WJEC SYNDICATE REPORT-BACKS

Robyn S. Goodman, Alfred University, USA

Elanie Steyn, University of Oklahoma, USA

Imran Hasnat, University of Oklahoma, USA

What is a Syndicate?

The syndicates are small, themed discussion groups that produce recommendations to help improve journalism education worldwide. They encourage all WJEC conference-goers to join themed discussion groups of their choosing. Each syndicate team is matched with an expert scholar and chair and is asked to analyze its topic and make recommendations for its colleagues worldwide. The discussion groups focus on some of the most urgent, important issues in journalism education today. Rapporteurs summarize the findings and we publish them online and elsewhere.

Teaching journalism for mobile platforms

Expert: Danni Mulrennan, Auckland University of Technology, NZ

Chair: Agnes Gulyas, Canterbury Christ Church University, UK

Rapporteur: David Baines, Newcastle University, UK

The question: How do journalism educators revise curricula to effectively prepare students for the reality of mobile technology while maintaining the fundamentals of journalism education?

Syndicate members
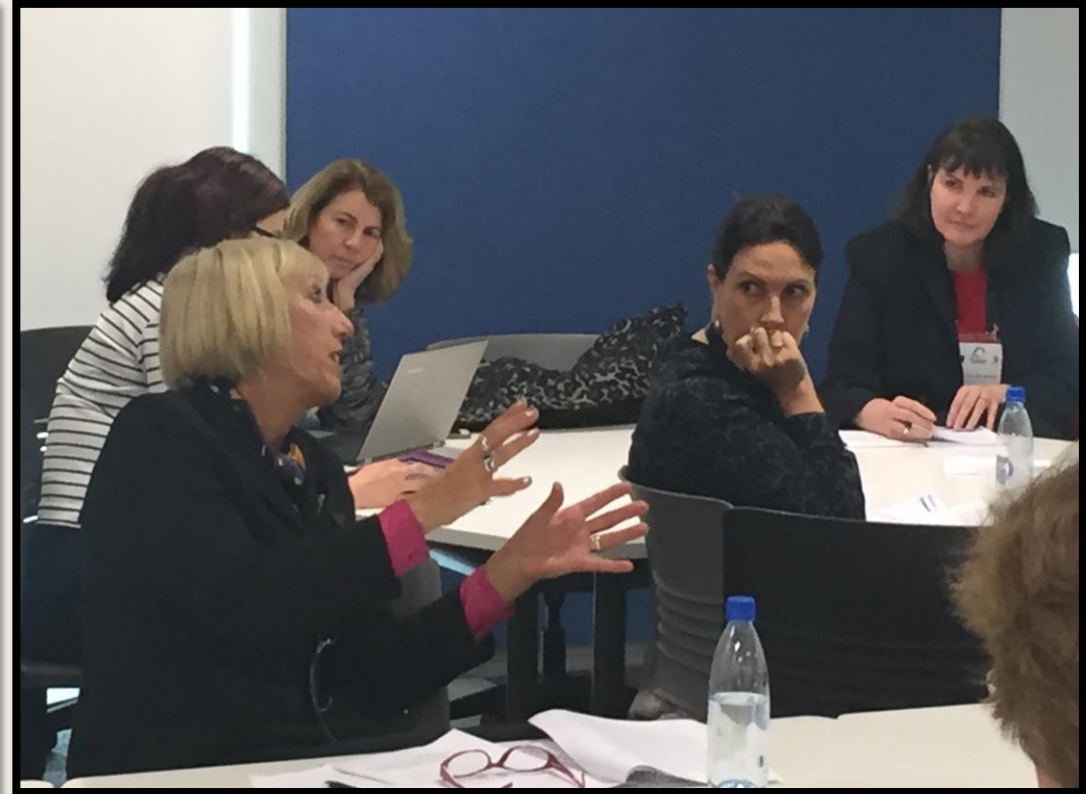
Syndicate members

- Prof. Susan Keith, Rutgers University
- Peg Achterman, SPU
- Prof. Debora Wenger, University of Mississippi
- Dr. Kara Gould, University of Arkansas
- Dr. Ann Luce, Bournemouth University
- Prof. Harry Dugmore, Rhodes University
- Mrs. Inger Larsen, Danish School of Media and Journalism
- Dr. Mark Neuzil, University of St. Thomas

- Claire Wolfe, University of Worcester
- Mr. Debao Xiang, SISU
- Mr. Richard Murray, University of Queensland
- Prof. Eno Akpabio, University of Namibia
- Dr. Fiona Martin, University of Sydney
- Ms. Victoria Quade, Massey University
- Dr. Iris Luarasi, Tirana University

Recommendations

- Embed mobile social technologies throughout the curriculum rather than separate them into independent modules. We emphasize the importance of assignments that require students to deploy professional practice with deep consideration of and engagement with audience.

- Focus on more generic transferable skills in content generation, curation and collaboration rather than platform specific skills and knowledge to develop greater autonomy in learners.

- Embed critical thinking and ethical considerations in the use of mobile and social technologies and adopt an innovative and creative approach to mobile as its own medium to encourage peer feedback and self-reflection.

Teaching fact-checking and verification in the digital age

- **Expert:** Margaret Van Heekeren, Charles Sturt University, AU
- **Chair:** Mary Lynn Young, University of British Columbia, CA
- **Rapporteur:** Denise Ryan-Costello, Swinburne University, AU

The question: What research and data skills should journalism schools teach students for successful entry into fact-checking/verification journalism?

Syndicate members

Syndicate members

- Prof. Kristie Hettinga, California Lutheran University

- Michael Rose, The Australian Press Council

- Johan Lidberg, Monash University

- James Hollings, Massey University

- Beth Concepcion, Savannah College of Art and Design

- Paulette Desormeaux, Pontifica Universidad Catolica de Chile

- Bevelyn Dube, University Venda

- Dr. Philippa Smith, AUT

- Ralph Akinfeleye, University of Lagos

- Fassy Yusuf, University of Lagos

- Kayt Davies, Edith Cowan University

- Peter Griffin, Science Media Centre

- Fran Tyler, Massey University

- Ivor Gaber, Sussex University

- Robin Blom, Ball State University

Recommendations

- **Upskilling the educators on 21st Century digital research**

We need to invest in, and call for funding and time for, upskilling educators to face the challenge of a rapidly changing information landscape. This includes broad concepts of research methodologies including quantitative literacy, and how best to teach it, as well as the specifics of emerging technology and advanced search techniques, specific software and apps.

- **Concepts of criticality**

We need to teach journalism research methods, critical thinking and the challenges of the verification process that emerge from journalism's system of knowledge production. This includes: how we identify validity of information and degrees of reliability/authority; role of subjectivity and structural position of sources; attribution; concepts of risk.

- **Tools**

Journalism educators need to find, use and teach relevant practical tools to support fact checking and verification across the curriculum. The nature of the tool depends on its location. In general, we need to include: how to critique and go beyond Google, FOI legislation, hidden web tools, social media, data analysis tools such as Excel, OpenRefine and crowd sourcing/how to integrate the audience.

Teaching transmedia storytelling

■ **Expert:** Mindy McAdams, University of Florida, USA

■ **Chair:** Stijn Postema, Napier University, UK

■ **Rapporteur:** Kathryn Bowd, The University of Adelaide, AU

The question: How can we inspire and teach future journalists to effectively experiment with telling various parts of a story across multiple mediums and different platforms?

Syndicate members

Syndicate members

- Sebastian Alaniz, PUC

- Eisa Al Nashmi, Kuwait University

- Kathryn Bowd, University of Adelaide

- Stephen Davis, Macleay College

- Scott Downman, University of Queensland

- Eka Perwitasari Fauzi, Mercu Buana University

- Patrizia Furlan, University of South Australia

- Michael Harnischmacher, University of Passau

- Tim Holmes, Cardiff University

- Mindy McAdams, University of Florida

- Jo Malcolm, University of Canterbury

- Stijn Postema, Edinburgh Napier University

- Hannah Spyksma, Erasmus Mundus

- Jeanti St Clair, Southern Cross University

- Ben Stubbs, University of South Australia

- Panu Uotila, University of Jyvaskyla

- Jin Yang, University of Memphis

Recommendations

- Inspire students to believe it is part of their role to engage with communities and provide a mechanism that requires this engagement, with schools using their reputations to build a network of communities

- Develop long-term projects and mentor students in planning each stage of data-gathering, reporting and cross-platform production

- Build versatile teams based on attitudes, character and skills and teach project management and leadership skills

The challenges and opportunities of teaching social media as an information gathering and distribution tool

- **Expert:** John Murphy, University of Hertfordshire, UK

- **Chair:** Kate Kartveit, Denmarks Medie-og Journalisthojskole, DK

- **Rapporteur:** Epp Lauk, University of Jyvaskyla, FI

The question: What opportunities do social media platforms offer media professionals related to gathering and distributing information, and how can we best teach them?

Syndicate members
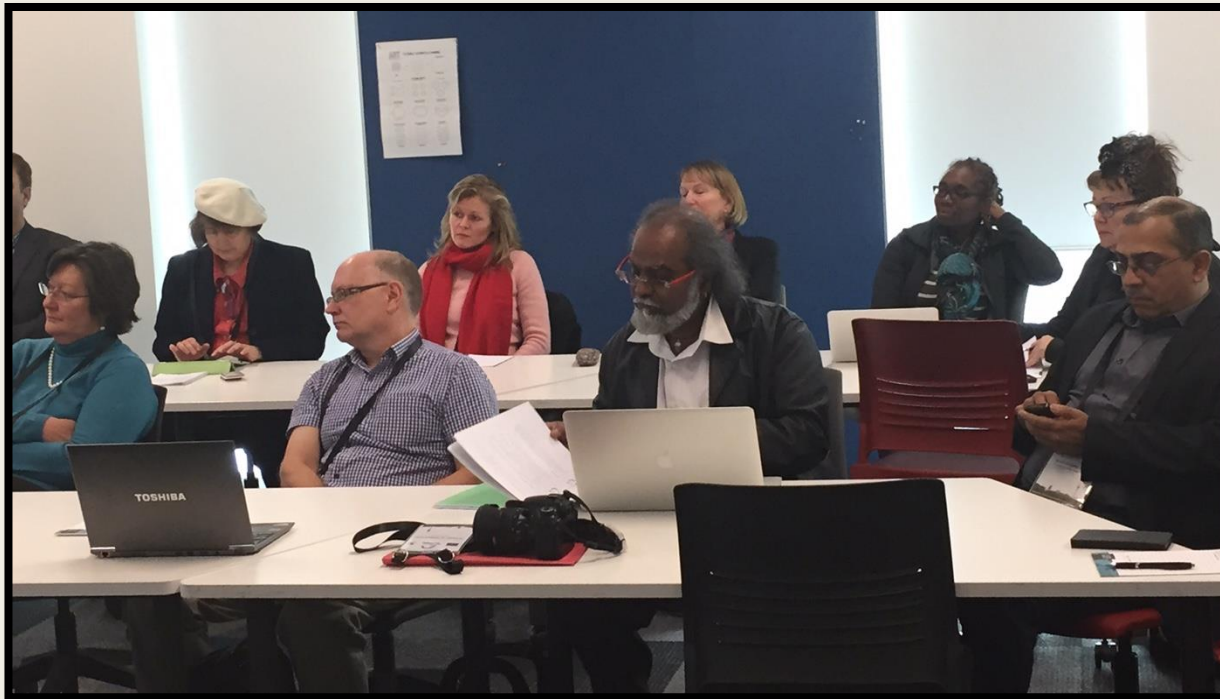
Syndicate members

- Dr. Johan Lidberg, Monash University

- Dr. Obiageli Ohiagu, North-West University, South Africa

- Prof. Elizabeth Toth, University of Maryland

- Mrs. Amanda Gearing, QUT

- Prof. Kim Fox, The American University in Cairo

- Dr. Catherine Strong, Massey University

- Ms. Nicole Gooch, Monash University

- Dr. Levi Obijiofor, The University of Queensland

- Dr. Joseph Fernandez, Curtin University

- Dr. Tony DeMars, Texas A&M University-Commerce

- Mrs. Divina Frau-meigs, University Sorbonne Nouvelle

- Dr. Jenefa Selwyn, Madurai Kamaraj University

- Kim Bruce, WTAMU

Recommendations

- Teachers should update their own knowledge and skills and keep up with best practices, join organizations/groups that exchange experience and provide resources and stay in touch with other online news educators.

- Make students aware of legal, ethical and moral risks of information gathering and distributing on social media.

- Use 'learning by doing' practice: encourage students getting their profile on various social media platforms. Remind to distinguish between their personal and public publishing profiles.

Journalism education programs' responses to quality control for/in journalism education

- **Expert:** Joe Foote, University of Oklahoma, USA
- **Chair:** Felix Wao, University of Oklahoma, USA
- **Rapporteur:** Silvia Pellegrini, Pontificia Universidad Catolica de Chille, CL

The question: Which quality control system is gaining momentum, and which best fits the particular needs of journalism education worldwide?

Syndicate members

Syndicate members

- Dr. Lee Richard Duffield, Queensland University of Technology
- Prof. Hannis Grant, Massey University
- Prof. Jennifer Greer, University of Alabama
- Prof. Pascal Guenee, Université de Paris Dauphiné
- Prof. Jeremiaiah Opiniano, University of Santo Tomás
- Prof. Silvia Pellegrini, Universidad Católica de Chile
- Prof. Ian Richards, University of South Australia
- Dr. Angela Romano, Queensland University of Technology
- Prof. Susanne Shaw, ACEJMC
- Dr. Violet Valdez, Ateneo de Manila University
- Dr. Felix Wao, The University of Oklahoma
- Ms. Megan Richards, Competenz

Recommendations

■ **Blended systems of accreditation:**

An integrated process of quality assurance that constitute a peer review as well as industry professionals.

■ **Common outcomes:**

Articulating knowledge, skills/competencies graduate of journalism and mass communications programs are expected to be able to demonstrate upon completion of their educational programs.

■ **Measures towards creating an international accreditation system:**

Sharing information regarding assessment strategies used in Journalism education programs in various countries.

Internships as a way to prepare students for the profession: benefits and challenges

- Expert: Lorraine Branham, Syracuse University, USA

- **Chair:** Nadia Vissers, Artesis Plantijn Hogeschool Antwerpen, BE

- **Rapporteur:** Barbara Gainey, Kennesaw State University, USA

The question: How can journalism schools and the industry best collaborate to provide students with the benefits of experiential learning while addressing the challenges associated with such opportunities?

Syndicate members

Syndicate members

- Dr. Cristina Azocar, San Francisco State University

- Prof. Pascal Guenee, IPJ-Dauphine, PSL Research University

- Dr. Alexandra Wake, RMIT University

- Mr. Timon Ramaker, Ede Christian University of applied sciences

- Ms. Sue Green, Swinburne University

- Mr. Allan Lee, Auckland University of Technology

- Mr. Zaenal Abidin, Eko Putro State Polytechnic of Jakarta

Recommendations

- **Question 1:** Do we want to provide an internship for all students? - **Recommendation:** That comparative research be conducted on this topic to guide further deliberations or actions.

- **Question 2:** Should students be paid for internships? - **Recommendation:** Yes, but in compliance with national standards or local regulations related to not undermining the prevailing wage system (minimum wage and unions).

- **Question 3:** How are students best supervised by academics and those in the field? - **Recommendation:** Universities should provide proper academic support for internship programs (such as through internship coordinators) to facilitate the best experience for students and media outlets.

Teaching hospitals: the challenge to meet modern-day demands while teaching journalism fundamentals

- **Expert:** Katherine Reed, University of Missouri, USA
- **Chair:** Elanie Steyn, University of Oklahoma, USA
- **Rapporteur:** Daniel McDonald, Oklahoma State University, USA

The question: How do journalism faculty meet pressing industry and community demands while still teaching journalism fundamentals?

Syndicate members

Syndicate members

- Ivor Shapiro, Toronto
- Kathryn Shine, Curtin
- Glynn Greensmith, Curtin
- Jason Sternberg, Queensland University of Technology
- Henrik Jorgensen, Danish School of Media and Journalism
- Roger Patching, Bond University, Brisbane
- Paul Voakes, University of Colorado
- Lyn Barnes, AUT
- Brad Rawlins – Arkansas State University
- Augie Grant, University of South Carolina
- Simon Holt, Brisbane Times
- Andrew Dodd, Swinburne University
- John Diedonks, Utrecht University
- Ying Chan, Honkk Kong University

Recommendations

- Do away with the teaching hospital metaphor and move toward the teaching kitchen metaphor, in which faculty members are more like chefs who train their students in the basics, while emphasizing creativity and innovation.

- Outcomes should be forward-thinking, preparing students to be leaders of the future instead of just entering the profession as it is now. We have the ability to change journalism, not just prepare students for positions.

- Teaching kitchens should create an environment in which students and staff can implement the "know, do, try" approach. There is a knowledge that needs to be provided; but there is also a need for space for students (and faculty) to learn through doing (practice), and to experiment within space designed for it to be acceptable to fail sometimes.

Relevant issues in developing inclusive journalism curricula

- **Expert:** Milica Pesic, Media Diversity Institute & Westminister University, UK

- **Chair:** Verica Rupar, AUT, NZ

- **Rapporteur:** Greg Treadwell, AUT, NZ

The question: How do journalism educators develop students' awareness and sensitivity toward diversity and inclusion and work such factors into new, improved curricula?

Syndicate members

Syndicate members

- Mrs. Inger Munk, Danish School of Media and Journalism

- Dr. Greg Newton, Ohio University School of Media Arts & Studies

- Gulnaz Saiyed, Northwestern University

- Mr. Peter Eng self

- Dr. Rukhsana Aslam, AUT

- Prof. Trevor Cullen, Edith Cowan University

- Dr. Cherian George, Hong Kong Baptist University

- Dr. Donald Matheson, University of Canterbury

- Ms. Anne Sophie Hokkanen, University of Helsinki

- Prof. Jaana Hujanen, University of Helsinki

- Dr. Cait McMahon, Dart Centre Asia Pacific

- Prof. Geoffrey Craig, Communication Studies, AUT

Recommendations

- **There needs to be a practical component.** Helping journalism students understand the value of diversity and difference, and the responsibility they have for inclusive reporting, cannot be done only in the classroom. We agreed broadly that an experiential, preferably immersive, experience is an invaluable part of attuning oneself to the values and value of other social groupings. Any curriculum for inclusive journalism must require students to report in an inclusive manner for publication in the real world.

- **Students must be encouraged to articulate their own differences and prejudices so they can start to appreciate the experience of 'others'.** Developing a sensitivity to others comes with its own safety issues and should not be assessed (Milica Pesic, MDI). Teachers, too, must self-reflect and examine their own issues.

- **Ensuring there is authentic diversity in the newsroom is an important step in the right direction but is not, in itself, sufficient to guarantee real improvements in the inclusivity of its journalism.** Such a move can easily be undermined by newsroom leaders who do not fully articulate or engage with ideas of inclusivity. Dominant cultures will dominate again and minority reporters feel pressured to conform to majority-driven approaches to journalism.

Encouraging community engagement as journalism students prepare for a changing profession

- Expert: Tara Ross, Canterbury University, NZ
- **Chair:** Don Heider, University of Loyola, Chicago, USA
- **Rapporteur:** Imran Hasnat, University of Oklahoma, USA

The question: What should journalism educators teach future journalists to help them engage, through meaningful, ongoing relationships, with the communities they serve?

Syndicate members

Syndicate members

- Linda Steiner, University of Maryland
- Jodi Rave, Indigenous Media Freedom Alliance
- Maria Sagrista, Divine Word University
- Kim Walsh-Childers, University of Florida
- Peter Fray, University of Technology Sydney
- Margie Comrie, Massey University
- Joel Cohen, Open News

Recommendations

- Teach students to get into the community (a community that they are not usually familiar with) and make face-to-face interaction when possible

- Learn the history, structure and complexity of the community before reporting on that community

- Work with people in the community to find out what information they need, what needs need to be reported and how the reporting can add value to the community

De-Westernizing journalism education in an era of new media genres and communication technologies

- **Expert:** Yusuf Kalyango Jr., Ohio University, USA
- **Chair:** Jing (Cynthia) Xin, Central China Normal University, CN
- **Rapporteur:** Bernie Whelan, Whitireia, NZ

The question: How can we teach future journalists to avoid a Western orientation in their news coverage, and how can we build journalism curricula to accomplish this goal?

Syndicate members

Syndicate members

- Dr. Kalinga Seneviratne, Chulalongkorn university

- Prof. Abidodun Salawu, North West University

- Mr. Mohammad Sahid Ullah, University of Chittagong

- Diane Guerrazzi, San Jose StateUniversity

- Dr. Akteruz Zaman, Massey University

- Dr. Mel Bruce, City University London

- Mr. Tymoteusz Chajdas, University of California,Santa Barbara

- Ms. Rachel Younger, Edinburgh Napier University

- Fackson Banda, UNESCO

- Prof. Simon Cottle, Cardiff University

- Bianca Baumler, EU Policy and Outreach Partnership

Recommendations

- Acknowledge, teach and theorize that journalism is diverse with multiple perspectives.

- Institutions must recruit diverse staff.

- Teaching should comprise student engagement through debate, collaboration across cultures, and immersion of worlds of others.