

WJEC-Paris Syndicate Recommendations



Syndicates in a Nutshell

- 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 around the globe.
- The discussion groups focus on some of the most urgent, important issues in journalism education today.
- Rapporteurs summarize the findings, and they are published online and elsewhere when possible.

It Takes a Global Village

Lead by Syndicate Program Leaders ...



Robyn S. Goodman



Elanie Steyn



Imran Hasnat

Hosted by the WJEC-Paris Team, especially ...



Pascal Guenee



Sophie Puig

**Run by WJEC-Paris Syndicate Officers ...
Experts, Chairs & Rapporteurs (noted later)**

**Made Possible by All Syndicate Members ...
(noted later)**

**All Syndicate Officers, Members, and behind-the-scenes folks:
Please Stand up!!!**

Ethics without borders in the digital age



Expert: Ann Auman
University of Hawai'i, USA



Chair: Susan Stos
University of Johannesburg, SA



Rapporteur: Elizabeth Burch
CA State University, Sonoma, USA

Xu Zhang
Frances Yeoman
Yuchen Zhou
Roselyn Du
Esther Joe
Xiaoqin Li
Cristina Azocar
Don Heider
Nouha Belaid
Fiona West
Reetta Nousiainen
Linda Steiner
Ian Richards
Valérie Perrier
Sheila Webb
Alexis Douglas Romero
Aneurin Bosley

Ethics without borders in the digital age

Question: How can journalism educators develop a workable model of ethical decision making that applies to various contexts, cultures and countries?

Recommendations:

1. Avoid teaching ethics as just separate classes in silos. Ethics should be discussed in every class whenever ethical situations come up.
2. Ethics should be taught in courses year-by-year in order for such lessons to have a lasting imprint on students.

Ethics without borders in the digital age

Recommendations (continued):

3. Ethical situations need to be analyzed through a variety of viewpoints, including feminist, minority and those of indigenous people.

4. Ethics teachers need to re-commit to stressing the importance of truth during the current era of fake news.

Teaching data journalism and computational skills



Expert: Mindy McAdams
University of Florida, USA



Chair: Norman Lewis
University of Florida, USA



Rapporteur: Florian Stalph
University of Passau, Germany

Jack Lule
Sophie Knowles
John Price
Rayya Roumanos
Cindy Royal
Andrea Czepek
Cheryl Vallender
Bahareh Heravi
Scott Maier
Radu Meza
Miao Guo
Guido Keel
Barry Finnegan
Nouha Belaid
Martin Chorley
Daniel Thomas
Adrienne Mong
Oleg Igoshin

Teaching data journalism and computational skills

Question: What essential computational skills must emerging journalists learn to successfully work with data, and what approach should we take toward teaching them?

Recommendations:

1. Data literacy: Teach a foundational understanding of numeracy and quantitative data, sufficient to confidently interpret numbers and avoid errors so that math-averse students can confront numbers with courage.

Teaching data journalism and computational skills

Recommendations (continued):

2. Computational thinking: Teach applying logic through pattern recognition and knowing how to break down the problem into steps and finding reproducible solutions.
3. Communicating data: Teach presenting data in an ethical way that audiences will understand by effectively converting numbers into words or visuals.

Keeping passion alive while updating journalism skills



Expert: Elena Plakhina
University of Tyumen, RU



Chair: Rey Rosales
MacEwan University, CA



Rapporteur: Chandra Clark
University of Alabama, USA

Karlijn Goossen
Yayan He
Rik Van Welden
Trevor Cullen
Katherine Blair
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Janice Neil
Michael Karapita
Salome Ugulava
Kojjot Moh
Barbara Dürnberger
Kirsten Bonde Sorensen
Mike Baker
Razanamanana Marie Jeanne
Kathryn Gretsinger

Keeping passion alive while updating journalism skills

Question: How can we help ensure, in our classrooms and programs, that future journalists' passion for the field is not smothered by the many new skills they must master in the constantly evolving media marketplace?

Recommendations:

1. Think outside the box
2. Unthink failure & experiment
3. Promote passion projects

Entrepreneurial journalism: teaching innovation and nurturing an entrepreneurial mindset



**Expert: Jeremy Caplan, Tow-Knight
Center for Entrepreneurial JRN,
USA**



**Chair: Rachele Kanigel
San Francisco State University, USA**



**Rapporteur: Betty Tsakarestou
Panteion University, Greece**

Annelies Orye
Kim Fox
Turo Uskali
Ed Madison
Louisa Ha
Olivier Standaert
Carol Wicken
Kurt Barling
Aphrodite Salas
James Wasajja
Paulo Nuno Vicente
Nikolaus Koller
Amber Hutchins
Inger Munk
Dr. Fassy Yusuf
Anders Lange
Augie Grant

Entrepreneurial journalism: teaching innovation and nurturing an entrepreneurial mindset

Question: What are the best ways to teach and develop entrepreneurial skills among a diverse range of journalism students?

Recommendations:

1. To address the lack of entrepreneurial experience among many of those teaching journalism, schools should curate entrepreneurial resources that are widely available, freeing up instructors to focus on their role as coaches. Institutions can also incorporate the expertise of media entrepreneurs, either as faculty or guest lecturers.

Entrepreneurial journalism: teaching innovation and nurturing an entrepreneurial mindset

Recommendations (continued):

2. Schools should introduce the concepts of entrepreneurial journalism early to help students cultivate a robust entrepreneurial mindset. Programs should also incorporate opportunities for students to practice this mindset through human-centered design and iterative idea development.
3. Journalism schools should foster a culture of entrepreneurship in collaboration with the greater community. This could include creating media projects and products that serve communities on and off campus.

Journalism training beyond journalism schools



Expert: Alexandra Stark

**Swiss School of Journalism,
Switzerland**



Chair: Carien Touwen

**HU Applied Sciences University
Netherlands**



Rapporteur: Theodora Maniou

University of Cyprus, Cyprus

Javier Diaz Noci
Iveta Imre
Beth Concepcion
Nadia Leihs
Debora Wenger
Karel Smouter
Patrick Lenormand
Natia Kaladze
Jonathan Hewett
Rachel Domingues
Devid ILIEVSKI
Torbjörn Fraenckel
-Jodi Spothed
Tanya Pampalone
Bill Hinch
Tena Perisin
Magdalena Sassmann
Michael Nevradakis

Journalism training beyond journalism schools

Question: Beyond journalism schools – how can digitalization help create better access to better training?

Recommendations:

1. Design a set of competences that meet the new professional identity in order to create an “all learning” environment.
2. Assess competences, skills and strengths of “educators” in every institution.

Journalism training beyond journalism schools

Recommendations (continued):

3. Set up of a tool kit for a new teaching reality, characterized by technological instruments, pedagogy and teaching methods.

Preparing journalism students for skeptical and fact-resistant audiences



Experts: Ken Fischer, William Davie
University of Oklahoma, University
of Louisiana, Lafayette, USA



Chair: Kim Walsh-Childers
University of Florida, USA



Rapporteur: Katherine Reed
Missouri School of Journalism/USA

Michael Harnischmacher
Michael Nevradakis
Inger Larsen
Sylvie Larriere
Eric Nahon
Kiki De Bruin
Marenet Jordaan
Asbjorn Jorgensen
Anne Leppäjärvi
Renée van der Nat
Yvonne Van Doesum
Sarah Everts
Jacey Gould
Nicole Gauthier
Magdalena Sassmann

Preparing journalism students for skeptical and fact-resistant audiences

Question: What trust-building and transparency skills should be incorporated into journalism curricula to better prepare journalism students to form constructive and collaborative relationships with individuals and communities?

Recommendations:

1. Students should learn how to interact creatively and constructively with audiences and communities and to recognize situations that call for interactional vs. transactional journalism, especially in communities that have been historically misrepresented or underrepresented in journalism.

Preparing journalism students for skeptical and fact-resistant audiences

Recommendations (continued):

2. Students should be taught to detect misinformation, malinformation and disinformation and combat them in the routine practice of journalism.
3. In the ‘post-fact’ world, students should learn how people receive and process information, how they become resistant to facts and how to present information in ways less likely to activate cognitive biases.

Digital global collaboration – a tool for teaching meaningful international reporting



Expert: Sandra Whitehead
Marquette University, USA



Chair: Melissa Wall
**California State University,
Northridge, USA**



Rapporteur: David Baines
Newcastle University, UK

Jan Heinde Gruijter
William Hinchberger
Tina Bettels-Schwabbauer
Susan Harada
Tony DeMars
Raul Reis
Maria Bou Zeid
Linda Gradstein
Gustavo Teixeira de Pereira
Ioana Coman
Tymoteusz Chajdas
John Murphy
Theresa Körner
Jami Fullerton
Richard Evans
Ahmed Orabi
Karen Fowler-Watt
Barry Finnegan

Digital global collaboration – a tool for teaching meaningful international reporting

Question: How can journalism educators best use global collaborative networks and multi-university projects to better prepare journalism students for meaningful international reporting?

Recommendations:

1. International journalistic collaborations between students should be a key principle in journalism education. Collaborative projects must have clear tangible and intangible outcomes, which are both realistic and course related.

Digital global collaboration – a tool for teaching meaningful international reporting

Recommendations (continued):

2. Projects should be designed and developed in partnership with students from all participating institutions and their expectations should be incorporated in the delivery and outcomes.
3. Collaborative projects should be founded on strong ethical principles. Developing trust is particularly important in online interactions. Research-informed activities should be incorporated to engender trust among student participants.

Digital global collaboration – a tool for teaching meaningful international reporting

Recommendations (continued):

All products and outputs should embody journalistic integrity. Projects should encourage students to include a diverse range of authentic and under-represented voices.

Best practices in assessment of journalism programs



Expert: Felix Wao
University of Oklahoma, USA



Chair: Marie Hardin
Pennsylvania State University, USA



Rapporteur: Angela Romano
Queensland University of Tech., AU

David Shabazz
Amy Sanders
Leslie Viney
David Ostroff
Brian J. Bowe
Kara Jolliff Gould
Leli Bibilashvili
Panu Uotila
Ato Erzan-Essien
Maha Attia
Nagwa Fahmy
Zhi Li
Archana Kumari
Alex Kocic
Michael Mawa
Michael McCluskey

Best practices in assessment of journalism programs

Question: What are the best practices to effectively assess and accredit journalism programs?

Recommendations:

1. Assessment needs to target its evaluation on whether students have demonstrated critical thinking, knowledge of how media works in society, appropriate professional skills and journalistic competencies, and how to act as independent, creative practitioners.

Best practices in assessment of journalism programs

Recommendations (continued):

2. Learning outcomes need to be defined and articulated clearly for each program to reflect the expected understanding, skills and competencies required upon graduation.

3. Educators, industry representatives and other relevant stakeholders should be consulted in the design of program learning outcomes and, when possible, foster growth in educational programs.

Collaborative and inclusive community journalism



Expert: Sara Gonzales
Paetow High School, USA



Chair: Rochelle Ford
Elon University, USA



Rapporteur: Victoria Quade
Community broadcaster, NZ

Kara Wentworth
Kanina Holmes
Vera Katzenberger
Sonya Fatah
Jacey Gould
Marc-Henri Jobin
Terra Tailleir
Victoria Quade
Gillian O'Shaughnessy
Nadia Vissers
Mary Lynn Young
Nathalie Pignard-Cheynel
Schienfora Odette Gomet-Konate
Aleksandra Cierpinska

Collaborative and inclusive community journalism

Question: How can journalism schools best teach students to have a collaborative and inclusive approach to covering underrepresented communities and diversity issues?

Recommendations:

1. Journalism educators and journalists must recognize the role news media have played in marginalizing—and sometimes traumatizing—communities along the fault lines of race, class, gender, disability, generation and geography due to missing voices, tokenism, and negative stereotypes.

Collaborative and inclusive community journalism

Recommendations (continued):

2. A "call to action" to journalism educators and journalists to build diversity, inclusion and equity into all aspects of the curriculum. And a "call to action" to newsrooms to foster community accountability and power sharing based on diversity, inclusion and equity in all aspects of their operations.

3. Addressing fault lines, although sometimes uncomfortable, is a business and ethical necessity in order to sustain journalism in a disruptive age. We need to recognize that diversity is an on-going issue that is interconnected with economics, politics, entertainment and the environment.

Preparing future journalists for on-the-job trauma



Expert: Desiree Hill
**University of Central Oklahoma,
USA**



Chair: Phyllis Slocum
University of North Texas, USA



Rapporteur: Catherine Luther
University of Tennessee, USA

Elfi Heinke
Fiona Martin
Soraya Morvan-Smith
Alice Antheaume
Gifty Appiah-Adjei
Razanamanana Marie Jeanne
Peg Achterman
Timon Ramaker
Ralph Akinfeleye
Surbhi Dahiya
Jim O'Brien
Holger Mueller
Alfred Cotton III
Talulla Torthe

Preparing future journalists for on-the-job trauma

Question: How should journalism schools prepare students to deal with traumatic news content and events?

Recommendations:

1. Classroom training that incorporates theory and practice (experiential simulations, reflections, debriefing, etc.)
2. Provide essential literature, networks and contacts—graduates with experience dealing with trauma, etc.

Preparing future journalists for on-the-job training

Recommendations (continued):

3. Promote normalization in dealing with trauma and destigmatize post-traumatic stress symptoms by connecting educators and industry professionals, etc.

Educating journalism students on gender and inequality



Expert: Margaretha Geertsema-Sligh, Butler University, USA



**Chair: Mia Moody-Ramirez
Baylor University, USA**



**Rapporteur: Ingrid Bachmann
Pontificia Universidad Catolica de
Chile, Chile**

Meg Heckman
Roxane Coche
Catherine Strong
Todd Milbourn
Kathryn Shine
Ambrish Saxena
Ariane Denoyel
Susmita Bala
Arsisto (Tito) Ambyo
Tina Tsomaia
Anna Makharadze
Lori Bergen
Mpidi Abaas

Educating journalism students on gender and inequality

Question: How can we prepare journalism students to better understand and cover gender and related inequality issues?

Recommendations:

1. Include these issues in the curriculum, integrating them across classes and as a free-standing class.
2. Make these issues visible and relatable for students and faculty.
3. Make an explicit commitment to gender and diversity issues, including non-binary conceptions of gender.

Stereotyping and profiling



Expert: Alex Wake
RMIT University, AU



Chair: Pascale Colisson
**IPJ Dauphine/PSL Jrn. School,
France**



Rapporteur: Tara Ross
University of Canterbury, NZ

Joanne Derbort
Mette Stentoft
Mette Mørk
Wouter Frateur
Charles Self
Kate Kartveit
Rania Bouaziz
Liudmila Makarova
Rasha El-Ibiary
Sandy Montanola
Dmitry Kolesnikov
Eirlys da Costa Seixas
Sigried Buchy

Stereotyping and profiling

Question: How can journalism educators make students aware of their own – and societies' – stereotypes and equip them to combat stereotyping and profiling in news coverage?

Recommendations:

1. We need to start with ourselves by exploring our own biases and educating ourselves about inclusive practices. We need to audit our own work: our course content, assignments, assessment of student work, and our own institutional practices. We need to acknowledge that this is hard, uncomfortable work.

Stereotyping and profiling

Recommendations (continued):

2. We encourage the WJEC to build an easily accessible online toolkit for educators and students with ideas and techniques on inclusive practices, opening up to others, and avoiding stereotypes—best practices, experiences, resources, etc.
3. To become more aware of the consequences of stereotyping via additional media coverage research and helping students better critique their own work and that of others’.

IPJ Dauphine | PSL 

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(WJEC.net) for full syndicate reports/article**

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