Vladimir Vukicevic http://www.thewebahead.net/96

Week 2: Research/review current VR experiences (news/storytelling)   Aug 31
Share experiences; Explore VR news experiences; Discuss current limitations/possibilities
- Assignment: Review a Media/Journalism VR experience - post on class site.
- Assignment: Begin examining content of media partners for brainstorm/pitch next week
    Groups, made by the professor, will be randomly assigned to brands.
- Assignment: Read Ch. 1 of "Getting Real" | http://bit.ly/gettingreal-toc

Week 3: Brainstorm, sketch/design, feasibility: Existing news brands   Sep 7
Brainstorming based on media partners' brand/content; sketch/design; feasibility
- Assignment: Sketch prototypes and user test using storyboards
- Assignment: Read Ch. 2 of "Getting Real" | http://bit.ly/gettingreal-toc

Week 4: Present sketch/design/Storyboards to partner/stakeholders   Sep 14
Present results of brainstorm and user testing to media partner/stakeholders
- Assignment: Write a blog post about experience
- Assignment: Prepare for brainstorming on creation/consumption news experiences
- Assignment: Read Ch. 3 of "Getting Real" | http://bit.ly/gettingreal-toc

Week 5: Brainstorm semester-long projects: Creation & consumption   Sep 21
Team(s) brainstorm/pitch ideas on using VR for journalism creation/consumption
- Assignment: Refine, prototype and begin building
- Assignment: Read Ch. 4 "Getting Real" | http://bit.ly/gettingreal-toc

Week 6: Spec/scope out approved semester-long project(s)   Sep 28
Planning the infrastructure and features for the class selected project(s)
- Assignment: Sketch and create design comps
- Assignment: Begin coding infrastructure
- Assignment: Read Ch. 5 "Getting Real" | http://bit.ly/gettingreal-toc

Week 7: Identify stories for the semester-long project(s)   Oct 5
Factoring in the tech specs, what stories can be told on our platform
- Assignment: Prepare for VR experiences story brainstorm/presentation
- Assignment: Read Ch. 6 "Getting Real" | http://bit.ly/gettingreal-toc

Week 8: Brainstorm, sketch/design and feasibility: Optimized stories   Oct 12
Team(s) present ideas on using journalistic storytelling for VR; group brainstorm
- Assignment: Create design comp and storyboards
- Assignment: Begin reporting/collecting story assets
- Assignment: Ch. 7 of 37signals' "Getting Real" | http://bit.ly/gettingreal-toc
- *[Midterm point: One-on-one check ins – sign up for appointments]*

Week 9: Present Design Comps/Storyboards: Optimized stories   Oct 19
Continue to coding/producing semester-long project and optimized stories
- Assignment: Continue production
- Assignment: Write a blog post about experience

Week 10: Production and Project Assessment   Oct 26
From coding to interface to content, what is the status of the optimized app
- Assignment: Continue production

Week 11: Production and Project Assessment - continued   Nov 2
Continue production, prepare to present live demo for class, followed by user test

Week 12: Present optimized stories   Nov 9
Demo the news experiences/stories developed for VR; have classmates do first user testing
- ▪ Assignment: User test VR project(s)/experience(s)/stories

Week 13: User test VR experiences   Nov 16
Have users test the experience(s) to see reactions and document changes
- ▪ Assignment: Making post-testing tweaks

Week 14: NO CLASS   Thanksgiving

Week 15: Launch VR projects to the public   Nov 30
Complete changes base on user testing results. Demo the finalized news experiences to partners/stakeholders and prepare for public launch.
- ▪ Assignment: Diary of production – lessons learned

Study days   Dec 3-6

Final Project: Public Launch   Dec 9, 11AM-1PM

IX. Policies and Procedures
Additional Policies
WRITING COACHES
Writing coaches are available during office hours and by appointment.

MULTIMEDIA COACHING/HELP
Technical assistance is available by contacting New Media Specialist, Courtney Miller, at courtnem@usc.edu or 213-740-3433 to schedule an appointment. You can get advanced training on all Adobe products through the Annenberg Digital Lounge located on the third floor of ANN – courses will be posted.

RESEARCH ASSISTANCE
USC has Libraries have 23 libraries and research centers that provide access to thousands of electronic and print resources. Make sure you become familiar with resources available to you. The librarian for the Annenberg School for Communication & Journalism is Chimene Tucker, 213-740-2332 cetucker@usc.edu. For your research needs schedule an appointment with Chimene or visit the Reference Desk in Doheny Library.
http://www.usc.edu/libraries

AGGREGATION
Aggregation is the term for doing on the Web what newspapers and broadcasters have done for decades -- taking content from a variety of clearly labeled sources and packaging it into a unique news product. You may not be aggregating for the Web much in the text and audio-visual courses this Fall. But you never know. In any case, you will certainly be aggregating in other courses and/or Learning Labs. So here are the rules: **Anything that you do not report or produce yourself must be attributed and/or linked to the original source.** In an aggregated story, summarize the story in your own words, and use only a few quotes. The goal is to encourage readers to link to the full story.

ATTENDANCE
Attendance is required for all classes. If you expect to miss class due to a family emergency, a medical problem, or a religious holiday, <u>please contact your instructor beforehand (either send an e-mail or give your instructor a call)</u>. Tardiness is unacceptable. If you expect to be more than 15 minutes late to class, please stay home.

If you miss a class, please get the notes from another student. Separate "catch-up" sessions will not be conducted. In-class assignments cannot made-up, either.

CLASS PROTOCOL AND PROFESSIONAL DRESS CODE
This is a professional degree program. As such, students are expected to deal with each other and with their instructors in a collegial manner. That means you should immediately talk to your instructor if you have any concerns about the course, grading, fellow students, the length of time it takes to get back graded assignments, etc. If an issue has not been resolved, please contact Prof. Bill Celis at celis@asc.usc.edu.

For purposes of this class, you are a bona fide member of the working press. You should expect to be treated with all of the normal courtesies and privileges afforded to the news media. In return, you are expected to represent the profession in a dignified and appropriate manner. If you do not take yourself seriously, be advised that no one else will.

If you want to be taken seriously in the field then you need to dress like a professional, not a college student. Business casual is best: women should wear skirts or dresses of an appropriate length and pants that are not jeans; men should wear button-down shirts and pants that are not jeans. No skimpy or tight clothing, shorts, wrinkled t-shirts or flip flops. Avoid clothing with any sort of logo, including USC logos.

Internships
The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must by unpaid and can only be applied to one journalism class.

Statement on Academic Conduct and Support Systems
a. Academic Conduct
Plagiarism
Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

USC School of Journalism Policy on Academic Integrity
The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems

Equity and Diversity
Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://dps.usc.edu/contact/report/. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage https://sarc.usc.edu/ describes reporting options and other resources.

Support with Scholarly Writing
A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://ali.usc.edu/ which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs
http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations.

Students requesting test-related accommodations will need to share and discuss their DSP recommended accommodation letter/s with their faculty and/or appropriate departmental contact person at least three weeks before the date the accommodations will be needed. Additional time may be needed for final exams. Reasonable exceptions will be considered during the first three weeks of the semester as well as for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate.

Stress Management
Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

Emergency Information
If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

X. About Your Instructor

ROBERT HERNANDEZ, aka WebJournalist, has made a name for himself as a journalist of the Web, not just on the Web. His primary focus is exploring and developing the intersection of technology and journalism – to empower people, inform reporting and storytelling, engage community, improve distribution and, whenever possible, enhance revenue. He is an Associate Professor of Professional Practice at USC Annenberg, but he's not an academic… he's more of a "hackademic" and specializes in "MacGyvering" Web journalism solutions. He connects dots and people. He has worked for seattletimes.com, SFGate.com, eXaminer.com, La Prensa Gráfica, among others. Hernandez is also the co-founder of #wjchat and co-creator of the Diversify Journalism Project. His most recent work includes Augmented Reality, Wearables/Google Glass and Virtual Reality. He serves on the Online News Association board and a lifetime member of the National Association of Hispanic Journalists. Hernandez

knows a lot of people in the industry. He is the recipient of SPJ's 2015 Distinguished Teaching in Journalism Award. He has made it to the frontpage of imgur several times and is currently level 19 on Team Valor.