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Journalism Education is the journal of the Association for Journalism Education, a body representing educators in HE in the UK and Ireland. The aim of the journal is to promote and develop analysis and understanding of journalism education and of journalism, particularly when that is related to journalism education.

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Articles

All papers in the Articles section are peer reviewed and discuss the latest research in journalism and journalism education. These are intended to inform, educate and spark debate and discussion. Please join in this debate by going to www.journalism-education.org to have your say and find out what others think.

Reporting international news in a changing world: the significance of international relations in journalism education

Rex Li, Liverpool John Moores University

Despite the expansion of International Journalism (IJ) courses in the UK in recent years, there is no debate on what constitutes the knowledge base for IJ education. This article puts forward the argument that International Relations (IR) provides the most appropriate subject knowledge and understanding for journalism programmes that have an international focus. It argues that

journalism educators can draw on the rich insights of IR scholars in building the knowledge base for International Journalism courses. Through a thorough consideration of the links between the academic knowledge of IR and international news reporting, the article demonstrates that IR plays a very significant role in the education of journalism students and IJ students in particular. A review of existing journalism courses in the UK indicates that there is a greater awareness of the relevance of IR to journalism education. But the current approach is rather fragmented lacking a coherent approach to the integration of IR teaching and international journalism training. This article advocates an integrative approach to the teaching of IR to journalism students. It provides a detailed discussion of an IR syllabus that has been incorporated into an undergraduate IJ programme. A survey of the students who have recently graduated from such a programme shows that they are appreciative of the value of having a good knowledge of IR in their journalism education.

Key words: Journalism education; International Journalism; International Relations; international news reporting, global news gathering

Introduction

Journalism education in the United Kingdom has expanded substantially in the past three decades.

Before the 1990s, there were few Journalism courses in the UK. Ten years ago, Hugo de Burgh (2003) published an article arguing that Journalism should be treated as a serious academic discipline. Today, Journalism courses exist in almost every British institute of higher education and Journalism has been firmly established as a university subject.¹ While there is a general consensus among British journalism educators on what kind of academic and professional knowledge² should be included in the curriculum of ‘home’

1 For a succinct historical review of journalism education in the US and UK, see Sreedharan (2013), pp. 46-48.

2 According to de Burgh (2003, pp. 96-98), journalists need to have two types of knowledge. The first one is academic knowledge, which may draw on the ideas and concepts of such academic disciplines as Sociology, Politics, Philosophy and Media Studies. The other is professional knowledge, which is ‘more or less vocationally oriented’ (p. 98). This would include knowledge of public affairs, the media industry, the journalism profession, ethics, journalism regulation,

Journalism courses, very little attention has been paid to the subject knowledge of International Journalism (IJ) courses which appear to be growing in recent years.

This article argues that International Relations (IR) would provide IJ students with the most appropriate subject knowledge to support their training in international news reporting. It begins with a discussion on how the study of IR would assist the students to develop their intellectual capability and perform their professional duties. This is followed by a review of the current state of IR teaching in British journalism departments and a consideration of the subject knowledge of IR that can be incorporated into international journalism courses. Drawing on the experience of the author's department, the article presents an example of integrating the teaching of IR into an IJ curriculum with a discussion of the positive feedback from students who have taken the course.

The knowledge base in UK Journalism and International Journalism education

Over the past two decades, British Journalism education has been developed and transformed in line with the changing landscape of the news media and the Journalism profession. Some departments focus on specific disciplines such as Print, Online, and Broadcast Journalism; others offer specific types of Journalism courses (e.g. Sports Journalism). The majority of Journalism programmes are general courses covering the main disciplines with options that allow students to specialise in one of them or in a particular type of journalism. One branch of UK Journalism education that has been emerging, particularly at postgraduate level, is International Journalism. Increasingly, students are trained as multimedia journalists who are able to work in different platforms. University departments have by and large responded to technological changes well, incorporating the requirements of the industry into the skill training in their courses. Many departments have state-of-the-art facilities in their newsrooms and TV and radio studios. Journalism students are now trained to operate in a fast-changing technological environment and a digital culture.

There appears to be a consensus on what core knowledge home journalism students should possess. They are expected to have a good knowledge of local and central governments and some knowledge of European Union institutions, which usually forms part of a 'public affairs' module or unit (Morrison, 2013; NCTJ, 2013). In addition, there is normally a module that teaches students the law that regulates the press and media organisations and the ethical dimension of journalism (Frost, 2011; Hanna and Dodd, 2012; Keeble, 2008). Added to this are some media studies modules that aim to provide the social, economic and political contexts of journalism, covering theories of audience, representation, ideology, media structure and ownership, and so on. Increasing attention is now paid to the use of social media in news gathering and reporting. Together, law, politics, and media studies form the knowledge base of home Journalism degrees.

However, there is no agreement on what type of subject knowledge should be included in IJ courses. Basically, departments decide on what they believe to be necessary and appropriate for IJ students. Some training in reporting international news plus other key elements of UK journalism education (e.g. media law and regulation, content generation, etc.) are usually provided in these courses. But what academic knowledge do we want our

media law and so on. I would argue that the relationships between these two categories of knowledge are inextricably linked. For example, it is difficult to gain a thorough understanding of public affairs without some academic knowledge of Politics and Sociology.

IJ graduates to have apart from professional knowledge and the vocational skills required by the industry?

Traditionally, international journalists and foreign correspondents do not have a degree in Journalism or IJ. Instead, they have studied English, History, Politics, or other Arts, Humanities and Social Science subjects at universities. Their education in these disciplines would have provided them with some relevant academic knowledge to support their journalism work. Given the expansion of IJ programmes in British universities, it is important to consider what kind of academic knowledge should be taught to IJ students. But unlike home Journalism courses, there is no debate, let alone an agreement, on what constitutes the knowledge base for IJ education.

In discussing the nature and scope of the subject area of Communication, Media, Film and Cultural Studies,³ the subject benchmark statement published by the UK's Quality Assurance Agency for Higher Education (QAA) recommends that degree programmes in this area may draw on 'different sources of conceptualisation and practice that feed work within the fields', including 'the theories and methods of enquiry developed within the arts and humanities' and 'the theories and research methodologies developed within the major social sciences'. History and Political Science, among other subjects, are listed as examples. The QAA expects that these programmes 'are multidisciplinary and, in many cases interdisciplinary' while some 'individual degree programmes use these sets of resources in different ways and in varying combinations' (QAA, 2008, p. 9).

The importance of 'International Relations' in international journalism education

This article argues that 'International Relations' is the most suitable subject that would provide the relevant academic knowledge for IJ students and, to a lesser extent, other Journalism students. News values and the global news agenda do not exist in a vacuum (Galtung and Ruge, 1965). Rather, they must be understood within a broader cultural, economic and political context. This argument is consistent with the QAA's benchmark guidelines, which state that graduates of Communication, Media, Film and Cultural Studies programmes are expected to demonstrate 'an understanding of the development of media and cultural forms in a local, community, regional, national, international or global context' (QAA, 2008, p. 10). They are also expected to show 'an appreciation of the complexity of the term "culture" and an understanding of how it has developed' and 'an insight into the different modes of global, international, national and local cultural experience and their interaction in particular instances' (QAA, 2008, p.12).

The subject matters of IR are directly relevant to the work of international journalists. It is multi-disciplinary and inter-disciplinary in nature, drawing on the knowledge, theories and methodologies of various Social Science and Humanities disciplines, including Political Science, History, Economics, Sociology and Psychology. It is a broad-based academic subject underpinned by various philosophical and methodological traditions, such as positivism, interpretivism, critical theory and so on.

The study of IR helps the training of IJ students as both journalism professionals and public intellectuals, who can perform the 'watchdog' functions in both domestic and international societies. Few would disagree that an international journalist needs to be well

3 This subject area includes a wide range of communication, media, film and cultural studies courses, including Journalism and International Journalism programmes.

informed of international affairs. They should not only be able to produce international news but be capable of understanding the significance of the international stories behind the headlines. An international journalist should also be able to discern the major trends and forces that are shaping the headlines in global news. To be able to do this, students need to have a broad intellectual horizon, a solid knowledge base in international affairs, and a critical mind, along with the relevant vocational or practical journalistic skills. They need to be able to ask searching questions, uncover the truth, and expose injustice in the world. As the QAA benchmark statement puts it, students are expected 'to develop analytical and research skills together with a critical grasp of their responsibilities as practitioners, and awareness of the dynamics, whether cultural, economic, ethical, legal, political, social or affective, which shape working environments.' (QAA, 2008, p. 9). Indeed, graduates are expected to demonstrate the ability to 'critically appraise some of the widespread common sense understandings and misunderstandings of communications, media and culture, and the debates and disagreements to which these give rise' (QAA, 2008, p. 14). They are also expected to 'critically evaluate the contested nature of some objects of study within the fields ... and the social and political implications of the judgements which are made' (QAA, 2008, p. 15).

IJ students need to be capable of analysing events from a variety of national and regional perspectives, as well as a global perspective (Hachten and Scotton, 2006). Journalists are inevitably generalists. They cannot and should not be specialists in every subject and every issue. But they should have sufficient general knowledge of the contemporary world in order to conduct research into specific topics efficiently. Some would argue that many journalists have not studied IR, yet they can still do their job. The logic of this argument is similar to the one that asserts that many working journalists do not have a degree in Journalism. The fact is that journalism education in the UK has expanded significantly in the past few decades and there is now at least one Journalism course of some kind in all British universities. Journalism is one of the most popular undergraduate and postgraduate courses. Many young journalists are now journalism graduates and there will be many more joining the profession in the coming years. It is therefore time to think about what sort of journalists we are seeking to produce who would be well positioned to report international news in a changing world. The rationale behind the argument that IR should occupy a significant place in the education of international journalists is that they cannot report international affairs without an intelligent understanding of the world. In this regard, IR could be seen as the international version of 'public affairs' that is central to the training of UK journalists.

Some Masters students may have completed their undergraduate studies in Politics/IR, and other Social Science and Humanities subjects. Do they still need to be taught IR as part of their journalism course? The answer to this is 'yes', because MA students come from a diverse disciplinary background and increasingly from different countries. Even if they have previously studied IR, they would not have done it in relation to journalism education. So it would still be beneficial for them to receive IR training that is embedded in a Journalism programme. For those who have received their undergraduate education in other countries, particularly in non-Western societies where IR may have been taught differently, a journalism education that is fully integrated with IR teaching would give them a unique perspective on how international news could be covered.

Some may argue that the world does not require a large number of international journalists, who have traditionally worked as foreign correspondents. These correspondents are widely regarded as elite journalists, who tend to receive a more attractive package of

remuneration and enjoy a higher status in the eyes of the public. They are typically based in an overseas bureau in a foreign country. With good local knowledge and sometime local languages, they are able to build an unrivalled network of contacts with officials, diplomats, business leaders, and influential people and organisations in their host country. Armed with first-hand information, these foreign correspondents can report news stories that are not usually available to home journalists. Most of them are employed by global news organisations or news agencies, and their journalistic outputs are distributed internationally and used by national news media around the world (Hannerz, 2004; Williams, 2011, ch. 3).

It is true that the demand for this type of elite journalists has declined considerably (Sambrook, 2010). There is some evidence indicating that international news reporting has decreased in the UK in recent years (Moore, 2010). It could also be argued that not everybody can be or wish to be a foreign correspondent like John Simpson or Jeremy Bowen, who is willing to work in dangerous and hostile environments covering news of conflict and war. That's fine. But one must recognise that the nature and operation of foreign correspondence is changing rapidly (Hamilton and Jenner, 2004; Sambrook, 2010; Williams, 2011). Gone are the days that the channels of news communications were monopolised by major national and international news organisations. Today, there are many avenues of news gathering and dissemination, thanks to technological advances and the expansion of social media networks (Hermida, 2010; Owen and Purdey, 2008). It is also much cheaper and easier for journalists to travel to other parts of the world.

Apart from traditional foreign correspondents, there are now other types of 'new' foreign correspondents (Hamilton and Jenner, 2004). The use of 'parachute journalists' (Moore, 2010, p. 43), who are only dispatched to a foreign country where a major story emerges (e.g. the Syrian crisis), has become increasingly popular. The flexibility of employing this type of foreign correspondents means that the level of international news coverage can be increased with lower costs. Another option for news organisations is to employ what Hamilton and Jenner (2004) call 'foreign foreign correspondents' who are foreign nationals to cover local stories rather than sending their own correspondents abroad. Another type of correspondents is known as 'local foreign correspondents'. The journalists who belong to this category are employed by local news media. While their main concern is local news, they are often able to identify the local/global links in many news stories.

In addition, journalists can work as 'foreign local correspondents' (Hamilton and Jenner, 2004). Essentially, they are foreign reporters for the news organisations in their own countries but their reports are widely available through satellites or other electronic media. These journalists are well informed of the local situation and have first-hand access to the local people and organisations. Through their reports, foreign readers can see the reporting of the same stories from different national or regional angles. As such, their reports are extremely valuable to international audiences. A growth area in foreign correspondence is the provision of 'premier service', which offers news and analyses for global audiences in business, finance, military and other specialist fields on a fee-paying basis. The Economist Intelligence Unit is probably one of the most well-known organisations providing this kind of business services to a global audience. Also significant is the emergence of 'in-house foreign correspondents' employed by large companies to gather global business intelligence through the latest technology. A new phenomenon in foreign correspondence is the emergence of 'amateur correspondents' or 'citizen journalists'. These reporters are not professionally trained but they are keen to disseminate news of various kinds on the Internet, especially via social networking sites. Many important news stories in foreign

countries have been reported or provided by this type of 'foreign correspondents' (Hamilton and Jenner, 2004; Moore, 2010, pp. 45-46).

This brief review of the changing nature of foreign correspondence shows that the demand for international journalists has not decreased. On the contrary, it has offered a much wider range of opportunities for international journalism graduates. In the past two decades, a variety of new satellite TV channels broadcasting in English have emerged from various regions, such as Russia Today, France 24, Al Jazeera English and CCTV International. These companies have provided some opportunities for new IJ graduates or aspiring international journalists to gain experience in a different cultural setting. Given the technological change in recent years, international news gathering has been transformed significantly (Paterson and Sreberny, 2004). A new phenomenon is that international news gathering can now be done by desk research via the Internet and other electronic channels. Indeed, an abundance of valuable sources for global news stories is now available on the Internet. If one has the ability to read foreign languages, there will not be a shortage of source material for global news. This kind of 'virtual foreign correspondence' (Moore, 2010, p. 44), while not distinctive in collecting first-hand information, does contribute to international news flow.

In order to identify and utilise the rich online news sources, international journalists need to be knowledgeable of what is happening in other parts of the globe. Specifically, they need to be aware of the mega trends, the major actors, and the key issues in a fast changing world. They must have a sense of direction as to where the world is coming from, what is happening now, and where the world is heading towards in the near future (Kegley and Blanton, 2012). Such a panoramic view of the world would help them immensely in making sense of seemingly unrelated events and incidents. This knowledge and understanding can be developed through a systematic study of International Relations. IR study can also help IJ students familiarise with the academic materials on international affairs, which could provide them with invaluable sources for their professional work. They will be able to locate the relevant academic and policy-related sources for background or specialist information on specific topics.

In addition, a good knowledge of IR would help journalists draw on the scholarly expertise in constructing and presenting international news. Well-connected journalists are often invited to take part in high-level policy conferences and 'track II' meetings, where major international economic, political and security issues are discussed by senior academics, diplomats and officials attending 'in their personal capacity'. The information obtained from these kinds of meetings can be used by the journalists but 'neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed'. This is known as the 'Chatham House rule', which originated at the Royal Institute of International Affairs in 1927.⁴ This rule has been widely used by the foreign policy and international affairs think-tanks in the UK and other countries. Moreover, international journalists are sometimes required to interview politicians, officials and business leaders in gathering or presenting international news. It is a common practice for journalists and news presenters to seek comments from politicians, diplomats and academics who have expertise in specific areas of international affairs. Having training in IR would definitely help increase the confidence of international journalists when undertaking such tasks.

One must remember that IR is not just about politics, diplomacy and security affairs, although these are undoubtedly important areas. Journalism students should be taught

⁴ For an explanation of the 'Chatham House rule', see <http://www.chathamhouse.org/about-us/chathamhouserule>.

that IR is inseparable from our daily life. It exists everywhere and at every level. Our life is influenced by IR directly or indirectly and we are contributing to its development one way or another. The boundary between 'home affairs' and 'foreign affairs' has become increasingly blurred in a globalising world. For example, should the global financial crisis be regarded as home affairs or international affairs? Is the challenge of global terrorism a concern for national governments or the international community? Should transnational organised crimes like human trafficking be seen as a domestic concern or a global challenge? Are infectious diseases like HIV/AIDs a domestic health problem or global health issue? The answers to these questions clearly indicate that IR should be the concerns of Journalism students, especially IJ students.

The current state of IR teaching in British journalism departments

From an educational perspective, we need to ask ourselves a serious question: what types of journalists should we be training at universities? Admittedly, the world would always need reporters to cover celebrity stories, music and fashion shows, sports events and so on. But journalism educators should have a sense of responsibility in that we should endeavour to produce journalists who have the capability of playing a 'watchdog' role not only in their own country but in international society. The purpose of a journalism degree, argues de Burgh (2003, p. 98), is to make people 'thoughtful citizens and potential contributors to the intellectual and cultural life of the society'. This is in line with the QAA's benchmark statement, which recommends the development of students' ability to have 'a critical grasp of their responsibilities as practitioners' (QAA, 2008, p. 9). Journalism students would not be able to scrutinise the work of those in positions of power if they are not well educated and well informed of current affairs, domestic or international.

Indeed, there is a growing awareness of the relevance of IR to journalism education, as evidenced by its inclusion in some university journalism courses. Roman Gerodimos (2012) has argued persuasively in a recent article that it is important to increase the awareness of journalism students of what he calls 'Global Current Affairs'. He also believes that this would contribute to the development of journalism graduates as global citizens. Hitherto, the teaching of international or global affairs in UK journalism departments is mostly piece-meal, lacking a holistic and integrated approach. This is understandable because those who are IR specialists lack journalism experience, although some of them may have written op-ed articles for newspapers. IR scholars would inevitably focus on IR teaching and research. There is no need for them to consider how their knowledge could be usefully applied to the education of journalism students. At the same time, few journalism academics have had formal training in the IR discipline and would not be confident to teach the subject to their students. Therefore, there is a missing link between the two fields of study.

As of July 2013, there are 65 universities and 2 colleges in the UK offering Journalism as a degree course. As Figure 1 and Tables 1 and 2 below show, 54 universities do not offer any IR teaching in their BA Journalism and IJ courses. 13 journalism departments include IR or at least one module related to some aspects of IR in their programmes.⁵

As of July 2013, there are 48 British universities offering MA Journalism and IJ courses. As Figure 2 and Tables 4 and 5 below show, 34 universities do not offer any IR teaching

⁵ The author's survey of UK Journalism and International Journalism courses is indicative rather than definitive. This is because university departments do not always provide full module details on their websites. In addition, the title of a module may not fully reflect the module contents. For example, there may well be some IR teaching in a module that does not include 'IR' or similar key words in its title.

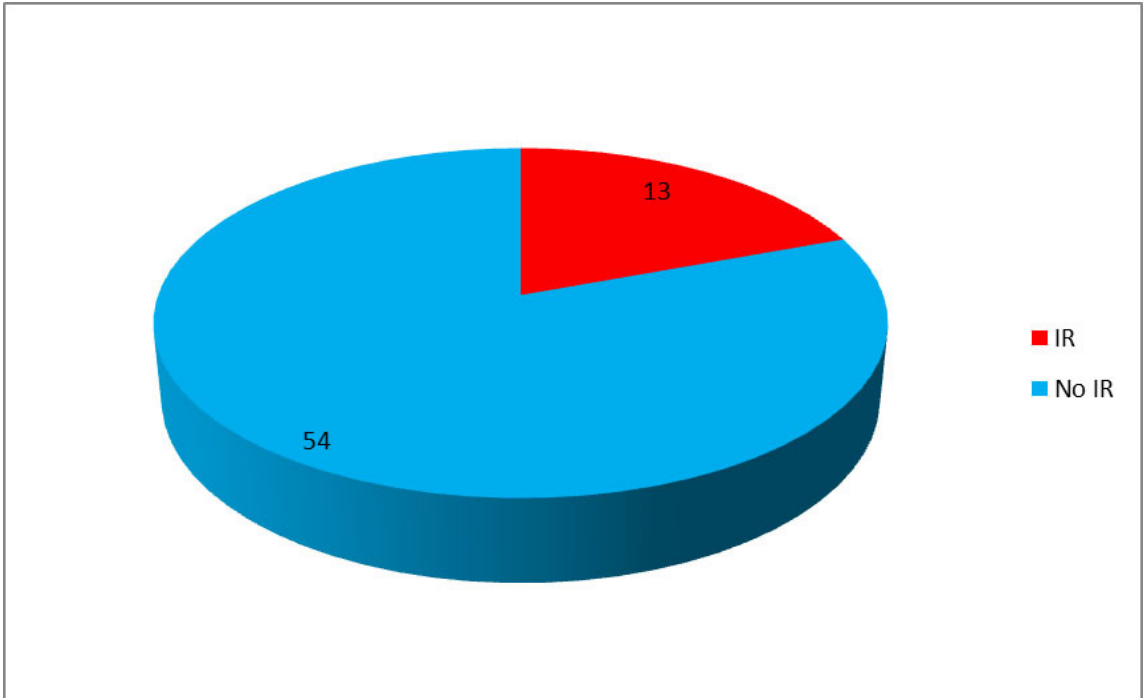


Figure 1: The number of UK undergraduate journalism courses that include IR teaching

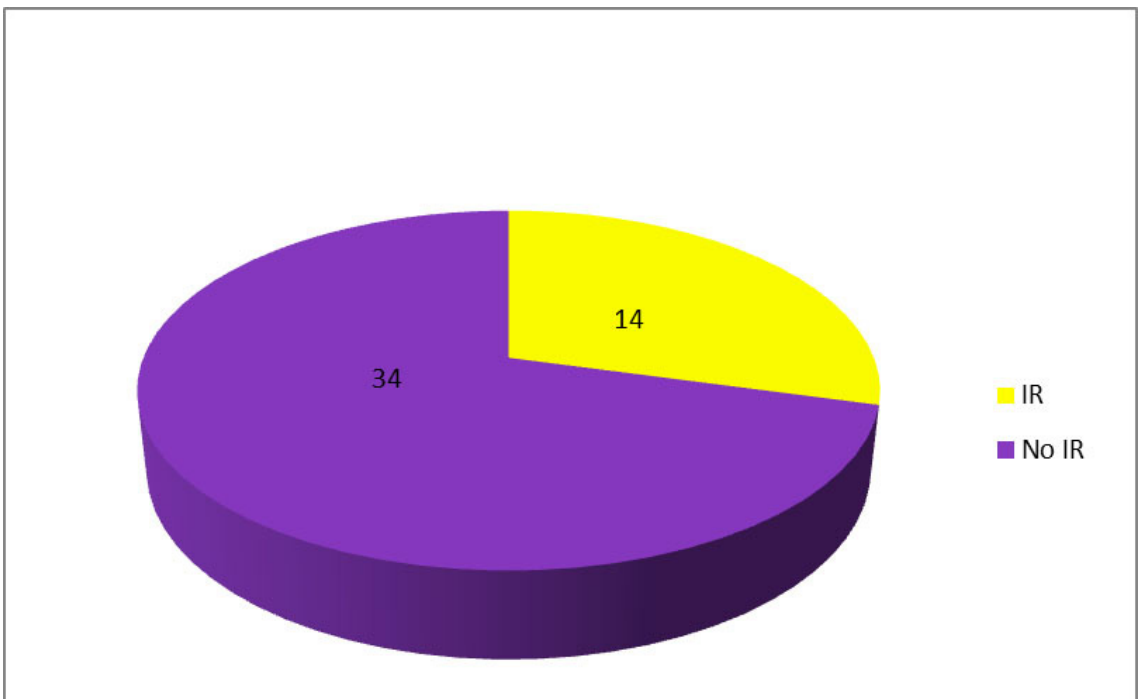


Figure 2: The number of MA journalism courses in the UK that include IR teaching

in their MA Journalism/IJ courses. 14 journalism departments include IR or at least one module related to some aspects of IR, broadly defined, in their MA programmes.⁶

⁶ See the caveat in footnote 6.

University	Course	Notes
Buckingham	Journalism with International Studies (and vice versa)	IR is taught via the International Studies programme
De Montfort	Journalism and International Relations	The IR aspect looks quite comprehensive
East London	Journalism Studies and International Politics	A typical joint programme
Kingston	International Relations and Journalism	A typical joint programme with a focus on human rights
Liverpool John Moores	International Journalism	IR teaching is integrated into the IJ programme through several year-long core modules, including 'International News Reporting', 'Contemporary International Relations for Journalists' and 'International Journalism Careers'.
Northampton	Journalism and International Development (Major, minor, joint pathways)	The IR aspect focuses on issues of international development
Richmond	International Journalism and Media (Major) + Minor in another subject	Several IR and politics modules are available for students to choose, e.g. Introduction to IR/Comparative Political Systems; the EU in New International Systems; Diplomatic Studies.
Sunderland	International Journalism	The programme will start in 2014 and no information is available yet
UCLan	International Journalism	The programme appears to have a strong international dimension on the journalism side but no specific focus on IR
Ulster	Journalism and International Development	The IR aspect focuses on issues of international development

Table 1: BA International Journalism/International Relations Programmes

Source: UCAS website, BJTC website and UK journalism department websites.

University	Course	Notes
West Scotland	Journalism	The programme seems to have an international element, including some IR, e.g. the EU and IR (information on the website is limited)
Bournemouth	Multimedia Journalism	The programme has an interesting Year 2 IR module 'Global Current Affairs'
City	Journalism	The programme has some interesting international news reporting modules. IR modules include 'Politics and Current Affairs' (British and International politics), etc.
University of Creative Arts	Journalism	The programme has a module called 'Journalism in Context' which includes current affairs (mainly domestic affairs). No IR modules.
Falmouth	Journalism	International journalism is offered as an option. No IR modules.
Southampton Solent	Journalism	The programme seems to have quite a few international modules e.g. 'Journalism and Global Issues'; 'Global Affairs'
Brunel	Journalism	The programme has one year 1 international module called 'UK, European and Global Institutions'
Middlesex	Journalism and Media	The programme has an optional year 2 module called 'Global Journalism'. No IR modules.

Table 2: BA Journalism courses with international elements, i.e. specific modules on international topics.

Source: UCAS website, BJTC website and various UK journalism department websites.

University	Course	Notes
Bedfordshire	International Journalism	Has some international journalism teaching but no IR-specific modules.
Birmingham City	International Broadcast Journalism	One module called 'Globalisation and Communication'. No IR.
Bolton	International Multimedia Journalism	This course is based in Beijing – a collaboration between Bolton and Beijing Foreign Studies University. No indication of any IR modules.
Bournemouth	International Journalism	The programme will start in 2015. No information for IR modules.
Brunel	International Journalism	One IR module: 'UK, European and International Institutions'.
Cardiff	International Journalism	IR teaching is incorporated into a core module 'Foreign News Reporting', covering major international actors, issues and trends in the world. Other optional IR modules include 'International Relations for Journalists' and 'Insurgency into the 21 st Century'.
City	International Journalism Broadcast/TV Journalism	International modules include 1. International News 2. Journalism and Society. Some international issues and contexts covered. No specific IR modules Broadcast/TV Journalism covers international contexts and institutions of news reporting. Students take modules like 'Journalism and Society'. No specific IR modules.

Coventry	Global Journalism	Module: 'Global Media and Communications'. No specific IR modules.
Edinburgh Napier	Journalism (International) for Media professionals	Offered as a full-time distance learning course and a part-time course too. No specific IR modules. No course details on website.
Falmouth	International Journalism	Includes teaching that aims to provide 'an understanding of the relationship between international politics and journalism.' But no module details are available.
Kent	International Media Journalism	There is a module called 'Reporting Conflict'. No IR modules.
Leeds	International Journalism	Some international modules e.g. 'Democratisation and Media in Asia'; 'Public Diplomacy, Propaganda and Psychological Operations'.
Liverpool Moores John	International Journalism International News Journalism	IR is taught mainly through a year-long core module 'International Relations for Journalists'. Other international modules include 'Comparative Media Analysis' and 'Media Ethics and Human Rights'.
London Metropolitan	International Journalism	A 'Globalisation' module focusing on global communications. No IR modules.

Newcastle	International Journalism Multimedia Media and Journalism	Some international elements, especially in a module called ‘Public Affairs: Politics, Journalism, PR’. There is an optional module called ‘Political Communication’. ‘Public affairs’ is an option in the Media and Journalism course – not sure whether this covers international affairs.
Northumbria	Journalism Global Journalism	No information available on the website.
Salford	International Journalism and Online	One module called ‘Global Perspectives in Journalism’ which looks at ‘journalism’s role in global, social, cultural, political and economic constructs’. Not sure how much IR is included.
Sheffield	Global Journalism	One module called ‘Globalisation and Development’. Some interesting optional media and communications modules.
Sheffield Hallam	International Journalism Broadcast	This course is not currently running.
South Wales/ Glamorgan	Journalism (International)	No international journalism or IR modules.
Sussex	International Journalism	Some international elements but no IR.
UCLan	International Journalism	No IR modules.

Table 3: MA International Journalism Programmes

Source: BJTC website and various UK journalism department websites.

University	Course	Notes
Birkbeck College	Journalism	2 year part-time course. Typical Journalism course. No IJ. No IR.
University for the Creative Arts	Fashion and Lifestyle Journalism	No IJ or IR.
East London	Journalism and Society	Currently suspended. Optional module: 'Global Media' – no details. Another optional module: 'Politics, Power and Culture'. No IJ or IR.
Glasgow Caledonian	Multimedia Journalism	No IJ or IR.
Gloucestershire	Journalism	No IJ or IR.
Goldsmiths	Journalism	Clearly no IR.
Hertfordshire	Journalism and Media Communications	No IJ. No IR.
Kingston	Journalism Journalism in Open Societies	No IJ. No IR.
Leeds Trinity University College	Broadcast Journalism	No IJ. No IR.
London College of Communications (part of Uni of the Arts)	Journalism – television pathway; print and online pathways. Photojournalism and Documentary Photography (another MA)	No IJ. No IR.
Lincoln	Journalism, War and International Human Rights Journalism	Some interesting international modules e.g. 'International Human Rights', 'War and the Media'. Journalism course has no international focus but has 'International Human Rights' as an option.
Manchester Metropolitan	Multimedia Journalism	No IJ. No IR.

St. Mary's University College; Twickenham (London)	Sports Journalism	No IJ. No IR.
Nottingham Trent	Broadcast Journalism	No IJ. No IR.
Robert Gordon	Journalism	No IJ. 1 module called 'Politics and Public Affairs' – no details available and it is likely to be about domestic issues.
Southampton Solent	Multimedia Journalism	No IJ. No IR.
Staffordshire	Journalism Broadcast Journalism Sports Broadcast Journalism	No notes.
Strathclyde	Digital Journalism, Investigative Journalism, Literary Journalism.	No IJ. No IR.
Sunderland	Journalism, Magazine Journalism, Sport Journalism and PR.	No IJ. No IR.
Swansea	Comparative Journalism	The programme is offered through the Department of political and cultural studies. This includes international aspects of media and journalism. No IR.
Teeside	Journalism	No IJ. No IR.
Ulster	Journalism	No IJ. No IR.

Westminster	Multimedia Journalism (Broadcast)/(Print and Online) Global Media	One module: 'Issues in Journalism: Freedom, Human Rights, Democracy' – cover these issues across the world. No IR. Core module: 'Global Media'. Optional modules include: 'Political Analysis of Communication Policy' – includes international aspects of communications policy; 'Chinese Media'; 'Development and Communications Policy' in relation to issues in developing countries e.g. technologies, democratisation etc.; 'Media, Activism and Censorship' – looking at the role of media in political mobilization, social movement, dissent, wars, conflicts, elections and political and social crises.
West of England	Journalism	Issues covered in some modules include human rights, social and political problems. It is not clear how much international content is in the programme. No further information indicating teaching of IJ and IR.
West of Scotland	Broadcast Journalism	No IJ. No IR.
Winchester	Journalism	No IR.

Table 4: Other MA Journalism Programmes

Source: BJTC website and various UK journalism department websites.

As Table 1 shows, some departments offer joint Journalism/IR courses for their undergraduate students. This is a good step forward but it may not be the best approach for several reasons. First, journalism departments would find it difficult to have enough space to teach all the relevant professional and vocational skills in a half-programme. Second, what often happens to a joint programme is insufficient integration between the two halves of the degree. Academics teaching on these programmes are different subject specialists, who may not have sufficient awareness of the work of the other programme and how it is related to their own programme. Finally, students are essentially taking two separate academic programmes and they will be struggling to establish the links between the two subjects and find the best way of utilising their IR knowledge for their journalistic work.

In short, students are somewhat left to decide what they wish to study or what they think

is necessary or important as part of their IJ education. What is lacking is an integrated approach to the design of an IJ syllabus, of which IR is an organic and integral part. The IR components of the programme should not aim to cover everything a normal IR course would cover – this is both unfeasible and unnecessary. What the IR training should include must be carefully selected to suit the needs of IJ students.

What is the best approach to teaching IR to journalism students?

The challenge for journalism educators is to decide how best to integrate the two separate fields of IR and Journalism. The aim is to ensure that the students would have sufficient knowledge and training in IR to help carry out their professional practice without being overwhelmed by too much detail of the subject matter. Clearly, IR itself is a distinct discipline which encompasses a wide range of traditions and topics. The question is how best to assist students to benefit from the knowledge and insights of the IR scholars. The students should not be expected to learn everything that an IR student is supposed to learn, which is simply impossible. What is essential is to help students develop an intellectual capability to appreciate the complexity of international affairs and the interconnectedness of events that are taking place in different parts of the world.

To begin with, an understanding of the historical path through which we have reached the present world is needed. What this means is not to offer the students a module of world history. What is required though is to give them an overview of the evolution of what is widely known as the ‘international system’ within which interactions among states take place. Although the world has become increasingly globalised, much of international relations is still organised around the Westphalia principle in that states are treated as independent and sovereign entities. It is very difficult, if not impossible, for students (and indeed any informed citizens including journalists) to appreciate the nature and complexity of many of the current international issues without some knowledge of what has been happening in the recent past, at least since the end of the Second World War (Calvocorressi, 2008; Young and Kent, 2004). The purpose here is not to teach them the history of the world. Rather, it seeks to give students a historical perspective on contemporary events and issues. For example, it is difficult to understand the situation in the Middle East without some knowledge of its historical roots, whether we are talking about the Iraq conflict, the Israeli-Palestinian dispute, or the current civil war in Syria. Similarly, most of the unresolved territorial disputes in Asia and Africa are a product of historical legacy. The recent tension between China and Japan over the sovereignty of the Diaoyu/Senkaku islands in the East China Sea is closely related to their historical animosity.

Secondly, IJ students should have knowledge of the nature and operation of the international system (Shimko, 2010, ch. 3), which is known as an ‘anarchic’ system in the sense that there is no one single authority governing the behaviour of states. Within a specific territory, the people are represented and ruled by their government that has the supreme power to make or unmake any law and is accountable to no external authority. Thus, the international system is seen as a ‘self-help system’ and the action of each state is guided by its national interest as defined by political leaders and policy elites. However, ‘anarchy’ in this context does not mean chaos, and rules and norms do exist in the international system. This kind of understanding is important in helping IJ students understand the ways countries interact with each other. It is crucial in appreciating why states are sometimes suspicious of others, why they engage in conflicts, how international order and stability can be maintained, and why it is possible for states to have cooperation.

It is also essential for IJ students to have a good knowledge of the changing structure of the international system (Mingst and Arreguin-Toft, 2010, ch. 4). This is because the major issues of war, peace, and prosperity are usually associated with systemic changes in international relations. The international system has always been dominated and driven by the great powers. This can be seen by the ideological and military rivalry between the United States and the former Soviet Union throughout the Cold War years. Following the collapse of the Soviet Union, the structure of the international system changed from a bipolar system to a unipolar system where the United States became the sole dominant power in the world. However, America's predominant position has gradually been challenged by other powers or power centres (e.g. the European Union), particularly the emerging powers like China and India (Pape, 2005). Many believe that the world is moving towards the direction of multipolarity, where several great powers are competing for power and influence (Renard and Biscop, 2010). But this multipolar system is different from the one that existed in the inter-war years when European powers were competing with each other. Some analysts argue that we are living in a non-polar world in that no one single power is capable of dominating the international system (Haass, 2008). IJ students and international journalists should be fully aware of the nature and implications of these structural changes in order to appreciate the dynamics of international relations.

Third, IJ students should be aware of the multi-dimensional nature of IR. The most important dimension of IR is related to political and diplomatic relations. Traditionally, much of international relations is defined, shaped and directed by governments. States are expected to develop their relationships, negotiate agreements, and resolve their differences through established diplomatic channels. To report international news, IJ students need to understand the important role of diplomacy in conflict prevention and resolution (Berridge, 2009). This is certainly the focus of many news reports during the 2003 Iraq invasion, the recent North Korean nuclear crisis, and the current debate on taking military actions against the Assad regime in Syria. Related to diplomacy is the legal dimension of international relations, which is also important in understanding the ways states behave and interact with each other and how inter-state disputes may be resolved (Evans, 2010).

Another important aspect of IR is the security and military dimension of inter-state relations (Kolodziej, 2005; Williams, 2008). Given the 'anarchic' nature of the international system, states are inevitably preoccupied with the protection of their security and survival. They are concerned that the activities of other governments may threaten their security, or that other states may seek to undermine their security for all sorts of reasons. Their security concerns, imagined or real, may sometimes lead to tension or even conflict. History has shown that countries cannot always have an amicable relationship. They are bound to have different interests and disagreements on certain issues. Ideally, states prefer to deal with their differences through peaceful negotiations but this may not always be possible. There are occasions when states feel that it would be necessary or expedient to use military means to achieve their goals. There is ample historical and contemporary evidence showing that states are willing to resort to the use of force as a policy instrument. While not all IJ students wish to become war correspondents, a critical awareness of the major international and regional security issues is certainly needed for any aspiring international journalists.

Moreover, IJ students should understand the enormous significance of trade, economic and financial activities in today's world (Schenk, 2011). International trade is not a new phenomenon but it has expanded dramatically in the past few decades. Trade is an important part of international interactions and countries have become much more interdepend-

ent in their trade relations. Even states that are suspicious of each other's strategic intentions, they cannot afford to have an antagonistic relationship because of the high level of their trade links. US-China relations are a prime example of this. IJ students should have a sound understanding of the importance of economic affairs in shaping government policy as well as the daily life of ordinary citizens. Indeed, reports relating to the global financial crisis and its impact have dominated news across the world since 2008 (Smith 2010).

Last but not least is the growing relevance of social and cultural forces in shaping state policy and international affairs. IR is not just about politics and diplomacy. It exists at every level of domestic and international societies. Culture, art, media, music and tourism are all part of the process of international interactions that are affecting our lives on a daily basis. States have become much more active and proactive in using education, culture and entertainment to increase their economic strength and political influence. There is much talk of developing 'soft power' as a means of enhancing a country's status and influence in the world (Nye, 2004). A major component of soft power is culture, which has attracted considerable attention from many countries. Western powers have long been promoting their cultural attraction in different ways. The role of the British Council in Britain's external relations is well known. The establishment of Confucius Institutes in various countries is clearly a conscious attempt by China to increase its soft power through the promotion of learning Chinese language and culture. What is interesting is that smaller countries are now joining the competition for soft power. South Korea is probably the best example of this. With the backing of its government, Seoul has been very successful in increasing its cultural exports through the promotion of Korean dramas and music in Asia, and increasingly in other parts of the world. This has helped increase the visibility of the country, strengthen its tourism industry, and improve its economic performance. Clearly, IR is linked to our daily life in many ways and through various channels. This is why a good knowledge of the subject is inseparable from the work of international journalists, and journalists more generally.

Fourth, IJ students need to appreciate that states are not the only actors or entities in today's world despite their significance. There are a wide variety of non-state actors, which are playing an increasingly important role in international affairs (Higgot, Underhill and Bieler, 2003). These include intergovernmental organisations such as the United Nations, the European Union, the World Bank, International Monetary Fund, World Trade Organisation, and many others. In addition, they should be aware of the growing importance of numerous non-governmental organisations in driving or influencing public debates and policy discussions on global issues, especially in areas like human rights and the environment. The Amnesty International and Friends of the Earth are the most prominent organisations among others. Also relevant are the activities of multinational corporations (MNCs), which have a truly global reach in their operation and impact. They are capable of shaping government policy and the global economic environment as well as our day-to-day life. Their investment decisions and activities can help create jobs but they can also have damaging effects on the economy. After all, most global news organisations are owned by MNCs that have commercial interests in other business areas in various parts of the world.

Finally, IJ students should be aware of the significance of the major global issues that are affecting the lives of citizens across the globe (Hough, 2008; Salmon and Imber 2008). These issues are capable of connecting or affecting the peoples in distant communities, whether in positive or negative ways. They are the main concerns of policy-makers around the world. The way that these issues are tackled could have profound implications for peo-

ple of this generation, and possibly future generations. Many of the issues are global in nature, which require global solutions in the sense that the international community has to come together to tackle the challenges arising from them.

Some global issues reflect traditional security concerns such as the spread of weapons of mass destruction. The Syrian government's alleged use of chemical weapons against its own people has presented a serious challenge to the international community. The development of nuclear weapon programmes is also a major threat to global and regional security. This explains why the nuclear issues in North Korea and Iran have attracted much attention in international news. Another major security issue is the challenge of global terrorism, which has increased substantially since the terrorist attacks on America on 11 September 2001. This has affected not only state security but the security of ordinary people in many countries.

One serious global issue that affects state, society, the economy and individuals is transnational organised crime. The horrific impact of human trafficking on women and children in various countries has been widely reported in the news media. Another global issue that has captured media attention is environmental degradation, such as climate change and deforestation, which poses a significant threat to both global and local communities. Other global issues threatening human security include infectious diseases like HIV/AIDs, Avian flu and other emerging diseases. Some diseases are closely linked to poverty and hunger in developing countries, which need to be addressed by the international community via the World Health Organisation and governments. Many stories that figure prominently in international news are directly or indirectly related to these global issues. It is therefore essential for IJ students to appreciate their complexity and significance.

An integrative approach to IR teaching within an International Journalism programme

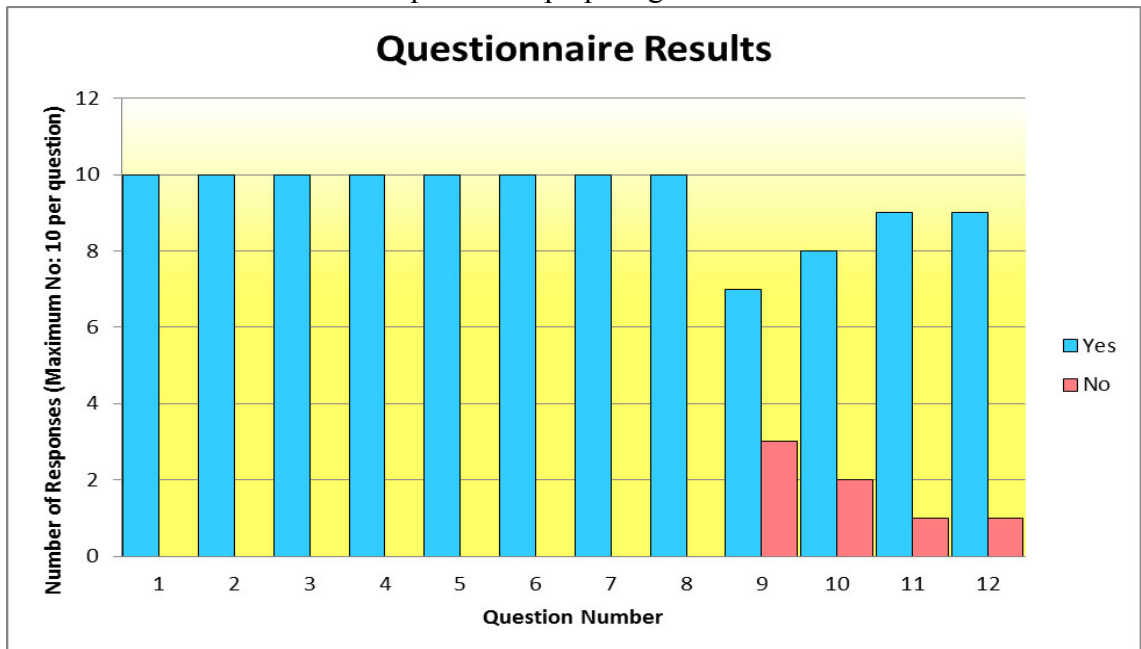
This article has argued for the case that the academic subject of International Relations should be incorporated into the curriculum of International Journalism and Journalism more generally. Over the past eight years, our department has made a serious effort to develop an IJ programme that is fully integrated with IR teaching at both undergraduate and postgraduate levels. The pedagogic experiment we have and the responses from the students have shown positive results of this integration.

For our BA (Hons) International Journalism programme, the teaching of IR in the first year is integrated into an 'International News Reporting' module. It starts with an overview of the geographical and historical context of the contemporary world. The main purpose of this is to allow students to acquire a good knowledge of the key developments in international relations since 1945. The module also considers how global news reporting in various parts of the world is shaped by their different political and economic systems. This is important in making students appreciate that international news is closely linked to a complex international environment, and that it can be reported from a variety of perspectives. Along with IR teaching, the module covers the opportunities, challenges, and safety issues for international journalists, the changing face of foreign correspondence, global news flows and news agencies, digital and social networks in global news, reporting conflict and disasters, and reporting international sports events. Through a series of 'global newsrooms' and other workshops, students can practise their international news gathering techniques and writing skills. They are trained to identify international news

stories and produce news articles for different global audiences.

In the second year, students take a module ‘Contemporary International Relations for Journalists’. This module is designed for students to gain a sound understanding of IR that is relevant to the concerns of global news organisations. It begins with an overview of the nature and operation of the contemporary international system. This is followed by an examination of the legal dimension of international relations, focusing in particular on the legality of the use of force in international disputes. In addition, the utility and effectiveness of diplomacy in maintaining international peace and security will be considered. The increasing prominence of cultural issues and forces in international relations will also be examined. Moreover, the module assesses the significance of a range of non-state actors in international relations, including the UN and the EU as well as various non-governmental organisations. The role of multinational corporations in shaping global affairs and the growing importance of international trade and economic activities are analysed in this module. Special attention is paid to the nature, processes and consequences of contemporary globalisation. One way of linking IR and international news reporting is to look at how global conflict and terrorist events are reported by the news media (Allan and Zelizer, 2004; Pludowski, 2007; Zelizer and Allan, 2011). Thus, a substantial part of the module focuses on the analysis of the complexity of conflict and terrorism coverage within broader cultural, political and military contexts. Specifically, it considers how news coverage of major events relating to global terrorism is shaped by a variety of domestic and international factors in various parts of the world.

In the final year of the programme, IR teaching is incorporated into an ‘International Journalism Careers’ module. Apart from preparing students for the world of work in in-



ternational journalism (including work placement) and assisting them to develop their own creative processes, this module aims to expand IJ students’ understanding of the broader global economic and security environment within which major international news arises. The IR teaching starts with an overview of the changing structure of the international system identifying the great powers or power centres in today’s world. This is followed by an analytical survey of the changing world economic landscape, with particular emphasis

on the major economic trends, issues and actors in the 21st century. The challenge and implications of the global financial crisis are considered in detail. An important part of the teaching is to critically examine a range of significant traditional and non-conventional security issues, including great power competition, the threat of weapons of mass destruction (especially nuclear weapons), global terrorism and the ‘clash of civilisations’, transnational organised crime, resources and environment degradation, infectious diseases, and poverty and hunger. Various IR theories are utilised in examining the nature, significance and implications of these global security issues. We believe that a good knowledge of major global issues will help students identify and report international news within the context of a rapidly changing world. It will also put them in a stronger position when competing for jobs in national and international news organisations, and help them seek international employment opportunities.

The teaching of IR on the MA International Journalism programmes in our department is conducted mainly through a dedicated year-long module ‘International Relations for Journalists’. Much of the IR syllabus in the BA (Hons) IJ programme discussed above is covered in this MA module in a condensed form. Obviously, Masters students are expected to demonstrate a higher level of theoretical understanding, critical ability, and analytical skills in their work. They need to show the capability of drawing on the analyses and insights of IR scholars in gathering and constructing international news.

The module evaluation forms for various IR modules in the past eight years have consistently shown that students have found the teaching of IR both interesting and challenging, and relevant to the professional work of international journalists. This is confirmed by a survey of the students graduated from the BA (Hons) International Journalism programme in July 2013. The questionnaire was sent to 20 students and 10 students returned the questionnaire.

According to the quantitative data (see the Questionnaire in the Appendix and the graph below), 100% of the students who have completed the questionnaire agree that the study of IR has helped increase their interest in and awareness of international affairs. 100% of the respondents feel that it is helpful for international journalists to have a good knowledge of IR. All of them also agree that the study has contributed to their understanding of various global security and economic issues, and that it has helped them develop their ability to analyse international news. All of the respondents believe that their confidence in dealing with international issues in their journalism work has increased after studying IR modules. Similarly, 100% of the respondents agree that IR study has helped them understand the broader global context within which international news arises and appreciate different perspectives on world affairs. 70% of the respondents concur that the academic research skills for the IR study are useful for their work, while 80% agree that the knowledge of IR helps them identify the sources relating to international news gathering. Moreover, 90% concur that the academic knowledge they have acquired from the IR modules is helpful in identifying and constructing international news stories. Finally, 90% of the respondents feel that the IR knowledge they have acquired has helped increase their confidence in interviewing officials and diplomats in doing their job.

The qualitative data gathered from the survey is equally positive. In response to Q1, one student comments: ‘The IR modules were fantastic ... thoroughly going into the different elements of international affairs ... broadened my interest in the subject.’ A student has responded to Q2 by saying that the study of IR ‘definitely has made me aware of global affairs in general, particularly when watching the news. It has been the best aid to this course because I have become a lot more conscious of international affairs.’ The response

of another student to Q4 reveals that ‘having a more in depth knowledge of International Relations has been a great enhancer in my confidence when dealing with international issues. For example, writing about global issues is something that has become an enjoyment.’ One response to Q5 reads: ‘Without studying International Relations I would never have known the vast differences in cultures and even reporting laws across different countries. I feel that studying International Relations has helped me understand these.’ Another student comments in the response to Q6: ‘Studying IR has helped me to understand how the locality of certain stories can affect its placement on the news agenda.’

One response to Q7 reads: ‘I think a lot has to do with studying theories, particularly when we were looking into the world order and the relationships between states ... I began to appreciate different perspectives on world affairs even more in our second year when we were preparing for our exam and looking at the different theories that supported these ideas ... it really got my mind working and engaged.’ Another student has responded to Q8 by saying that ‘it has made it a lot easier to understand how and why international news has been reported in a certain way.’ When asked whether academic knowledge in IR helps identify and construct international news stories (Q11), a student says that ‘the awareness is something that has come from learning about it academically. Being able to spot an international news story comes more naturally now as it’s easier to identify what’s important and useful when identifying news stories.’ The response to the last question on whether IR knowledge has helped increase students’ confidence in interviewing officials and diplomats (Q12) is particularly encouraging: ‘Yes, because I feel I know what I am talking about in discussing international relations topics now.’ This view is shared by another student who has commented: ‘The knowledge of international Relations does give me a lot more confidence; I think it’s down to the fact that when you know more you are less likely to feel intimidated. I do think International Relations has been the spine of the International Journalism course, because I have come out of the course more confident and I have gained a lot of knowledge about foreign affairs. So I’m more prepared as a whole.’

Conclusion

This article has argued that greater attention should be paid to the knowledge base in the education of international journalists. As de Burgh (2003) puts it, ‘skills are not enough’. Knowledge is essential – knowledge that would help students understand the complexity of international affairs and the significant issues in an increasingly globalising world. Without such knowledge, IJ students would not have the level of confidence that is required to handle complex international news stories, interview diplomats and high-level policy-makers, and play a ‘watchdog’ role in examining the work of those who are responsible for making important decisions on foreign affairs and international issues.

As the QAA benchmark statement recommends, Media, Communication and Journalism courses should draw on the ‘different sources of conceptualisation and practice’ from a range of arts, humanities and social sciences disciplines (QAA, 2008, p. 9). This article puts forward the argument that International Relations would provide the most relevant subject knowledge and understanding for journalism programmes that have an international focus. It argues that journalism educators can draw on the rich insights of IR scholars in building the knowledge base for International Journalism courses. Through a thorough consideration of the links between the subject knowledge of IR and international news reporting, the article has demonstrated that International Relations plays a

very significant role in the education of journalism students. A sound understanding of IR is especially helpful for international journalists in gathering and reporting global news in various areas.

A review of existing journalism courses in the UK indicates that there is now a greater awareness of the relevance of IR to journalism education. A number of journalism departments offer some modules that cover international issues and institutions, but the current approach is rather fragmented lacking a coherent approach to the integration of IR teaching and international journalism training. This article has advocated an integrative approach to the teaching of IR to journalism students. It provides a detailed discussion of an IR syllabus that is incorporated into an undergraduate IJ programme in the author's department. The course has been running for eight years. A survey of the students who have recently graduated from this programme clearly shows that they are appreciative of the value of having a good knowledge of IR in their journalism education.

Journalism education at universities should not just be about offering training of journalistic skills despite its importance. As the QAA benchmark statement recommends, graduates in the field should be expected to display 'coherent knowledge', 'understanding of a range of concepts, theories and approaches' and 'skills in critical analysis, research, production and communication appropriate to the learning tasks set by their programme' (QAA, 2008, p. 18). Journalism departments should seek to produce graduates who have good vocational skills, relevant academic and professional knowledge, and critical and analytical capabilities. As the journalism profession has become increasingly global in terms of its operation, it is important to produce journalism graduates who have both the knowledge and skills to deal with international issues. By making a case for including IR as a significant part of journalism courses, this article hopes to make a useful contribution to the development of journalism education and the education of international journalists in particular.

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Appendix

Questionnaire

To select your answer for each question, please double click the grey box you wish to tick (yes OR no), and under the ‘Default value’ section of the pop-up box, select ‘Checked’, and then click ‘OK’. You are welcome to include any additional comments for each question.

1. Has the study of International Relations helped increase your interest in international affairs?

Yes No

Additional Comments:

2. Has the study of International Relations helped increase your awareness of international affairs?

Yes No

Additional Comments:

3. Has the study of International Relations contributed to your understanding of various global security and economic issues?

Yes No

Additional Comments:

4. Having studied the International Relations modules, do you feel more confident in dealing with international issues in your journalism work?

Yes No

Additional Comments:

5. Do you think that it is helpful for international journalists to have a good knowledge

of international relations?

Yes No

Additional Comments:

6. Do you think that the study of International Relations has helped you understand the broader global context within which international news arises?

Yes No

Additional Comments:

7. Do you think that the study of International Relations has helped you appreciate different perspectives on world affairs?

Yes No

Additional Comments:

8. Do you think that the study of International Relations has helped you develop your ability to analyse international news?

Yes No

Additional Comments:

9. Do you think that the academic research skills for the study of International Relations are useful for international news gathering?

Yes No

Additional Comments:

10. Do you think that your academic study in International Relations helps you identify the sources relating to international news gathering?

Yes No

Additional Comments:

11. Do you think that the academic knowledge you have acquired from the International Relations modules helps you identify and construct international news stories?

Yes No

Additional Comments:

12. Do you think that your knowledge of International Relations has helped increase your confidence in interviewing officials and diplomats?

Yes No

Additional Comments:

The Search for global ethics: changing perceptions through international journalism, crisis and trauma in the classroom

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Globalisation and a subsequent increasingly interdependent world are forcing an evolution of current journalism practice. It is argued that new forms of international storytelling must be underpinned by a global ethical approach that shifts the current conceptual framework of foreign correspondence from the nation-state to a new international arena. Human rights journalism is presented as a potential model to facilitate such a shift. This article illustrates the responsibility of journalism education to shape global reporters of the future and sets out a scenario-based approach to teaching and learning that empowers students to reflect both theoretically and practically on calls for a more cosmopolitan journalistic practice.

On the front line

Nationalism in Somaliland, domestic abuse in Kenya, teenage pregnancy in Colombia and rape in Algerian refugee camps – just some of the top-

ics multimedia journalism students at Bournemouth University have explored or will explore for their final year projects.

Working under curfew, interviewing traumatised victims and going undercover, are some of the issues these students have had to deal with. This may be of concern to BBC World Affairs Producer Stuart Hughes, who last year wrote of his alarm regarding young and ‘inexperienced’ journalists jetting off to ‘the most hazardous countries’ (Hughes, 2012). As he says:

For young journalists looking to become the next John Simpson or Jeremy Bowen, the first rung on the career ladder used to mean hard graft in the newsroom of a weekly provincial newspaper or local radio station...But shrinking budgets for foreign news, increasingly universal internet connectivity and relatively cheap flights to some of the world's trouble spots have dramatically reduced barriers to entry for would-be foreign correspondents.

Whilst Hughes makes a valid point, it is important to note that not all students are under-prepared for such an assignment, and most do not make decisions to travel to potentially dangerous places lightly. At Bournemouth University, we take great care in ensuring anyone who seeks to go abroad is fully trained to do so through our co-curricular workshop programme, *The Search for Global Ethics: International Journalism, Crisis and Trauma*¹, which is explored in detail in later sections of this article.

Hughes blames the ‘scarcity of entry-level positions’ for students deciding to go it alone abroad, but whilst this might be part of the story, Hughes fails to acknowledge that many students no longer express ambition to work for the mainstream. They feel able to cover international stories through alternative outlets. Indeed the role of mainstream news organisations as sole providers of world news is increasingly contested (Alejandro, 2010; Heinrich, 2012; Sambrook, 2010). Gone are the days of relying only on John Simpson or Jeremy Bowen for international coverage. We learn in the classroom more and more that students get their international news from elsewhere. Young student journalists increasingly look to the likes of Thomas Morton or Shane Smith from Vice, or to the advocacy journalist Harry Fear in the Gaza strip, as their inspiration for international coverage, rather than to the veterans of the mainstream. Against this backdrop then, where those interested in the world increasingly choose *SoJo* or *backpack journalism* career paths, institutions have the responsibility to educate their students not only about the potential and challenges of international reporting, but also of the dangers. The director of the International News Safety Institute, Hannah Storm, told Hughes, “It feels now in places like Syria there are more and more people in their early or mid-20s with little or no experience - but with an overriding enthusiasm which makes them want to go out there and make a name for themselves, without taking the realities on board.”(cited in Hughes, 2012). It is therefore up to us as educators to draw attention to and prepare our students for the actualities of reporting from dangerous places. Indeed in this ‘post-industrial’ (Anderson et al., 2012) context of contemporary journalism, reporters are increasingly working independently of the mainstream, alone and often in challenging environments. Therefore there are both educational and professional opportunities for journalism schools and their students, which should not be ignored. The mainstream may disregard or even frown upon so-called *backpack journalism* practice and its legitimate associated safety concerns, but it should not be overlooked that this new environment of ‘easy-access’ foreign reporting provides a real opportunity for higher education to nurture global aspirations. A world, which has become smaller and easier to navigate offers universities a real chance to con-

¹ This is the workshop programme devised by the author.

tribute to future models of international journalism, but this smaller world of nations, which is increasingly networked (Heinrich, 2011; Castells, 1996) and interdependent also requires an international ethical outlook that can move beyond the local to the global.

Gerodimos (2012) highlights the potential and even duty that universities have to empower students not only to become global citizens, but true global mediators. This article argues that journalism education is therefore uniquely placed to shape the future of international news coverage and foster a new global journalism practice that is fit for the twenty-first century.

Rethinking international reporting and foreign correspondence

Ethics have long been an important feature of the journalism curriculum, but this article argues that an increasingly internationalised news climate requires an overhaul of journalism's current code of practice. There is an urgent call to reshape and redefine dominant models of reporting, which traditionally serve local, regional or national publics, as journalism becomes more global and even more cosmopolitan. An ethic that is not global in nature is therefore no longer sufficient to adequately address the problems faced in this contemporary era of global news media. Ward (2005) points out that with global reach, there are also global responsibilities.

Discussions around foreign news reporting usually focus on the news industry's bleak financial condition and the closure of foreign bureaus (Hannerz, 2012; Schiller, 2010;), or the apparent dwindling interest in international coverage (Utley, 1997). Then there is the intense debate, which pits so-called parachute reporters against indigenous journalists (Reynolds, 2010; Palmer and Fontan, 2007; Erickson and Hamilton, 2006; Hamilton and Jenner, 2004). More recently, however, foreign correspondence has been examined through the lens of technological change (Heinrich, 2012), and specifically the impact this change has had on 'the domestication' of news, and how this has become 'outdated' (Heinrich, 2012: 5). That is to say that the advent of new media has generated a news exchange that is now radically 'decentralised' (Benkler, 2006:3), deterritorialised (Hjavar, 2001; Berglez, 2008) or 'networked' (Livingston and Asmilov, 2010; Heinrich, 2011). Journalism is therefore escaping the 'national container' (Beck, 2005:16) thinking that has characterised international coverage since the nineteenth-century, which precipitated the media's complicity in the construction of nation-states or 'imagined communities' (Anderson, 1983).

Livingston and Asmilov (2010) characterise the tradition of foreign correspondents as 'tied to a particular morphology of global governance, one rooted in a system of nation states' (2010: 745). However, they argue that new 'networked' communication technologies have given rise to a new 'structure of global governance' (2010: 246), which increasingly involves non-state actors. Livingston and Asmilov demonstrate how what they call the 'microelectronics revolution' has altered 'the very idea of foreign – not to mention corresponding... almost beyond recognition' (2010: 756). If the shell in which journalism operates is changing, then it is argued in this article, that new models of reporting practice are needed to adapt to the new surroundings.

At stake in this debate is the need to deconstruct the 'us' and 'them' dichotomy that is so often applied to concepts of war reporting (Billig, 1995; Knightley, 1982), where the 'interests of "people like us" are counterpoised against the suffering of strangers' (Allan, 2010: 217), but this model extends beyond the realm of war and crisis to that of foreign

or international news more generally. As a result, this article would advocate calls for an international coverage that breaks down the 'culture of distance' (Williams, 1982) in favour of a more cosmopolitan nature of journalism, which as Brüggemann and Kleinen von Königslöw (2013: 362) describe, comprises of an awareness of global interconnectedness, appreciation of cultural diversity (Hannerz, 1990) and an openness to engage with the culturally different 'other' in an open transnational dialogue (Delanty: 2009; Mihelj et al., 2011).

Berglez (2008) provides an empirical conceptualisation for this new era of global journalism, which he argues is derived from a 'global outlook' (Berglez, 2008, 847). Berglez, however, disassociates this 'outlook' from the notion of global ethics: 'a global outlook is primarily a matter of understanding, seeking to explain complex relations across the globe, not to develop a universal (global) ethics' (Berglez, 2008: 848). This article argues that an expansion of 'outlook' or change in perspective without the ethics to underpin and guide this new approach of reporting is unlikely to challenge current dominant forms of storytelling, which are too restrictive and serve only 'to maintain the interests of the consumer, and not those of the community' (Allan, 2010: 319).

In the absence of a development of a cosmopolitan, universal rights approach that could underpin an international frame of reference for reporters, the risk is that a 'global outlook' retains the potential to be narrow or constrained by particular 'interwined' (Berglez, 2012: 847) countries and thereby fixed on relatively small group self-interests. A global journalism underpinned by global ethics therefore becomes necessary 'to understand the complexities... multiple histories and connect often paradoxical developments' in the world (Hafez, 2009:331). This in turn can create the peaceful and prosperous community of equals that Kant first envisioned with his philosophical teachings of 1795 (Shaw, 2012). There are those who contest the universality of ethics, of course. De Beer and Merrill (2004) claim that it is not possible to deduce one singular ethic as the world consists of people with radically different values. However, cosmopolitanism, in opposition to cultural relativism, is often misinterpreted by its critics as the imposition of Western, or more specifically, Western European values on the world. This article argues that cosmopolitanism is not an imperial project that ignores diversity; rather cosmopolitanism is subsequently a 'quest for universalism' (Chernilo, 2007) that does not deny particularities and instead 'engages with difference' (Brüggemann and Kleinen von Königslöw, 2013: 362). It offers a distinct alternative to parochialism, which Brüggemann and Kleinen-von Königslöw describe as 'ignoring and rejecting other cultures' as well as 'the idea of belonging to communities beyond one's own nation' (2013: 362).

Ward (2005) has suggested that a global ethical framework is where journalists act as a global agent, to serve world citizens, and to enhance non-parochial understandings. The idea of universal human rights enshrined in international law could provide a starting point to underpin this new model of cosmopolitan reporting practice (Shaw, 2012). This is highly controversial, of course as the very idea that human rights are universal has been contested (Pollis and Schwab, 1979). This criticism is grounded in the assertion that what constitutes a human right in one community might be an anti-social notion in another, but as with the debate surrounding journalistic ethics, this cultural relativist view is increasingly redundant in a world where state and cultural borders are being removed.

Current debates surrounding human rights do not concern the question whether human rights should be a universally applicable moral precept, but rather the various ways of perceiving equality and respecting dignity (Donnelly, 2007). There are no indisputable rights. Instead, there are some indisputable, absolute prohibitions. This is what Jack Don-

nelly (2007) refers to as the ‘relative universality’ of human rights. In other words, rights are present all over the world, but it depends on the situation and conditions in the specific community as to which ones are asserted at any given time. In one place it may be protection against torture, in another place it may be the right to have children by means of state-of-the-art reproduction technology. The validity of universal or ‘relative universal’ human rights must not be reduced either because of the weakness of the United Nations and other institutions to monitor abuses or because this universality can be hijacked by politics and individual nations who seek to exploit human rights for their own improper ends. Indeed such challenges highlight the growing importance and increasing need for a value-based system that is both truly global and truly human.

Christians (2008) and Ward (2012; 2010a; 2010b; 2005) stress the concept of humanity in their work on global ethics and would argue that human rights are susceptible to hijack by relative societies. They point to certain values, which are universal to human existence and not to a society or an era, such as the sacredness of life and the protection from violence. These values are ‘pretheoretical’ or ‘fundamental presuppositions’ about what it is to be human (Ward, 2010b: 66). Christians (2008) refers to ‘protonorms’, which refers to the idea that these values lie beneath ‘the various authentic ethical languages and valuing across cultures’ (Ward, 2010b: 66).

The entire catalogue of human rights is hardly relevant all over the world at the same time, but one of the essential purposes of human rights is relevant everywhere: protecting vulnerable individuals and groups against outrages and distress. It is this philosophical framework, which can provide the underpinning for a global ethic that seeks common grounds to ‘unify rather than divide human societies’ (Tehrani, 2002: 58) and promotes a pluralism of content that reflects the true diversity and complexity of the world.

Local and national to global and universal: a co-existence

As Ward’s extensive work on global ethics illustrates (2012; 2010a; 2010b; 2005), international journalism remains firmly anchored to the notion of public interest (see Figure 1).

CREDIBILITY	JUSTIFIED CONSEQUENCE	HUMANITY
Truth-seeking: accuracy balance verification	Minimising harm	Serve the public <i>(as global citizens)*</i>
Independence: conflict of interest impartiality fairness	Providing public benefit	To protect civil and human rights
	Respect of privacy	To act as watchdog over authority
		To be accountable

*Italics indicate notes added by the author.

Figure 1: A Framework for Global Ethics (Ward, 2005)

However, as was discussed in detail above, a new global perspective is recontextualising and transforming the concept of publicity. Since the birth of modern journalism, ‘public’ has been tacitly understood as one’s own nation. Global journalism extends this concept, whereby ‘public’ evolves to encompass all citizens of the world to construct a ‘multi-layered structure of publicity’ (Hjavrad, 2001: 34). In this context, global journalistic practice is guided by ‘humanity’ (see Figure 1) and contemporary journalists become agents of this global public sphere, where they must therefore promote ‘non-parochial understandings’ of events (Ward, 2005).

This solicits a reformation and realignment of ethics, but it does not imply that news organisations ‘will (or should) ignore local issues or regional audiences... It does not mean that every story involves global issues or a cosmopolitan attitude’ (Ward, 2005: 16). Indeed the concepts included in the first two columns of the model above would be recognisable to most existing codes of ethics. Instead, this is about expanding editorial perspectives and changing journalists’ perceptions of their responsibilities in this new globalised world (Robinson, 2010), where stories take on increasing global implications. In other words, there is a co-existence, or a ‘multi-layered structure of publicity’ (Hjavrad, 2001: 34), where there is an acknowledgment that we live simultaneously in two communities: ‘the local community... and a community of human aspirations’ (Ward, 2005: 15).

If these aspirations are taken to mean a cosmopolitan world of peace and equals, and if these aspirations are to become realities, then some journalism scholars would argue that without a radical overhaul of journalistic practice, these aspirations will never be achieved (Shaw, 2012; Lynch and McGoldrick, 2005). Global journalism must therefore move beyond current models of practice that are for the most part ‘reactive’ in nature, in favour of a more ‘proactive’ (Shaw, 2012: 47) approach. Such a transition would not only seek ways to explain the issues arising from the new global context, but would also actively ensure ‘the promotion and protection of sustainable peace and human rights’ (Shaw, 2012: 50), which in turn breaks free from the conceptual framework of the nation-state to create a more cosmopolitan model.

Shaw’s model of human rights journalism (see Figure 2), which places the idea of attachment over detachment, empathy over sympathy and advocacy over neutrality is primarily concerned with conflict intervention (Shaw, 2012). By extension, however, Shaw’s theory can provide a basis for a normative and counter-hegemonic journalistic practice that goes well beyond the realm of conflict (Charles, 2013).

HUMAN RIGHTS JOURNALISM	HUMAN WRONGS JOURNALISM
Non-violence oriented	Competition oriented
Proactive in preventing violence	Violence/drama/evocative oriented
Exposes all human wrongs	Talk about ‘their’ human rights violations and ignore ‘ours’
People oriented, biased in favour of the vulnerable	Demonisation: focus on ‘them’, ‘others’, ‘enemies’
Holistic problem-solving both in the short and long-term	Focus on the immediate at the expense of long-term structural solutions

Figure 2: Human Rights Journalism versus Human Wrongs Journalism. A Model for Global Ethical Journalistic Practice? (Shaw, 2012).

The model is not without its critics, however and this approach raises a fundamental issue surrounding the notion of objectivity in journalism that divides both academics and practitioners alike. This is a debate that is perhaps best explored by the juxtaposition of two German academics. On the one hand, Kempf (2007) believes that a rejection of objective reporting will undermine trust. He presents objectivity, neutrality and detachment as a means of ensuring accuracy. On the other hand, Becker (2002) looks to journalism not only to report reality as it is, but also to create reality, set examples and call for actual change. This is what Shaw (2012: 78) calls 'diagnostic journalism', which aims not only to find out why something is happening, but also to provide lasting solutions. This is in opposition to what Martin Bell (1998: 15) has described as 'bystander's journalism', which reinforces the status quo of the powerful and dominant voices of society. Human Rights Journalism, in contrast, is 'a journalism that challenges' for the 'promotion and protection of human rights' (Shaw, 2012: 46). It is, in other words, a 'proactive and holistic approach, oriented towards problem-solving and interested not only in the problems of today, but also in those of tomorrow' (Shaw, 2012: 69).

Journalism education is therefore uniquely placed to nurture this deeply contested concept of global ethics and explore the evolving nature of alternative journalistic practice. As educators, we have a duty and responsibility to prepare our students for this era of global news, which is not only re-defining practice through its new international character, but is also 'chaotic' (McNair, 2006), 'networked' (Heinrich, 2011) and deterritorialised (Hjavarud, 2001; Berglez, 2008) in nature.

International journalism in the classroom: combining theory and practice

At Bournemouth University, international journalism is increasingly part of the curriculum for the BA(Hons) in Multi-Media Journalism. Second year units such as 'Global Current Affairs' and 'News Theory' encourage students to expand their horizons. The former aims to provide students with an understanding of globalisation 'in an applied, grounded way' (Gerodimos, 2012: 76) while the latter offers the opportunity to explore theoretical alternatives to the mainstream such as peace journalism (Lynch and McGoldrick, 2005) or human rights journalism (Shaw, 2012). Combined with our increased co-operation with professional organisations like One World Media, which aims to promote positive coverage of the developing world and offers travel bursaries to student journalists, it is therefore perhaps not surprising that growing numbers of final year students are expressing a desire to travel abroad, and sometimes to dangerous or even hostile environments, to complete their final year Major Multi-Media Project (MMP).

This article is therefore intended as an evaluation of the programme in place at Bournemouth University, which aims to prepare students for international assignment. The article has two dimensions: firstly, it examines a co-curricular workshop programme that has been devised to promote this global approach to journalism (actively encouraging and supporting undergraduates to pursue and prepare for trips abroad), and secondly it suggests how academics and practitioners can work with students to responsibly assess the potential risk of working in the international arena.

The programme in place at Bournemouth is entitled *The Search for Global Ethics: International Journalism, Crisis and Trauma*. It is currently delivered as an optional enrichment workshop programme, which means it takes place informally and outside of the normal

timetable. The aim is to fuse international journalism theory with international reporting practice. Real-life dilemmas cultivate global perspectives, which are formulated through a critical reflection of both a theoretical and practical nature.

The workshops, which take a thematic or issue-oriented approach to teaching and learning, consist of a series of scenarios and small peer-assisted group discussions around the issues of planning, risk assessment and global ethics. The workshops are divided into two sessions of two hours each, split over two consecutive days. The first session looks at assessing risk, planning and researching potential story ideas, while the second explores going undercover, notions of responsible reporting and dealing with trauma.

The workshops intend to offer a taster of the realities and potential difficulties of international reporting using the overarching theoretical model of human rights journalism (Shaw, 2012). A scenario based approach, which places the student at the centre of the teaching and learning process provides an opportunity to fuse theory and practice within a realistic global context. This approach is intended to foster a critical reflection that can both provoke an analysis of the validity of alternative journalistic practice, and also formulate an informed contribution to the ongoing debate surrounding global ethics.

Preparing for international assignment: balancing risk with duty of care

Most international assignments undertaken by students are safe and easy to risk assess. However, as student ambition grows and a global awareness is nurtured, an increasing number travel to places that would be considered hostile environments. As educators, we have a dual responsibility to keep students safe, but also to encourage their professional ambition. Balancing these two responsibilities can be a delicate issue, but it is one we must not shy away from if we are to empower global journalists of the future.

It is all too easy to refuse an assignment on the grounds of health and safety, without having properly and thoroughly considered the actual level of risk involved. This can be especially true in departments where staff may have limited experience of international reporting. It might also be the easiest way to shirk liability. It is worth noting, however, that a university's responsibilities for students working abroad is a grey area in legal terms. As part of the new risk assessment procedures designed alongside the The Search for Global Ethics: International Journalism, Crisis and Trauma workshop programme, we require that students travelling abroad sign a disclaimer accepting full responsibility for their own safety. This is following specific legal advice, though it must be stressed it is not an absolute safeguard against the university being held responsible should anything go wrong. However, this is about more than legal argument, it also places the student at the centre of the risk assessment process. The aim is to educate the students on how to weigh up the dangers involved, and to train them on how to ensure relevant and adequate control measures are in place.

It is also important to highlight that students are never 'deployed' on international assignment. The choice is theirs, and students obviously remain free to travel even when the university advises against it. What is important, is that we, as educators, empower our students to make an informed and responsible decision.

The disclaimer is just one part of an International Assignment Risk Assessment Protocol that has been devised as part of the workshop programme for both staff and students at Bournemouth University. It consists of three parts. Firstly, there is a pre-production secu-

rity questionnaire (which encourages the students to take responsibility for themselves and do further research on the potential challenges their individual projects might involve). Secondly, the protocol outlines details of potential pre-requisites for travel abroad such as adequate insurance from Reporters Without Borders or perhaps the Hostile Environment and First Aid Training (HEFAT) that is also offered as a co-curricular activity. Finally, students and staff are required to complete a specific and thorough risk assessment form that in addition to the regular questions about risk, enables a student to consider other more specific hazards like kidnap, terrorism and conflict. These new procedures not only help students fully assess the real risks involved, but also help the university decide whether or not it will 'support' such a trip. Again, it is important to stress that the university does not offer or refuse permission to travel abroad. Instead, we use the International Assignment Risk Assessment Protocol to work with, advise and guide the student, and ultimately decide whether or not the student can be supported in their endeavours. We trust the university's advice will prove to be a major influential factor in the student decision-making process.

Industry bodies that work with students and offer bursaries for overseas travel also see the risk assessment as the university's responsibility. Derek Thorne, from One World Media, says:

Duty of care is a grey area, although our view is we are not sending anyone anywhere – they are applying to go to places of their own volition... Another thing we do is get a reference from each student's lecturer. They have to give their approval of their project... This means that, in a way, we are passing the risk decision onto the university – if it's ok with the university, it's ok with us.'

The pre-requisites we now have in place as part of our Protocol are flexible, however – it will depend on the nature and destination of the trip. For example, one student last year completed her assignment in Colombia. Parts of this country are considered to be a hostile environment because of the country's armed conflict, but the student was not visiting these areas, was not covering the insurgency and so we decided the risk was moderate and did not make the HEFAT course a pre-requisite. Instead, support for her trip was conditional on a number of other factors, including adequate insurance and the agreement not to travel to areas affected by the left-wing insurgency. That is not to say that Colombia is completely safe, but the risk of being in the capital city compared to other areas of the country, which have Foreign And Commonwealth Office (FCO) travel advisories in place, was considered to be tolerable. Control measures like securing kit in the hotel, not travelling alone or at night and staying on public highways were among others that were considered sufficient for this specific trip. Another factor here is of course insurance. Any trip to an area that is under an FCO travel advisory means standard policies will not apply, but there are alternatives on offer, particularly one scheme from Reporters Without Borders (RSF), which the university usually enforces as a pre-requisite.

The risk assessment form also requires details of the student's own safety and security protocol for when they are abroad. They are required to draw up plans of how they expect to keep people informed as to their whereabouts. This is usually their friends and family, but sometimes this might involve university staff too. The nature of this protocol will again depend largely on the country and the activity involved, but it is important for students to realise that this is their responsibility and that people will need to know when or if to raise an alarm.

Carrying out risk assessment is also a major feature of the workshops themselves. Students complete exercises in small groups that allow them to explore the nature of risk, not

just in advance of a proposed trip, but also while already in the field. Students are introduced to the concept of risk assessment as a continuous process through scenario-based learning.

Students are also given advice as part of the workshops on how to recognise Post-Traumatic Stress Disorder (PTSD). Most journalists are trained how to spot this, but guidelines (drawn up by the BBC College of Journalism) are made available to those supervisors in the department who are not familiar with the disorder.

It is also worth noting that there is a wide range of sources available to help supervisors and students to assess risk. These range from FCO guidelines to journalistic specific security information from RSF, the Committee for the Protection of Journalists (CPJ) and the International News Safety Institute (INSI).

Some may question if universities can prepare students to the same standard as industry. Each institution will of course vary on the amount of resources and curriculum it can devote to this area, but we feel at Bournemouth we are developing procedures and courses that simultaneously empower students to decide for themselves, whilst allowing staff to guide the process responsibly. The university is satisfied that the protocols and pre-requisites we have in place are adequate, and also balance our duty of care with our desire to foster and support global ambition.

From problem-based to scenario-based learning: creating real ethical dilemmas in the classroom

Problem-based learning (PBL) has long been considered as an effective approach to education, mainly because of the emphasis it places on students as active participants in the teaching and learning process (Bridges, 1992; Boud and Feletti, 1997; Gilbert and Foster, 1998; Savin-Baden, 2000; Savin-Baden and Wilke, 2004). The PBL approach has been widely adopted in fields like medicine and electrical engineering for some time and is slowly being recognised as a useful method to fuse theory and practice in journalism education (Sheridan Burns, 1997 and 2004; Meadows, 1997; Cameron, 2001; Robie, 2002; Wright, 2012).

PBL is, however, a multi-faceted concept with various possibilities for the classroom. It can be just another method in a lecturer's toolkit for a particular class, or it can offer a more radical approach to structuring a whole unit or curriculum. Wright (2012) differentiates the specific approaches to PBL within journalism education. The first model empowers students to consider 'what they do and why they do it' (Sheridan Burns, 2004: 7). The second provides a context that reflects professional practice (Robie, 2002) and the third recreates realistic simulations of the news world (Burns, 1997; Cameron, 2001; Meadows, 1997) (Wright, 2012: 12). The Search for Global Ethics: International Journalism, Crisis and Trauma necessitates a fusion of these approaches and has therefore adopted a 'scenario-based learning' (SBL) method (Errington, 2010; Thomson, et al, 2010).

PBL creates opportunities that ideally spread over time and are usually methods for delivering entire modules (Meadows, 1997; Thomsen et al, 2010; Wright, 2012). SBL, which is arguably acknowledged as a more precise and distinct form of PBL, is seen conversely as an 'integrated part of the entire course structure' (Thomsen et al, 2010) and is therefore more suited to activities that are constrained by time, like the workshop programme. Furthermore, Thomson et al. (2010) offer a more nuanced conceptualisation of the various approaches to inquiry-based learning and suggest that PBL has a predeter-

mined outcome (Thomsen et al, 2010). Conversely, SBL is much more open in the way it encourages students to explore issues and potential resolutions. SBL requires that students engage in a 'discussion task' or 'action tasks' (Gilbert and Foster, 1998: 245). Problems can be quite abstract in nature, whereas scenarios on the other hand are much more real and develop a 'lived' experience (Sheridan Burns, 2004: 5). Thomsen et al (2010) highlight two characteristics of SBL: firstly, that they require the students to draw upon previous experience and knowledge, and secondly that the scenario places students in a realistic situation (Thomsen et al, 2010). Such an approach consequently creates opportunities for an enhanced reflective practice (Errington, 2003; Errington, 2010; Thomsen et al 2010; Kolb, 1984), which in turn engenders a potential for a much 'deeper' (Entwistle, 1981) understanding and learning process. Students are expected to reflect before, during and after scenario engagement. This 'reflection in action' (Schön, 1987) draws on a student's theoretical and practical knowledge, which inspires a real-world response based on the interrelation of these two elements and can foster a life-long attitude to learning. Indeed SBL is much more experiential in nature than other forms of PBL. The fusion of theory and practice required by SBL dictates a 'sink or swim' approach (Cameron, 2001: 144) thus reflecting 'the real way in which knowledge is generated in the world' (Meadows, 1997: 98).

Research in the medical field has found that SBL can result in real cognitive academic achievements (Moust et al, 1989). The wider PBL approach is usually tied to notions of constructivism, but the enhanced experiential potential of SBL also has strong cognitivist elements. Sheridan Burns outlines how critical reflection is the 'cognitive bridge between journalism theory and professional practice' (Sheridan Burns, 2004: 6). Furthermore, in a highly charged situation that is dealing with kidnap or other elements of trauma, SBL has certain roots in situated cognition theory (Hung, 2002) and by implication can additionally develop a learner's awareness of meta-cognition (Richardson, 2003) thereby enhancing a student's 'self-efficacy' (Sheridan Burns, 2004: 6). Ethical dilemmas can be quite personal and emotive in nature and how a student reacts to particular scenarios will depend largely on their worldview. Sheridan-Burns employs a 'blocking the exits' strategy that encourages students to face up to and deal with difficult questions (Sheridan Burns, 2004: 13). She notes that students sometimes exhibit a tendency to avoid complexities, especially when there is no single correct answer. SBL in small groups prevents this, however, and necessitates a solution, thus 'blocking the exits' (Sheridan Burns, 2004: 13). Students discuss and reach solutions through their own individual reflection and cognitive abilities, but also by reflecting on the experiences of their peers. This draws on Vygotsky's (1978) constructivist notion that engagement with others improves thinking. Students through small group discussion have the opportunity to stretch each other.

Savin-Boden and Major (2004) highlight four distinct groups associated with PBL: 'tutor-guided', 'collaborative', 'reflexive', 'co-operative' and 'action' (Savin-Boden and Major, 2004: 71). The SBL approach encompasses elements of each of these. Indeed this article would argue for a synthesis of approach to group work under the umbrella of SBL if students are to be encouraged to think both creatively and critically.

Peer-assisted scenario-based learning

Peer-tutors are employed to lead the small group discussions as part of The Search for Global Ethics: International Journalism, Crisis and Trauma. The tutors are students returning from international assignment, which means they can share their own personal experience.

riences with their peers. Theoretically-speaking, peer-tutoring is firmly grounded in the social constructivist approach to learning. Supported or 'scaffolded' interaction within the tutee's 'zone of proximal development' remains a cornerstone of this concept (Vygotsky, 1978). The primary concern in an SBL setting is the recognition that peer-assisted learning is a bi-directional process, which can ultimately lead to a 'deeper' learning experience (Entwistle, 1981) for all students.

Learners tend to be inspired by the experience of their peers (Topping, 1996) and cognitively, it provides a further opportunity for the tutors themselves to fully reflect on their own experiences (Bruner, 1963; Gartner, Kophler and Reissman, 1971 in Goodlad and Hirst, 1989). These latter two reasons – like many arguments in favour of peer-tutoring – have been developed from Gestalt theories of psychology. Bruner (1963) showed that tutors can struggle to make their knowledge meaningful to the tutee, and thereby have the opportunity to reflect on their own learning process, the so-called 'learning by teaching' approach (Topping, 1996). Furthermore, peer-tutors can develop their sense of personal adequacy and reinforce their existing knowledge (Goodlad and Hirst, 1989).

Conversely, tutees can be more easily 'reached' by their peers (Goodlad and Hirst, 1989). In other words, peers may be better equipped than professional lecturers to both appreciate the tutee's difficulties (De Volder et al 1985; Goodlad and Hirst, 1989), but also to explain issues in a context that can be more easily understood.

Peer-tutoring can be problematic if being applied across a whole unit or curriculum. It can be difficult to monitor and assess, especially if there are large numbers of students involved, but for the purposes of the workshops, which do not assess the participants, it is a valid and effective technique and has been much appreciated by those involved – both tutors and tutees.

Reflecting on the workshops: implementation and evaluation

The pedagogical approach explored above is intentionally student-centred. The aim is to empower students to feel able to undertake an international assignment whilst simultaneously encouraging them to adopt a more global, cosmopolitan approach to their ethics and storytelling.

The workshop format enhances interactivity, especially with the involvement of peer-facilitation (Preszler, 2009). Workshops that include peer-discussion can therefore increase student engagement and learning. The sessions are also informal and held in the university screening room to avoid a traditional lecture or seminar setting. Food and drink are also provided. Students feel relaxed and as a result are able to move around and interject freely. The objective is to treat them as young professionals and provide an inclusive learning environment that matches the sincerity and authenticity of the material they are engaging with.

The sessions start with the peer-tutors (current third year students) showcasing the work they have already filmed abroad and are in the process of completing for their Major Multimedia Project (MMP). This has an obvious impact in social constructivist terms (as outlined above) and students can realise their potential. As one student wrote in their feedback, 'This shows we are good enough to do this type of reporting.' The screenings are followed by semi-structured whole-group Q and A sessions. This is a delicate balance between allowing students the freedom to ask and explore anything they want with ensuring that key concepts of theory and practice are introduced. It is important to brief peer-tutors

beforehand about the relevant themes from their own personal experiences that they are expected to explore with the tutees. That way, they can maintain a relevant focus during discussion. For example, each peer-tutor has individual experiences that are matched to particular themes like problems with kit, or dealing with difficult interviewees, for example. The semi-structured discussion is therefore student-led, but the member of staff must be prepared to facilitate and redirect discussions around key areas. Those used to didactic teaching methods can struggle with SBL (both staff and students), but as Wright (2012) and Tan (2004) have suggested, guided 'scaffolding' (Vygotsky, 1978) can be introduced through 'manageable chunks' (Wright, 2012: 13) to offer the students (and staff) some structure. Indeed the workshop programme at Bournemouth University has been devised with this in mind. The experience of the sessions shows the necessity of structure or semi-structure to the learning process. For example, students may raise legitimate queries that have not been included in the programme content. It is a delicate balance between allowing the discussion to develop 'freestyle' and ensuring key material is covered. Lecturers may find this approach difficult. It is very much hands-off, but it is important to remember that the lecturer is there to guide and 'facilitate' the learning process in an SBL environment and not dictate it (Sheridan Burns, 2004: 11).

This environment can be particularly conducive to discussions around ethics, which are usually subjective and contextual in nature. Using the human rights journalism framework (Shaw, 2012), students are able to engage with key theoretical debates and apply these to practice. For example, those returning from abroad spoke of difficulty in being neutral or detached when confronted with victims of violence or trauma. They were challenged by those in the group (who interestingly had not yet been abroad) about credibility in this situation. One student equated taking sides or a journalism of attachment (Bell, 1998) with irresponsibility, for example.

One of the biggest issues of SBL can be the authenticity of the problems or scenarios themselves (Hoffman and Ritchie, 1997; Cameron, 2001). For SBL to be effective, the scenarios must be authentic. The Search for Global Ethics: International Journalism, Crisis and Trauma uses a combination of multi-media resources for the scenarios, including those prepared in the teaching resources available from One World Media, and some designed from the author's own professional experience. The student response to this real-life element, which is the most important factor of SBL, is overwhelmingly positive: "The scenarios offered clear examples and allowed us to follow through things step-by-step. It made the content in-depth and real," said one student in their feedback. "It was great to see real-life experiences and talk through real life dilemmas. The videos made it real," said another. This authenticity could not have been achieved as effectively without the use of audio and video. Both Cameron (2001) and Hoffman and Ritchie (1997) advocate the use of multi-media in the search for authenticity and argue that audio and video have a stronger and deeper cognitive effect on the student, which would be supported by the above feedback.

This authenticity also generates an emotional aspect. Some students find the dilemmas genuinely distressing and their feedback shows the metacognitive powers of SBL. The workshops clearly force the students to question their own character and personalities. The feedback response ranged from: "I want to go abroad, but I'm not sure I'm the right person for this work now," to "I now realise I can expose injustices to the world through my reporting," and "This is my first insight into life-changing journalism, in the practical sense and now I am inspired to do more." However, students are also realistic and very mature about reporting abroad in difficult circumstances: "This gave me an insight into

the social and emotional responsibilities of journalism. Now I can make an informed decision about going abroad.”

The authenticity of SBL allowed students to emerge themselves in the particular dilemmas presented. In their feedback, many claimed to have been ‘lost’ in the moment, but this provoked ‘raw’ discussion, according to one participant. Students were able to formulate their own views on ethical dilemmas, and while many agreed some mainstream journalism could be described as being too closely associated with national identity (Nossek, 2004; McNair, 2006), many also had difficulty with the thought of detaching themselves from the notion of objectivity. Whilst there appeared to be general agreement about a greater need to understand the world in its new globalised context (Gerodimos, 2012; Christians, 2008; Ward, 2005), and how the role of journalism might be perceived as central to this (Shaw, 2012; Lynch and McGoldrick, 2005), there was an overall reluctance and hesitancy to accept that journalism is potentially not only responsible for fostering social change, but also actually able to do so. As one student explained, “The way we do journalism is so ingrained that to think of alternative ways is difficult”. Another wrote, “I’m leaving this workshop with so much to think about. I’m not only questioning what journalism means, but also how I really see the world.” Only a handful of participants seemed more determined: “Journalism is in crisis. We need to change the way we do things, and now we know how.”

The workshops contain an ambitious amount of material to explore, especially within the allotted timeframe, but the results have been extremely rewarding. A sustained and whole unit based approach to SBL and international journalism would undoubtedly be an enriched and charged educational experience that could also provide the opportunity for further research.

The scenarios used in the Bournemouth University programme (although authentic) are also classroom based. For an even more ‘action’ approach (Gilbert and Foster, 1998), it might be better to consider the real-time use of role plays which involve professional actors, like the ones used by the DART Centre with their trauma training programme. If being used to formulate a whole unit on international reporting, SBL could be spread over time and students could produce material for assessment. This would require a great deal of planning, however, and throw up a whole set of separate issues. It would place a great deal of strain on staff and the university may also lack the resources required, but it would undoubtedly have both a ‘deep’ (Entwistle, 1981) and ‘authentic’ (Cameron, 2001; Hoffman and Ritchie, 1997) impact on all those involved.

Conclusion

This article has set out to highlight the responsibility of journalism education to actively endorse and cultivate a more global outlook in the classroom. Globalisation and a subsequent increasingly interdependent world are forcing an evolution of current journalism practice. It is argued that new forms of international storytelling must be underpinned by a global ethical approach that redraws the notion of ‘public interest’ and redefines the concept of publicity by extending it from the nation-state premise to include all citizens of the world on an equal basis. It suggests that a more cosmopolitan journalistic practice grounded in the universality, or ‘relative universality’ (Donnelly, 2007) of human rights, like that constructed and advocated by Shaw (2012), could be a starting point for student journalists (and professionals alike) as they engage in debate surrounding the formulation

of global ethics.

The application of a real-life scenario-based learning approach that is both active and reflective in nature immerses students in a simulation of professional experience and allows them to engage in a fusion or synthesis of theory and practice, which also nurtures a life-long attitude to their learning. The recognition of interdependence between theoretical and practical perspectives inspires a critical analysis of what journalism should be, but also of what it can be. Consequently, students are able to engage in debates surrounding the call for global ethics, but are also able to contribute to a potential formulation of alternative journalistic practice.

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Tales of the unexpected: skills and attributes successful graduates of a combined journalism course felt had improved their employability

Sharon Maxwell-Magnus

In a previous edition of the AJE Journal, Cathy Darby (2012) examined what skills the next generation of professional journalists will need. But not everyone who studies journalism will become a journalist or even want to do so. So what skills do former students who took a course in journalism value about that course in relation to their employability, particularly those in graduate level jobs?

This small scale study focused on a combined degree course (with journalism as a core component) at a post 1992 university. The aim was to find out what skills and attributes, taught through the course, graduates who had obtained graduate jobs (according to the SOC definition of Elias and Purcell, 2004) felt had enhanced their employability. This is against a background where figures from the Higher Education Statistics Agency show that 36% of first degree graduates are in non-professional jobs six months later (see Grove, 2013).

Yet, for the majority of students—and their parents—a degree is regarded as a passport to a better job. This is evidenced through both small-scale studies (Newstead and Hoskins, 1999) and more extensive examinations (Purcellet *al.*, 2005), which show that one of the major reasons students choose to go to university is to obtain a higher-status and better paid job. It was hoped that if the author could discover which skills and attributes graduates valued most in terms of employability, more emphasis could be placed on them so that future graduates would become more employable.

Background to the course and the university

The University is a post-1992 institution which, like many others, has taken an active role in the widening participation agenda. According to HESA (2010), 40% of students come from working class homes - at Cambridge it is 12.6%. The Journalism course sits

within the department of Humanities and can be taken as part of a wide range of joint or combined degrees or as a minor. The emphasis is on practical journalism rather than on Journalism Studies and this study did not attempt to engage with the debate, best articulated by Deuze (2005), as to what journalism is in terms of ideology.

Methodology

Around forty students each year now graduate with Journalism as part of their degree at this institution. Out of these around fifteen to twenty each year are international or EU students. However, this study focuses on home students. This is partly because they form the majority of students and partly because of the difficulty of taking into account a huge variety of labour markets and different cultural expectations for international students in terms of employability. For similar reasons, those who had also taken an MA were excluded as the study was looking at the skills and attributes of the undergraduate degree alone.

This study is qualitative partially because, as Freebody (2003: 35) says:

To put it bluntly many educational researchers came to feel that research activities structured through the logics of quantification leave out lots of interesting and potentially consequential things about the phenomenon—interesting and consequential, not just in terms of the concerns and understandings of educators, but also in terms of the richness of the accounts of educators' experiences.

Furthermore, at this university 35% of graduates in the combined areas of Information Studies and Communications (which bundles most of the available Humanities and Media courses together) are in graduate jobs within six months of graduation (Unistats 2012). Given these statistics, it would be very difficult to undertake a quantitative study, as the possible cohort of home graduates across a three year period numbered around eighty of whom around half were likely to be in graduate level jobs.

Graduates were traced on Linked In as access to their data, after graduation, is restricted. This presented a variety of challenges as some graduates who had job titles that fitted the SOC classification were actually in unpaid internships or after initial inquiries, had left to go travelling. In total, 33 graduates were asked if they would consent to be interviewed for the study, of whom 13 initially agreed but with only 11 completing the interview. They were asked to define their job classification. Three defined themselves as journalists. One was a section editor on a B2B magazine, another was a feature writer on a B2B magazine and the third was a deputy editor, also on a B2B magazine. Three worked in PR (one as a press officer, one in a large PR agency and one in internal communications), two saw themselves as social media managers (one was a community manager, the other a digital executive), two were in marketing for large institutions and one was a copywriter for a small business.

The study is qualitative and interpretative: it is “*a collection of cases studied in depth to provide educational actors or decision makers with information that will help them judge the worth and merit of policies*” (Steinhouse, in Bassey, 1985: 45). This description reflects the aims of my study in that it was hoped to find out what employability skills graduates and tutors feel the undergraduate journalism course is transmitting effectively and how to increase them.

The category of method selected was interpretative case study research using standardised interview technique and following the guidelines set down by Yin (2003: 34) with the proviso that this study has not yet been repeated. The method of analysis was largely contextual according to Ritchie and Spencer's view in Bryman and Burgess (1994) of contextual analysis as looking at the nature of experience and perceptions. While the small scale of the study would necessarily limit its applicability generally, it was hoped it would provide some pointers as to how graduates perceived their degree had—or indeed hadn't—improved their employability.

Employment or employability?

Graduates were interviewed as about what skills and attributes gained from the degree in general they felt had enhanced their employability and what, if any unique skills or attributes, they had gained from the journalism course that had also improved their employability.

However, this assumes that employability is easily defined—which is not the case. The definition used by my university is that of the Higher Education Academy (2012):

A set of achievements--skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

Pegget al (2012:7) also stress:

It is important that we make a distinction between employment as a graduate outcome that may be measured and used with the information published by universities and the issue of pedagogy for employability which relates to the teaching and learning of a wide range of knowledge, skills and attributes to support continued learning and career development.

However, the graduates do not share this view. All eleven saw employability as having the right skills to land and continue to work in particular jobs. Nor did they view it in the wider terms of benefit to the community. For instance:

I know it's hard to get jobs now, but I've been invited for interviews, they [his company] liked the CV and I do feel I have what [the skills] they want to get on from here, so, that's it for me, that's what employability is about (Graduate H, community manager)

Employability is about you having the right skills—and the right experience—to get the job you want (Graduate D, B2B journalist)

It means having the qualifications and skills that will get you a job and presenting yourself in a way people want to hire you. I've been fortunate in that it worked out for me and I know it can be tough to get a job, but that does depend on what you are willing to apply for and the effort you put into those applications (Graduate M, marketing).

All three students working in journalism had obtained their job as a result of interning during university at their respective publications, as had one of the graduates who worked in marketing. Three graduates had obtained their jobs through networking and four had replied to job adverts. This is in line with the findings of Blasko et al (2003) that a major means of finding employment for graduates was employment networks developed at university (including work experience).

Skills and attributes gained from the journalism course

The main benefit of the journalism course - cited by nine out of eleven of the graduates - was a growth in confidence. One student also felt that confidence had been a benefit of the degree in general. Interviewing skills were felt to be particularly confidence enhancing, although few had appreciated that at the time.

My parents feel the degree has been the making of me in that I am so much more confident. And a lot of that was down to the journalism. I found myself interviewing people I would never have imagined myself speaking to. And when you manage it and it goes well that does give you a real boost. My last interviewee was a survivor[of genocide] and we kept in touch until her death last year. (Graduate R, now working in marketing)

I deal with a lot of high level people... They are used to dealing with more senior experienced people and that's an extra challenge... but I got confidence [from journalism] because you go out and have to find people to interview and you've never met them before and it's nerve wracking, but you learn to do it, so you know you can do it.(Graduate H, community manager)

I wouldn't say I enjoyed the interviewing because I didn't. But now it's something I do every day, interviewing, networking, making contacts. But I know I can do it because it was something I did on the course. (Graduate L, deputy editor, B2B magazine)

Interestingly, the only student who didn't mention confidence as an attribute gained from the course, was also the only one who enjoyed interviewing, which he put down to being both confident and sociable to start with. Otherwise, the former graduates mentioned that at the time, they had felt that interviewing was challenging, sometimes too much so, but that being forced to interview people unknown to them and from a wide variety of backgrounds and stories had actually given them a confidence in their oral communication which they had lacked before.

This reflects the quantitative findings of the Futuretrack Survey (2013:26) which shows that only 40% of students believe their degree course enhanced spoken communication skills although 90% used these skills extensively in their work. If more extensive research were to replicate my findings, this would be a major selling point for journalism courses because they enhance a skill which a wide variety of employers value a great deal but which most graduates do not believe was sufficiently emphasised by their own degree course.

The use of confidence as a way to enhance effectiveness is increasingly being acknowledged in employability literature. As Pegg *et al* note, "learning and raising confidence, self-esteem and aspirations seem to be more significant in developing graduates than a narrow focus on skills and competences"(2012:9).

The value of news

Another major attribute students felt they had gained from the course was an in-depth knowledge of current affairs, with all students saying they had read newspapers and magazines regularly during the course—although many had not done so before starting it.

Graduate B, working as a press officer, felt that, "in my work, knowing what a story is

and what is likely to interest journalists is vital. And that is something that, for me, started with the course.”

Enhanced communication skills

When it came to skills, the main ones cited were enhanced writing ability through learning to write in a wide variety of formats and styles (ten out of eleven) and research skills (seven out of eleven).

When I go to interview now I always say my main skills are reading, writing and research because that is what I gained. (Graduate M, marketing)

I write across a variety of platforms but whatever you are writing you need to be clear and have good grammar and that was something the tutors really emphasised. (Graduate E, digital manager)

Advanced communication skills are rated as important by employers, both in selecting employees and being important constituents of the job. This is demonstrated in studies ranging from the CBI/NUS *Working Towards Your Future* report (2011), a study of 75 international employers by P+layfoot and Hall (2009) and by Hinchliffe and Jolly (2009), whose report found that employers rated communication skills as second only to personal qualities such as trustworthiness. De Cock and Blaagaard's (2011) study of what skills the journalism employers of MA journalism post-graduates in the UK and Belgium looked for also found that good writing and good communication in general ranked higher than IT skills.

The main benefits of the degree overall

All the students felt that the main employability benefit of the degree was having the degree, regardless of how many skills or attributes the actual degree conferred.

At work there are older people doing a similar job and they don't have a degree. But my research skills are much better so I'm off to a faster start. I don't think you could get the job I hold now without a degree even though you could years ago. (Graduate M, marketing)

My brother and sister don't have degrees and they are doing fine. But the job I do now advertised for someone with a degree and so you have to have it. (Graduate F, internal communications)

All of the graduates had either a first, (four graduates), or a 2:1. This tallies with research from the Association of Graduate Recruiters which found a 2:1 is now considered to be an essential requirement for 76% of all graduate jobs according to the Association of Graduate Recruiters (2012). All were in graduate level jobs and all felt generally positive about their degree programme. However, when it came to the actual skills acquired during the degree, students differed widely as to what they felt they had learnt. Six cited time-management and organisational skills as being the most important, three felt that the ability to communicate in a wide variety of ways (e.g., through presentations, essays and articles) had been most beneficial. Two felt that acquiring the ability to learn independently had been most important.

However, none spontaneously cited intellectual attributes such as reflection, analysis, evaluation or critical thinking so after the first two students had failed to mention these attributes, subsequent students were asked about them. Interestingly, when asked if these skills had been developed by the degree and if they used them in their normal working life, eight out of eleven felt that the ability to analyse was important.

Social media is a new field and so we are always analysing what works and doesn't work, so yes, analysis is very important. (Graduate E, digital manager)

I was never very sure what the difference is between all those [evaluation, critical thinking, analysis and reflection] but as the job has grown I spend increasing amounts of time analysing the media so analysis is very important. (Graduate Z, PR)

I think that's an academic thing isn't it. My boyfriend got a first and still can't get a job, so I am not sure those skills help.(Graduate F, internal communications.)

There are a whole host of reasons why students might not have named these areas as important spontaneously. It may be that they regard “skills” as more vocational or practical than ways of thinking. It may be that they were never made aware of the overt link between these intellectual areas and how they are applied in employment or it may be that they are so firmly embedded through the university experience that graduates do not realise consciously that they are using them. This would be the position taken by Schon (1995:60) who regards the working life of the professional as ‘knowing-in action’ and adds: “knowing in practice tends to be increasingly tacit, spontaneous and automatic thereby conferring upon his clients the benefits of specialisation.”

In other words, the graduates are so used to critically assessing and analysing statements, data and evidence that they no longer realise they are doing so. This would certainly reflect the position of the eight graduates who did feel that analysis, in particular, was an important skill but only mentioned it when prompted.

Single or More?

None of the graduates wished they had taken a different or even single Honours degree, although one or two had originally intended to do so:

I wanted to do journalism but my parents felt that having English as well as a back up would be a better option. (Graduate R, marketing)

I always liked reading newspapers, but then I always loved English so when I saw the course I thought, that's it, that is the one for me. (Graduate L, B2B journalist)

Graduates believed that work experience should have been intrinsic to the course, not a voluntary add-on.

When asked what might be done to improve the course, nine out of eleven graduates believed that the most important improvement was not the addition of extra or different skills within the course, but that work experience should have been embedded within the course itself, rather than undertaken on a voluntary basis. (The other two believed there should have been more emphasis on social media). All the graduates who had been interviewed had undertaken considerable journalism and/or PR work experience either during

holidays, term time, or both. They contrasted their own success with students who had either been unable to afford to take as much work experience because it was unpaid, or who had been disheartened by repeated rejections. The internal communications specialist, for instance, contrasted her current job with a friend still working in a fast food chain who had not had work experience but who had originally wanted to be a journalist. The community manager contrasted his with that of a friend who had an MA, but had considerably less relevant work experience and was in a lower paid job:

I had money saved.... so I could afford to take the time and do it (six weeks of unpaid internship), but I know plenty of people who would have lost the job they needed if they had to do that.(Graduate D, B2B journalist)

Indeed, as Milburn (2012) points out, journalism relies on an army of unpaid work experience students working for long-stints unpaid at junior level in several jobs, something which has made it, according to his report, one of the most socially elite professions in the country. However, the value of unpaid work experience in terms of enhancing long term career prospects is revealed by findings that a graduate who has some period of unpaid work during a degree course increases the likelihood of gaining a graduate job by one and a half times (Futuretrack, 2013 pxxii).

The graduates also felt that having work experience had dissuaded them from intended career paths that might not have worked for them. One decided not to be a journalist after being asked to interview a severely traumatised family while undertaking work experience:

It made me realise that I didn't have what it takes for news journalism. I love the writing, but that, talking to people who were so upset, it wasn't, it just wasn't for me.(Graduate B, copywriter)

Another graduate, who had worked for a prestigious magazine with an initial view to working for them or a similar publication, commented that this had been fun but was “not a job for a grown-up”. The benefits of work experience in widening students’ horizons have been noted by Holmes and Nice:

For every workie who finds that working on a particular magazine would be their dream job, there will be another whose eyes will be opened to working on a magazine or in a sector they will not have contemplated (2012:73).

As a result of this research, it has been decided to introduce a specific module which includes ten days of work experience, taken in one day chunks. Although placements are likely to be unpaid, the length of time is within the university guidelines for unpaid experience.

Conclusion

While the value of this survey is clearly limited by its size and its relevance to a particular course, it does reveal some interesting indicators—backed up by statistics from much larger surveys such as the Futuretrack (2013) study of how graduates view the skills learnt from particular types of degrees.

In particular, the finding that interviewing was regarded as particularly valuable in en-

hancing confidence in all types of oral communication - itself highly valued in the workplace - was unexpected. At the same time, the author was surprised that the graduates did not name the traditional academic skills of critical thinking, analysis and reflection - all of which tutors believed the journalism course focused on - to be particularly valuable.

The benefits of professional work experience, and the drawbacks of so much of it being unpaid, is a well-documented subject, but one that was reflected in the graduates' own experience and which tutors will have to address if those coming from poorer backgrounds are not to be disadvantaged in the race for graduate jobs. There is plenty of work to be done on how journalism skills are marketed both to students and to employers but this study does provide a few pointers.

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Trauma journalism education: teaching merits, curricular challenges, and instructional approaches

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This study uses mixed methods to examine the state of trauma journalism education at journalism programmes. The survey of 623 faculty members from the Association for Education in Journalism and Mass Communication (AEJMC)-accredited institutions reveals a gap in training that leaves prospective journalists ill-prepared to cover domestic and international violence and disasters. An analysis of journalism curricula shows most universities, if they teach trauma journalism at all, do so only in an introductory manner while covering other subjects such as interviewing and ethics. Finally, qualitative interviews with journalism faculty and professional journalists who have covered trauma provide further context supporting the need for specific resources. The study offers recommendations for supporting trauma journalism education and introducing it to journalism curricula.

Keywords: journalism education, trauma journalism, news violence, war journalism.

In The Consequences of Modernity, Giddens (1990) depicts a runaway-juggernaut image of the contemporary world, in which “risk and danger...have become secularized along with most other aspects of social life” (p111).

He argues that existing in such risk society leads to being constantly conscious of the “inevitability of living with dangers”—life-threatening and remote from human control (p131). The appalling picture is not unrealistic. The Center for Research on the Epidemiology of Disasters has recorded an increasing number of disasters worldwide. During the decade of the 1970s, 1,230 disasters were registered; the figure was 2,856 in the 1980s and 4,790 in the 1990s. There were more than 3,000 disasters reported between 2000 and 2003 (Vasterman, Yzermans & Dirkzwager 2005). In this risk society, journalists are among the groups directly confronting traumatic events, particularly in countries where the news industry ethos reflects the age-old media trope “if it bleeds, it leads.”

Tasked with detailing historically significant events, journalists are expected to transmit images and accounts of war, death, destruction, turmoil, and despair (Dworznik 2006; Ricchiardi 1999a, 1999b, 2001). But their role as arbiters of information across the world does not come without a price—these events can create experiences of vicarious trauma, for the journalists covering them, for the victims and relatives enduring the spotlight, and for the audiences following them. As instances of conflict, violence and destruction remain prevalent across the globe—from war, conflict and terrorism to violent crime, domestic violence and natural disasters, more and more of the news hole is filled with news about trauma, victims, and violence. In light of these circumstances, this study provides insight into whether and how aspiring journalists enrolled in US journalism programmes are prepared to cover instances of trauma and violence.

Recognizing that most journalists will cover domestic tragedy, international violence or natural disasters at some point in their careers, scholars now increasingly understand that “journalists bear an affective and psychological relation to the scenes and people they cover, counter to the professional ideologies of detachment and distanced observation” (Rentschler 2012, p448). This becomes more critical with the increased emphasis on spot news and “at the scene” coverage for higher ratings, which makes journalists report on more tragedy and violence than they did in the past (Schwanbeck, 2004).

Adopting the position of “first responder,” journalists are not only witnesses but also liaisons and representatives for traumatized victims and loved ones. As such, journalists must have an arsenal of coping methods that allow them to remain resilient (Buchanan & Keats 2011; see also Simpson & Cote 2006). This especially applies to fresh graduates and young reporters who often start out at small news organizations for which death and tragedy are big-time news (Park, 2007). In a study of journalism graduates, Johnson (1999) found that recent graduates were the most susceptible to strong emotional reactions when covering trauma. Habits of coping, which rookie journalists may not have been taught or have yet to develop, become either “helpful or a hindrance for journalists’ psychological and physical health” (p128). Health risks that result from such unhealthy coping mechanisms range from developing PTSD to abusing drugs, alcohol, and tobacco, but also include giving in to anger and anxiety, isolating themselves, becoming workaholics, desensitized, constantly crying, and so on (Feinstein 2004; Freinkel, Koopman & Speigel 1994; Matloff 2004; Newman et al 2003; Nieman Reports 1999; Norwood, Walsh & Owen 2003; Simpson & Boggs 1999; Simpson & Cote 2006). Moreover, journalists with greater exposure to work-related traumatic events hold more negative views of their

job and the world (Pyeovich, Newman & Daleiden 2003).

Journalists are not the only ones who need protection in moments of violence or crisis. Studies have shown that how a journalist covers traumatic events can exacerbate harm or re-victimize those involved. Kay, Reilly, Connolly and Cohen (2010) studied the implications of media coverage in a Canadian community after the murder of a teenage girl. They found the media's coverage, intrusive presence, and perceived insensitivity made community members feel alienated, angry, and violated (2010). Even more telling, the authors found that "intense ill-considered media coverage can actually do harm to individuals and communities" (p430). As storytellers and witnesses, journalists must consider both their own and others' emotional well-being. There is also a flip side. When media coverage is sensitive to the community, it can be helpful for the survivors. Seeing one's experience reported in the news can help one to reconnect with her or his life and with the community (Sykes 2003). It can validate feelings of disempowerment and anger. In turn, it can help with the recovery process, both at an individual and community level (Kay et al 2010, p434).

Today, media outlets are increasingly aware of the need for trauma training. While still an afterthought for many outlets in the U.S., European news organizations such as AP, BBC, Reuters and ITC make hostile-environment training mandatory for foreign correspondents (Lyon 2006; Ricchiardi 2002). For US media who have instituted trauma training, the focus largely remains on preparing reporters for war zones, or, more recently, dealing with domestic terrorism. After the 9/11 attacks, which awakened journalists to the psychological hazards of their work (Feinstein 2004), New York's daily newspapers, along with the Washington Post, Reuters and the Associated Press, began offering counseling or providing support groups for staff members (Ricchiardi 1999b; Strupp & Cosper 2001). During the build-up to the 2003 invasion of Iraq, the BBC prepared its war-bound correspondents with trauma training and pre/post-assignment assessments (Simpson 2004). In 2000, a Montreal reporter founded Newscoverage Unlimited aimed at training journalists to help each other with PTSD, depression or drug dependency (Sibbald 2002).

University-led training programmes that focus prominently on trauma coverage are rare, though programmes at the University of Washington and Michigan State University are relatively robust (Dufresne 2004; Dworzniak & Grubb 2007; Johnson 1999; Maxson 2000). Michigan State University's Victims and the Media programme introduces trauma in entry-level reporting classes, followed by interactions with victims and survivors in upper-level courses. At the University of Washington, the advanced reporting course spends two weeks exploring journalists' reactions to covering trauma (Maxson 2000). Here, instructors closely monitor role-playing sessions, and students discuss the effects of traumatic situations on them and on the victims. Despite the value of trauma training and rehearsals, the advantage of teaching trauma journalism has not been broadly recognized by most journalism schools, possibly due to the lack of information, time, and money (Johnson 1999).

Nevertheless, limited studies show trauma journalism training helps journalists prepare for and process covering trauma and violence. In 1998, the University of Washington interviewed 41 graduates who worked in journalism; only fourteen had participated in trauma training. Of those who reported participating in training, journalists commented that it not only helped prepare them psychologically, but some also reported the training helped them produce a better story because they were able to relate to victims and survivors (Maxson 2000). Still, on-the-scene reporting is only half the battle. When journalists write trauma, they are not merely documenting it for historical purposes—they are often

reliving it (Rentschler 2010). Trauma training, then, requires education on reporting, interacting with victims, and self-care after the event.

Considering that professional journalists are often unlikely to seek formal help for trauma-related distress (Greenberg et al 2009) and are likely—especially in the case of war journalists—to experience significant psychiatric difficulties (Feinstein et al 2002), proactive training and education to prepare journalists for the worst situations becomes paramount. In a study of 124 employees at an international news organization, Greenberg et al (2009) found that those who do seek to ameliorate negative effects associated with covering trauma most often turn to family or friends, placing “the burden of care on informal networks to manage distress” (p547). Best practice should utilize both training and debriefing to keep journalists field-ready and to protect news audiences, trauma victims, and the journalists who cover them.

Because research on trauma journalism education programmes has focused on a select few programmes, a comprehensive report on the scope and quality of trauma journalism education does not yet exist. This study seeks to fill this gap and highlight the importance of trauma journalism education by answering the following research questions:

RQ1: How do accredited journalism programmes in the US teach trauma journalism?

RQ2: What are the obstacles that impede trauma journalism teaching?

RQ3: How do journalism professors and journalists view the merits of trauma journalism education?

Methodology

This study used a mixed-methods approach, combining surveys, curricular analysis and qualitative interviews, to provide a multilayered perspective on the state, approach and necessity of trauma journalism education. Surveys are the most effective way to assess the opinions and track the attitudinal trends among a large population (Shoemaker and McCombs 2003). “The survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” (Creswell 2003, p153). The researchers chose a self-administered online survey approach because it saves time and expense, avoids interviewer biases, and offers respondents more privacy (Shoemaker and McCombs 2003). Qualitative phone interviews supplemented the quantitative surveys to add depth and texture and to better understand the experiences and worldviews of academics and journalists who teach and work in trauma journalism. Qualitative interviews offer a tool for “[v]erifying, validating, or commenting on information obtained from other sources” (Lindlof & Taylor 2011, p173). The surveys and interviews were further contextualized with an analysis of curricular documents, which offered comparison points for vetting the accuracy of opinions and attitudes against what is actually covered in journalism courses (Lindlof & Taylor 2011, p237).

To delineate the process, first, researchers surveyed 623 journalism faculty members from 103 of the 110 AEJMC-accredited journalism programmes in the US. These accredited programmes set the curricular standards for comprehensive journalism education and are recognized for setting trends in journalism education. Faculty members from these programmes responded to an online questionnaire of 59 closed- and open-ended questions relating to how they teach trauma journalism, in which courses, and with what resources. Second, researchers interviewed 22 journalism professors to gather more in-depth information about their approaches to teaching trauma journalism. The interviews

provided context and specific examples on what resources are available and what impediments exist to the advancement of trauma journalism education. Third, researchers collected and analyzed syllabi and curricular material submitted by the 22 interviewees to identify common as well as unique approaches to teaching how to deal with traumatic news. The curricular analysis offered insight into how educators viewed trauma journalism as a stand-alone topic, or part of a more general journalism course. Analyses of course descriptions, overviews, and mission statements revealed significant perspective on educators' approach and philosophy to teaching this topic. In addition, resources for the courses—texts, websites, organizations, etc.—were analyzed to highlight the primary and secondary resources used in teaching trauma coverage. Finally, researchers interviewed a convenience sample of 23 journalists who had covered various sorts of trauma events to capture their experiences and insight into how students can be better trained and prepared for such events. Participants were asked 10 open-ended questions dealing with their experience in covering trauma and violence; how it has affected them; how their academic or professional training prepared them; what their academic training could have done better; and the best ways trauma journalism training could help journalists in their work.

Results and Discussion

This section starts with an analysis of the faculty surveys and interviews to characterize the presence, scope, and approach to trauma journalism education at US universities. Next, the section presents findings of the curricular and syllabi analyses. Finally, the section characterizes the role of trauma journalism education as endorsed by professional journalists who have covered instances of tragedy.

The educators: trauma journalism overlooked and ill-supported

Most schools do not train journalists to cover trauma.

Survey data shows that universities are overwhelmingly lacking in trauma journalism education. When asked if there were any courses in their programmes dedicated to teaching trauma journalism, the vast majority (75 percent) of faculty said there were none, and only 16 percent responded positively. The rest had no answer or did not know. In addition, the majority of participants (56 percent) said the topic of covering trauma receives little attention in their programme, and six percent said it does not receive any attention at all. On the other hand, 33 percent said the topic receives some attention, and only four percent said it receives a lot of attention.

The majority (75 percent) of participants believed the topic of covering trauma should be taught across several courses rather than one dedicated course. Interview participants suggested including trauma journalism in some related courses, such as “crisis communication” and “journalism ethics.” For example, one participant explained that she did not cover issues of trauma in class because she had not taught ethics courses for years. However, even in such courses, eyewitness reporting of breaking news and interviewing victims with sensitivity were deemed the main purpose of the class design. In other words, there was a heavy emphasis on quality coverage and journalist integrity. As a respondent argued, the goal of journalism education is to create “ethical, competent professionals.” In contrast, journalist self-care was overlooked in those trauma-related courses. This finding confirmed previous studies and personal accounts from journalists who argue that there is

often a lack of awareness of journalists' emotional distress (Drummond 2004).

In fact, programmes that teach trauma journalism, either as modules within a course or as stand-alone courses do not always cover it comprehensively. According to survey responses, most programmes are less likely to cover issues such as dealing with post traumatic stress disorder, covering drug abuse/addiction and drug related violence, being a first responder to an accident or crime scene, dealing with trauma and stress reactions, covering child abuse, covering domestic violence, risks and self care for journalists, covering political violence and terrorism.

Although 43 percent of survey respondents said there were no impediments to teaching trauma journalism, those who agreed to the existence of such impediments mentioned time constraints (45 percent), lack of resources (14 percent), lack of student interest in the topic (13 percent), accreditation issues (5 percent), and lack of suitability of the topic for their courses (3 percent). Educators also listed the following challenges to teaching trauma journalism in their courses:

The topic is viewed as too specialized, too advanced and not appropriate for introductory classes.

There are too many other basic and more pressing topics/skills to cover.

It takes too much time to prepare lessons for this topic.

It is a difficult and touchy topic to teach, and faculty have little training to teach it and to handle possible consequences that may arise in class.

Many students are not interested in the topic and will most likely not cover trauma in the future.

The nature of trauma itself is too complicated and too abstract to teach in a classroom full of students not experienced in trauma coverage.

Faculty with Journalism experience expressed more interest and confidence in teaching trauma journalism

Correlational data revealed a marked and significant relationship between “number of years as journalist” and “how interested are you in teaching trauma journalism.”¹ The more experience faculty had as professional journalists, the more likely they were interested in teaching trauma journalism. There was an even stronger relationship between “number of years as journalist” and “how qualified are you to teach trauma journalism.”² The more experience as journalists, the more likely were the participants to consider themselves qualified to teach trauma journalism. Similarly, those who said they had experience covering trauma were more likely to be interested in teaching trauma journalism³ and feel qualified to do so.⁴ It is important to emphasize that these correlations do not necessarily suggest causation, but given that the first variable in each correlated pair (background as journalists, and experience covering trauma) occurred before the teaching, it is safe to assume that teachers with an extensive professional background in covering trauma news will most probably be interested in teaching trauma journalism and also see themselves qualified to do so. In other words, it would be a safe bet to target such characteristics when recruiting instructors to teach trauma journalism.

However, the study found no significant relationship between the number of years teach-

1 Spearman's rho=0.28, p<0.01

2 Spearman's rho=0.47, p<0.01

3 Spearman's rho=0.33, p<0.01

4 Spearman's rho=0.60, p<0.01

ing, and interest in trauma journalism (CV= .14, p= .32).

In addition, educators with backgrounds in different fields/disciplines differed in their views about how qualified they were to teach trauma journalism. The following are the majors/disciplines listed from most to the least qualified (the percentage represents participants who said they are somewhat or fully qualified to teach trauma journalism): History (96 percent), Law (77 percent), Journalism (73 percent), Political Science (73 percent), Education (69 percent), English/Literature (65 percent), Media Studies (54 percent), Mass Communication (52 percent), Public Relations/Marketing (50 percent), Communication (46 percent).

Many teaching materials remain inaccessible to educators

When asked how accessible are supplementary materials for teaching trauma journalism, educators listed various items. The most inaccessible materials were exercises and material for role play or for student projects, followed by access to trauma victims, sites relevant for field trips, and textbooks. The most accessible materials were online resources, other university departments, organizations, centers and associations, and professors and experts on trauma.

Surveyed and interviewed educators identified six main issues that can be addressed to help improve trauma journalism education:

Downloadable multimedia tools, sample course descriptions, web modules, and lesson plans.

Short education films or documentaries to use in class.

Textbooks on trauma journalism and/or chapters in reporting and writing textbooks.

Improved access to a network of experts, speakers, and trauma victims who can speak about trauma journalism education in person.

Pedagogical seminars, training sessions and workshops targeted at teachers of trauma journalism.

A campaign to raise awareness about the important of trauma journalism education at universities.

The curricula: scarce curricular materials and little focus on trauma journalism preparation

Most survey participants indicated a desire to submit curricular materials for analysis but noted they had no explicit and/or specific descriptions of the trauma journalism lessons used in their courses. Out of the 22 syllabi submitted, only five were syllabi of stand-alone trauma journalism courses, whereas the rest were modules about trauma as part of general courses.

Trauma emphasises global conflict and war and de-emphasises local domestic issues

Two common approaches emerged in the curricular analysis: a focus on the journalist, and a focus on the conflict. The syllabi, in general, used existing conflict zones to explore the role of the journalist in response to different types of trauma around the world. Surprisingly, very few responses mentioned anything about trauma as a local or domestic event, and few alluded to trauma outside of war or terrorism.

First, educators emphasized content that discussed covering trauma through the lens of the journalist as a fellow human being. These syllabi outlined the moral, ethical, and professional responsibilities of a journalist in covering trauma, and also the possible repercussions and long term effects of this reporting on the journalist, the victim, and the news outlet. Course topics included “modules on human rights,” “what the journalist will encounter,” and “challenges of reporting in traumatic settings,” and so on. One overview for a course on victims and the media stated:

[This course] is an intensive study of the interpersonal and psychological effects of trauma on journalists and the people whom they interview...Special interest is given to identifying the symptoms of post-traumatic-stress-disorder and its impact upon journalists and victims of disasters and other horrific events.

Another respondent included curricular materials for teaching crisis communication, which focuses intently on the role of the journalist in a traumatic situation. This educator defined crisis as that which “can be a car wreck, house fire, terrorist attack, weather disaster, etc. It is a situation in which people are responding to difficult situations without warning.” The syllabi, focusing primarily on the human aspects of the journalist, explored the emotional and psychological impacts of covering trauma events.

Alternatively, a number of respondents submitted syllabi that explored covering traumatic events through specific national and international conflicts. Their courses looked less at the emotional and psychological implications of the journalist’s reporting on trauma, but instead focused on conflict, national media systems, and the role of the journalist within these systems. Course modules in these syllabi included Challenges of Reporting in Totalitarian Societies, Immigration Issues, War Crimes, Reporting from Zones of Chaos, and Questions of Genocide.

Another syllabus approaches trauma journalism education by exploring media and crisis at different points across the globe:

Topics to be addressed include: The question of genocide - Political repression and transformation in Zimbabwe and South Africa, Leftists and drug lords in Venezuela and Mexico, China, Burma and North Korea – controlling the news, India and Pakistan – contrasts on the subcontinent, Islamic fundamentalists...

Emphasizing ethics and best practices for interviewing survivors.

Syllabi and course materials demonstrated a curricular emphasis on the ethics of covering trauma and the best practices for interviewing survivors. This reflects contemporary research that finds interviewing victims to be among the hardest tasks a journalist will face (Bryant 1987; Hallman 2005).

A majority of the submitted syllabi (77 percent) had modules or portions of course outlines devoted to journalism ethics around trauma. Ethics are a key component of all journalism education programmes, and their emphasis seen here reinforces the need for sound ethical approaches to reporting on traumatic events. One syllabus focusing on human rights describes in its overview: “Particular stress will be laid on the practical and ethical challenges facing reporters and investigators who cover human rights, in the United States and overseas.” Additionally, a course in media and global affairs devoted an entire section to journalism ethics, while a course about journalism and new media included a section on ethical considerations for reporting tragedies.

Still another course on victims asked: “What does it mean to be a victim?” and devoted one-third of its course to an exploration of photography and visual representation,

a highly relevant topic within trauma journalism and media scholarship (Fahmy & Wanta 2007). As digital media coverage increasingly relies on visual storytelling, journalists must understand how viewers receive and process photographs and other visuals while also considering the impact on the subjects themselves. However, photographs are not the only medium through which victims may feel re-traumatized, and courses that emphasize ethical approaches to interviewing victims can help journalists understand this dynamic. Maercker and Mehr (2006) found that the majority of victims who read reports of their cases responded negatively to the coverage, even more so if they perceived inaccuracies in the material.

In addition to ethics, most of the curricular materials under study included modules or sections devoted to interviewing techniques. Most of the syllabi devoted a portion of their course to teaching about the interview process and its effect on both the victim/survivor and the journalist. "I do a series of lectures on interviewing, and pages 8-12 deal with interviewing people under stress... especially people grieving," wrote one respondent who sent a syllabus and a 50-plus page document outlining the interview process, highlighting specifically effective methods for interviewing individuals in the immediate aftermath of a traumatic experience. One respondent wrote specifically about role play in the classroom

I've developed case studies that incorporate aspects of covering trauma; for instance, I take the students through exercises where I play a trauma victim, or the relative of someone who has been, as a way of schooling students on how to best interview someone in this condition.

Yet another respondent provided some examples of classroom practice in interviewing victims and survivors:

We went on a tour conducted by a woman who lost her son in the towers, and interviewed a firefighter...separately, we interviewed a male FBI agent via videoconferencing, who is a survivor of male sexual abuse...

Finally educators used a variety of resources and curricular material for their classes and few resources emerged as common. Table 1 (see opposite page) summarizes the curricular material educators reported using in trauma journalism courses and modules.

The journalists: trauma leaves its mark

Interviews with 23 journalists who had covered trauma at some point in their careers revealed some supporting information but also additional dimensions pertaining to the merits of teaching trauma journalism education.

Almost all of these journalists noted that their experiences covering trauma events negatively impacted their lives. Most saw the effect as cumulative and long term. One journalist said, "I see it as building bricks as you go along. Each one is laid in there, and you can either wall off your emotions or your emotions come crumbling down." A seasoned war correspondent said it took six months after leaving a battle zone to become re-accustomed to "normal life." "I was certainly not the most enjoyable person to be around within the first six months of my return." Sometimes, what is most traumatizing is not what a journalist covers but how he reacts to the situation," said one journalist who has made a career of war coverage. There are "things I haven't been proud of, like walking away from someone bleeding to death." He wondered if he could have saved that person had he put the camera down and essentially forfeited his position as a nonpartisan observer. "There are moral dilemmas you will face that you never expected to face," he explained.

Table 1: Curricular resources used in teaching trauma journalism, listed alphabetically.

<p><i>Books and Scholars:</i> Barry Glassner, Culture of Fear Bill Silcock et al's Managing TV News Donna Ferrato's Living with the Enemy Edna Buchanan's The Corpse Had a Familiar Face Joan Deppa et al's The Media and Disasters: Pan Am 103 Julianne Newton's Burden of Visual Truth Ken Kobre's Photojournalism Kole Kleeman Maggie Steber's Dancing with Fire Philip Meyer's Ethical Journalism Roger Simpson and William Coté's Covering Violence Spike Lee's When the Levees Broke Susan Meiselas' Nicaragua Susan Moeller's Compassion Fatigue Susan Sontag's On Photography and Regarding the Pain of Others William Cote & Roger Simpson's Covering Violence: A Guide to Ethical Reporting</p> <p><i>Organizations:</i> American Red Cross Bellevue Hospital Center for Survivors of Torture Center for People and the Media UCO, Interviewing a Rape Victim Dart Center for Journalism and Trauma Doctors Without Borders FEMA's Web Site Human Rights Watch Information and speakers from Committee to Protect Journalists KODA Local AIDS groups National Center for Missing and Exploited Children National Press Photographers Association (nppa.org) National Victim Center Oasis Catolico Partners for a Prosperous Athens Poynter Institute Project Safe (local domestic violence organization) Reporters Without Borders</p>	<p><i>Media:</i> American Journalism Review Columbia Journalism Review News U News Photographer magazine (from NPPA) Reuters editorial guidelines The Infinite Mind Radio Show Youtube</p> <p><i>Videos and Multimedia:</i> Christian Science Monitor's multi-media package on the kidnapping of reporter Jill Carroll Dart Center's A Long Night's Journey Into Day, About Victims & Trauma History of Violence and Journalism John Van Beekum's slide show on grandfather's funeral Kyra Thompson's Dying to Tell The Story Michael Moore's Bowling for Columbine Meg Moritz's Covering Columbine by Terrence Smith's PBS Newshour piece on naming rape victims</p> <p><i>University departments:</i> Campus security and campus police Mailman School of Public Health at Columbia University Michigan State University's Victims and the Media Program, www.victims.jrn.msu.edu University of Kentucky Counseling Center</p>
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A journalist who had covered the September 11, 2001, attacks and said he suffered from nightmares and depression, as a result. “I wish I would have known going in that these sorts of things can come along during your career and have an impact on you... I didn’t even know where to turn.”

Academic training for covering trauma was inadequate or non-existent

Despite this consensus among the journalists about the negative effects of covering trauma, not a single journalist said he or she was taught specifically how to handle the professional and personal fallback of trauma journalism. While some said they were taught how to deal with sources in a sensitive manner, none had received training while in school about the potential emotional and physical ramifications of covering traumatic events, which tracks with the findings in the previous two sections. “Pretty much nothing at all” was how one journalist described trauma preparation in college. Another noted, “If there had been a program offered at the undergraduate or graduate level, I would have leaped at it. There was training by some of the finest journalists to walk the earth, and none of them mentioned it.” These sentiments support ongoing research that finds those considering the emotional impacts of trauma on witnesses often ignore the journalist’s experience (Himmelstein & Faithorn 2002).

Trauma training is essential, but journalism education cannot replace experience

Although most respondents expressed that training journalists on how to cover traumatic events is essential, some were skeptical about the effectiveness of such training in the current academic setting of journalism programmes. “I just think it’s vital,” said one participant. “For the kids coming through schools, I think they need to be prepared for what they will see,” another participant said. “Knowing what to expect helps journalists prepare, and it helps them realize their reactions are universal,” stated another participant. However, several participants expressed uncertainty about how some practical skills, such as approaching a crime victim, could be incorporated into a typical journalism curriculum. One journalist said, “Part of dealing with trauma is personal makeup—what you can deal with, and part of it is personal awareness of what you’re getting into.” The same participant said, while schools offer basic journalism skills, they do not offer practical experience for such situations. With the changing face of news, several respondents felt a more drastic change in journalism education is necessary, especially in regards to the traditional culture of the newsroom. Moreover, a few respondents dismissed the merit of trauma journalism education altogether. One respondent expressed reservations at the idea that trauma education was even necessary, saying, “Most of us can cope pretty well without it.” Another participant noted, “I’m not sure you can train someone to handle these situations. I think it may be a personality issue—either you have the callous ability to brush off what you are seeing... or you have an empathetic nature, and you will... always feel other people’s pain.” These journalists seemed mostly concerned with being taught how to properly approach subjects for interviews or photographs, not how to deal with the trauma on a personal level—a point that echoes the findings in the previous sections.

The best trauma journalism education brings professional journalists, survivors and students together

When it came to coping with trauma, the journalists’ most common technique was to talk with a coworker, attempt to “leave work at the office,” and in some cases to talk to a spouse or friend. Other techniques included keeping busy and not thinking about the trauma case or separating oneself from a consuming story “by taking breaks often.” One

journalist noted, “I think it is a matter of focusing your attention on other things and not dwelling on what you saw or heard.” Another journalist said, “Sometimes I get a bottle of wine and try to forget. I guess I would have tried a different profession if I had known all the negative impacts.” Yet another said she uses anti-depressants during bouts of depression brought on by a “really bad period” of covering tough stories: “sometimes it’s just really hard to disentangle yourself.” Others insisted there really is no way to cope with covering trauma. To them, it is simply a realization of the job. A few participants even brushed-off the “coping” mentality and attributed their attitude of apathy to excessive exposure or a “hardened heart,” which correlates with the images of bravery, volunteerism, and sacrifice that are often presented by the news media when covering the death of journalists (Carlson 2006). Nevertheless, these same journalists admitted that it is not easy to present a “stoic front” in the face of trauma. “We expect journalists to be hardboiled and get the story and go home to their wife and kids at night,” a participant said.

When it came to what type of preparation would best train journalists to cover trauma, several participants expressed doubt about this specific facet of trauma journalism education. Nevertheless, those who did believe in its merit suggested that the best training that targets coping with trauma includes, one-on-one discussions with professional reporters, guest speakers who were covered in the media, and presenting “real” examples and case studies. Most respondents urged seasoned journalists to share their stories with students. One journalist said the first lesson should be academic—teaching students how the brain handles trauma. Then, students should be exposed to victims, story subjects and reporters who can share experiences. “More experience with people who have actually worked in the profession... would do a lot more to prepare young journalists than any kind of textbook. Another journalists recommended role-playing—placing students in a situation in which a traumatic crime has been committed. Several journalists advocated education on the psychology and manifestations of PTSD. However, some of the journalists maintained that there are situations no amount of academic or on-the-job training will make easier. They maintained that experience is the best teacher, so long as the news organizations are equipped to provide resources, counseling, or perspective to balance that experience.

Conclusion

This study used a mixed-methods approach to evaluate the status of trauma journalism education at accredited journalism schools in the United States. The faculty survey revealed that most (75 percent) of journalism programmes do not teach stand-alone courses related to trauma journalism. In addition, more than half of the programmes (62 percent) provide little or no attention to covering trauma journalism in their courses. Significantly, prior journalism experience influences how likely professors are to teach students about covering trauma. Lack of time, resources, and interest were the main impediments to teaching trauma journalism, as well as accreditation issues. Faculty interviews revealed that covering trauma journalism is up to individual discretion, and skills for covering traumatic events often take a back seat to other basic journalism skills. The curricular analysis showed that materials for teaching trauma journalism are scarce, but for those who do teach the topic, ethics and best practices for interviewing survivors are emphasized. Finally, interviews with journalists confirmed that trauma journalism education is essential to aspiring journalists, especially when it comes to teaching students how to handle interviews and stories empathetically. Most journalists emphasized that trauma journalism education must include interaction with experienced journalists and survivors, and some

pointed to the merits of role play and understanding the science behind trauma-related disorders and effects. Still, some had doubts about the merit of trauma journalism education when it comes to helping the journalist cope with traumatic experiences, and some noted that classroom teaching and textbooks cannot substitute for real-world experience.

Based on these findings, the study offers three recommendations: First, journalism programmes must find a place and method for teaching trauma journalism coverage. Even when stand-alone courses cannot be offered, journalism education must place greater emphasis on the process of covering trauma, including best practices for approaching survivors and journalist self-care. This new focus on trauma journalism education must also include educator preparation that trains professors on how to effectively teach the subject. Second, since academics considered accreditation as an obstacle to the advancement of trauma journalism, convincing accreditation bodies to encourage trauma journalism education will potentially turn this obstacle into an incentive. ACEJMC (2012), for example, could include in its “professional values and competencies” language that encourages the trauma journalism courses and modules. Third, resources and curricular materials for teaching trauma journalism, especially hands-on exercises, must be made more readily available. Both journalism educators and practitioners expressed a desire for resources that emphasized role-playing and provided interactions with experienced journalists, survivors of trauma and counselors or therapists familiar with the effects of trauma. Finally, trauma journalism education must not overlook the importance of education for aspiring journalists on self-care, including the psychology and physical manifestations of post-traumatic stress disorder. Because the stoic culture of most newsrooms often keeps journalists from recognizing or admitting to the negative effects of covering trauma, trauma journalism education must empower journalists with enough information and skills to overcome the stigma.

This study has confirmed the strong support for teaching trauma journalism, both by educators and journalists, despite the lack of broad recognition of its value by journalism institutions, as evidenced by the rarity of its offering in journalism curricula. The study has also confirmed the belief that the main obstacles to teaching trauma journalism are lack of information, time, and money (Johnson, 1999), but has also shed light on other obstacles, such as accreditation policies and instructors’ lack of skills and knowledge of this area. In addition, the study has highlighted specifically which curricular resources are needed and which are most valued, and has recommended the most appropriate areas and instructors in which to invest. Further research in this area could focus on best practices in teaching and training aspiring journalists, as well as instructors, on trauma journalism, as well as reporting successful approaches to introducing trauma journalism curricula to universities and training programmes.

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Reviews

The reviews pages are edited by Tor Clark. If you have a book you would like to review or have come across a new book we should know about please get in touch. Also if you have recently had a book published and would like to see it reviewed, please contact Tor on tclark@dmu.ac.uk

Reviews section

By Tor Clark, Reviews Editor

Welcome to the reviews section of the fourth edition of *Journalism Education*. This time we focus two of the biggest issues facing journalism and journalism education – the regulatory environment and the rise and rise of social media.

Leveson will have forced his way onto every Journalism degree lecture schedule and is hopefully already provoking lively discussion in both the seminar room and practical workshop – and not just because of the NCTJ's raised emphasis on ethics. Here is a journalistic earthquake equally relevant to the practical and theoretic branches of our academic discipline. Jackie Gregory has ploughed through the quickest book out about Sir Brian's recommendation and offers her verdict.

Meanwhile Gary Hudson welcomes a new guide to the world of social media, though appropriately for a senior journalist, has some pointers about its editing.

Seasoned editor of a famous 'hackademic' series of useful texts (including *After Leveson*, above) John Mair, has taken time out from turning round texts, to sample moving memoirs of a war zone reporter and shares his views on the more serious side of foreign reporting.

AJE chair and co-editor of this journal Chris Frost takes a look at *Search: Theory and Practice online* by Murray Dick.

And finally, this edition's classic is the book no student of political journalism can do without, James Morrison's *Essential Public Affairs for Journalists*.

This edition's reviews section once again tries to take a broad view of what might be interesting to students and tutors involved in journalism education, but as always, the invitation is there for more participants, either in suggesting texts for review or reviewing them themselves.

Anyone interested in suggesting a book for review, providing a review of an interesting recent book about journalism, or reviewing a journalism classic, should contact Reviews Editor Tor Clark TClark@dmu.ac.uk

The editors hope you enjoy the reviews and find them useful for your own course.

Social Media for Journalists: Principles & Practice, by Megan Knight and Clare Cook

Review by Gary Hudson, Staffordshire University

A generation of journalism educators has been waiting for this book. I am, in the words of The Who, talking about my generation - the generation who stopped working regularly in newsrooms just before social media redefined the news industry.

Part of that substantial demographic is now employed in universities teaching student journalists. We are aware of the impact of social media and the new truisms – that ‘journalism is a process not a product’ and ‘the deadline isn’t now because there is no deadline’ – but wondering how to incorporate them into the extensive range of skills we already teach on journalism courses.

Knight and Cook guide us through the minefield of new working practices and the technologies that inform and assist modern journalism with a clear narrative backed by extensive research and case studies from around the globe.

Unfortunately even as they navigate what for many of us are uncharted seas, their publisher appears to be doing its best to scuttle the ship.

To suggest the vessel for all this knowledge is holed beneath the waterline is not to suggest a Titanic-style disaster, merely that limping into port for repairs is the best option.

Not for the first time in my experience, Sage is guilty of sloppy editing. The introduction tells us this is ‘the one book which the new social, connected journalist should’. Should what? Read? Find indispensable? Throw away immediately? I remain unenlightened, because the sentence does not end. The next page is blank.

A printing or proof-reading error, perhaps. But then we get to the substance. Chapter One begins ‘The media are changing’; clearly the authors have decided (correctly in my view) that ‘media’ is a plural noun. Except here it isn’t, drifting in the next few pages from singular to plural and back again.

And it’s not just the grammar that is inconsistent. Consulting the glossary for ‘Crowdsourcing’, I discover that it’s referred to in Chapters 2 and 7. True, it gets a mention in those chapters, but then there’s a whole chapter called ‘Data journalism and crowdsourcing’, and that’s Chapter 4.

The book’s design is enhanced by a liberal sprinkling of text boxes, which are visually appealing. Some of the definitions though - of concepts as disparate as ‘trolling’ and ‘public interest’ - are vague and inadequate. The book works better as a practical handbook (for beginners) than as a guide to theoretical perspectives. For example, a few paragraphs on Habermas barely scratches the surface of consideration of the public sphere. Some of it tries too hard for an international perspective – so the chapter on ethics barely mentions BBC editorial guidelines, or the Ofcom and NUJ codes (but rather pointlessly includes the PCC).

And when the authors stray into using broadcast terminology, there are enough mistakes to suggest they are on unfamiliar ground. But then their attitude to broadcast journalism might be seen in their observation about Piers Morgan, who after his fall from grace at the Mirror, ‘never worked as a journalist again, but he has done extremely well in television’.

Nonetheless, there’s enough useful content here and enough jargon untangled and ex-

plained to forgive the annoying mistakes. The section on the business models of networked journalism is particularly valuable, as many old school hackademics – even those with substantial freelance experience – will not be familiar with the range of options for monetising journalistic content. And throughout, the lists of suggested additional reading and resources are extensive.

So, despite the shortcomings listed above, we can probably find our own ending to the sentence about what the ‘new social, connected journalist should ...’. He or she should find this book very useful, should probably judge it to be the best guide of its type available so far, and should probably write to Sage and complain about the editing.

Social Media for Journalists: principles & practice, by Megan Knight and Clare Cook

Published by Sage, 2013, 278 pages. ISBN: 978-1-4462-1113-7. RRP £23.99

No Road Home Fighting for Land and Faith in Gaza, by James Rodgers

Review by John Mair.

James Rodgers is a serious man, a serious journalist and this is serious book to be taken seriously. He went about his work as a BBC Correspondent in Brussels, Moscow and the Gaza Strip (the subject of this book) with great purpose.

Rodgers was based in the Gaza Strip from 2002 to 2004, the only international journalist permanently there at the time. This is a part memoir, part analysis, part anti ‘road map’ that has been burning inside him for the near decade since he left Gaza. It is a cracking, if difficult, read,

Rodgers gets down with the people of Gaza, feels their pain, feels the strains and the permanent sense of siege and more. There is little room for too much detachment and ‘BBC objectivity’ in a land like Gaza.

There are (at least) two types of BBC foreign correspondent. The first lives the life of a lord, gliding from one diplomatic cocktail party to another, being treated with over respect by the locals, becoming almost a national institution in the country they are based. The second gets ‘down and dirty’ with the people in their struggle for survival every day, reporting with sympathy. There was no place in Gaza for the former. Rodgers’ was journalism from a country literally under siege by the Israeli behemoth around it.

Rodgers quickly became engaged in the Strip, perhaps it was impossible not to. Some might say he became too engaged, too sympathetic to the Gaza cause, too Arabist in outlook and maybe the BBC audience would have been better served with a non-resident correspondent ‘parachuting’ in for ‘more objective’ hits, but that is open to debate.

The lot of a foreign correspondent was never an easy one even a decade ago. The foreign news desk in London is only interested in ‘Bang-Bang’ - wars and riots – rather than context. It does lead to tension and active discussion with those in the field. Allan Little of the BBC told my students in Edinburgh last year the worst words you can hear on the

Stuart Ramsey of Sky News told my Brunel students foreign desks were pushing correspondents more and more into unsafe territory to get more 'bang bang' for their bucks. Rodgers supplied plenty 'bang bang' in his two years in Gaza.

He was a daily witness to history. He chronicles well in the book how daily life continued in fairly intolerable conditions. He knows, he had to live it too.

His political conclusions are straightforward. The much vaunted 'road map' to Middle East peace will not work without recognising the Palestinians' fervent, unquenchable desire for a 'homeland' - not unlike the Jews and Israel. Peace is as much a factor of economics as of sheer politics and the Palestinians will have to stop fighting each other if they are to effectively combat the Israelis. Israel will always have the upper hand to do as they please with the tiny Gaza Strip.

One comes away from this book with a huge respect for Rodgers and his ability to survive in such conditions and to regularly report it. The sheer danger of the job is shown by the kidnapping of one of his successors in the Strip, Alan Johnson for four months in 2007. Rodgers came out un-kidnapped and alive and with some very good notes to write this excellent book.

He is now hors de combat and has retired from the fields of war and taken his tin hat and flak jacket to the groves of the academe at City University London. That ought to be more peaceful.

No Road Home: Fighting for Land and Faith in Gaza, by James Rodgers published by Abramis 2013, ISBN 178-1-84549-580-0. RRP £11.99

After Leveson? The Future For British Journalism, edited by John Mair

Review by Jackie Gregory, Staffordshire University

From questioning if Jimmy Savile was a victim of information assault to musing about whether Hugh Grant may become an Honourable Member, this latest book from the John Mair/Abramis stable is once again – to bastardise an ad slogan – tomorrow's opinions today.

Barely had Leveson signed off his report, than Mair was reaching for his contacts book and commissioning journalists and hackademics to give their response.

The result is a range of voices and writing styles to make this book as much of a page-turner as any News Of The World fake sheikh expose – but with a longer shelf life.

This is the latest in Mair's series of fast turn-around books that combine the academic chalkboard with the chalk-face, with many contributors spanning the two. The idea is to offer informed response and opinion to the news of the moment. It's an alternative to waiting for the usual two-year gestation of an academic tome, which risks being out of date as soon as it gets an ISBN number.

It's true some responses by chapter authors may creak under strong academic interroga-

tion, but all are pugnacious and thought-provoking. If they inform a seminar, make a politician think, induce a newsroom row, or a barney in a university corridor - as they surely will - then their purpose is served.

Besides, a book which begins with Harold Evans exhorting the press to view any statutory underpinning as an opportunity to create press freedom, sets the standard for original thinking. He argues the right to be free is not the duty to be perfect, surely one of the great quotes of the book?

Duncan Campbell asks if Leveson ends the beautiful friendship between the police and the papers, with Dr Eamonn O'Neill articulating concern that Leveson's proposals could curtail investigative journalism.

Mick Temple references Mencken's dog and the lamp-post. A dog's daily lampoonery is well deserved if the powers that be dim the light. Behind all the contributors' arguments is the sense that, one way or another, the machinations of both press and politicians should not be conducted in the shadowy gloom.

It's possible a few dogs may try to show their disdain for some of the opinions expressed, while others will look up from sniffing around in the gutter and see the blue skies and approaching storms.

One thing I would change, however, is the question mark of the title *After Leveson? The Future For British Journalism*. It is in the wrong place. We are forever post-Leveson but the future for British Journalism is still open to question.

After Leveson? The future for British Journalism, edited by John Mair, published by Abramis, 2013. 290 pages. ISBN 978-1-84549-576-3; RRP: £19.95.

Search: Theory and Practice in Journalism Online by Murray Dick

Review by Chris Frost, Liverpool John Moores University

The internet and its younger sibling, social media, are now indispensable tools for any journalist looking for stories, sources or that little bit of supporting research.

Virtually all basic contacts now come online in some form or another whether social media or email and the savvy journalist who wants to stay ahead of the opposition needs to know how to make the best of it.

This is made tougher by the constantly changing nature of online media; developments in this fast changing world pile in thick and fast. It's surprising to remember that Twitter has only been around for six years or so and that this international phenomenon was only recently floated on the stock market, because there hadn't really been time or need to do it before. It seems to have been with us forever but this is more about its usefulness and ubiquity than its history. This and other social media are now such an integral part of journalism it is difficult to imagine working without, but often the speed of development means that journalists are not able to make the best use of it as those who are not highly tech savvy struggle to grasp both the range of purposes to which social media and other

internet technology can be put and how to get the best out of what it offers.

Internet technology is a great tool for gathering stories and no journalist nowadays would consider producing a story without accessing the internet to provide background research and information using search engines, directories or serendipity. Similarly, sourcing stories is so much easier when experts are but an email away and crowd sourcing can access those hard to find contacts.

However using the world wide web or social media to seek stories, research them and find sources bring its own problems unique to this new media and this is where this book steps in providing just what every journalist needs to understand how the internet stores information and how to get access to it quickly and efficiently.

Although a relatively slim volume, it packs in a load of useful information. It starts with a useful, if again slim, discussion of some of the underpinning theory to searching and the use of the internet in this way in particular. Whilst hardly an in depth discussion it does introduce students to key concepts about which they might wish to learn more. From then on this much more a practical guide to using the internet from basic searching through to detailed use of social media to crowd source and developing an online beat. All the advice is firmly based in good ethical practice; the author is clear “this is not a muck-rakers manual”. But whilst there is some discussion about the ethical issues that arise in the practices discussed, it is not a book about social media ethics either. It is about a new and developing form of journalism practice and how practitioners can make full use of it at its present state of knowledge. The only thing for certain about social media and the use of the internet by journalists is that things will continue to change and develop but this book at least can bring you and your students up to date with a system that clearly has enormous potential.

It is a must have on the desk (or desktop) of every practitioner or student.

Search: Theory and Practice in Journalism Online Murray Dick London: Palgrave Macmillan ISBN: 978-0-230-30189-4 153 pages

A classic from the Journalism bookshelf:

Essential Public Affair for Journalists, third edition, by James Morrison

Review by Tor Clark, De Montfort University, Leicester

Hands-up if you know what virement is? If your hand went straight up it's likely you have passed the NCTJ Local Government PA exam. Virement is to public affairs what shorthand is to the whole accredited curriculum - a kind of rite of passage which proves you've been there and got the certificates to prove it.

Happily virement is still there in the lengthy tome which guides today's would-be journalists through what is now known as 'essential public affairs' towards their very much

slimmed down 105-minute exam on all things local and central government.

James Morrison is the journalist and academic keeping virement alive as a useful concept to a new generation of NCTJ students and has now toiled over three editions of the NCTJ's recommended text on its PA syllabus.

Essential Public Affairs for Journalists earns its place on the Journalism Education bookshelf of classic journalism, not so much for its literary merit but for its ubiquity in the libraries and student bags of NCTJ-accredited courses up and down the UK.

Although a huge fan of all things about political journalism, I would not have envied Morrison his task even before the Coalition's many changes to the fabric of civic life. After those 'reforms', attempting to produce a textbook to help students understand the workings of government would seem a nightmarish prospect, but Morrison largely achieves it.

His big advantage, which he has proudly stated at the start of each edition, is that he is one of us, a former council reporter. Morrison remembers what it was like to cover council meetings and he knows his readers need to know what's between his covers so they can follow in his footsteps.

To that end he has set out to write a useful text which contextualises UK central and local government, but also provides the detail students need to pass their NCTJ Essential Public Affairs exam. His purpose is encouraging understanding as well as the acquisition of basic knowledge.

The third edition is at its most useful when detailing all the Coalition Government's most recent changes, particularly to the welfare state; health, education and benefits. These changes have been both fundamental and comprehensive and tutors, never mind students, are grateful for Morrison's help in getting to grips with the bewildering scale of changes.

To his credit, despite the NCTJ's recent downsizing of the PA exam and curriculum, Morrison has retained coverage of areas not explicitly examined anymore, so his book can also be used by readers simply wishing to learn more about government, as well as those needing to pass the NCTJ exam.

So, this is a very useful book, and written sympathetically from the point of view of someone who has had to learn to use and report the system for the benefit of the public, rather than from the narrower point of view of someone who has just studied it.

It is not a great work of literature nor a comprehensive work of political science, indeed it can be criticised for its failure to contextualise UK politics in its broader sense for students who have had little interest or knowledge of it before having to start studying it.

But a working knowledge of politics – from voluntary schools to virement (Morrison, 2013: 635) - remains a fundamental attribute which all journalists must always have and in meeting that need, the enthusiastic Morrison serves many Journalism students and their tutors very well.

Essential Public Affairs for Journalists, by James Morrison, 3rd ed published by OUP and the NCTJ, 2013. 665 pages. ISBN 978-0-19-966385-9; RRP: £22.99.

If you have a book, TV programme, film or event relating to journalism that you would like to review, or you have come across a new book we should know about, or have recently had a book published kindly contact Tor Clark at De Montfort University on t.clark@dmu.ac.uk.

Information for contributors

We accept original articles about journalism education and topics linked to journalism and education that are not offered for publication elsewhere at the time of submission. Articles for peer review should be in the range of 5000-7000 words.

Articles for Comment and Criticism should be shorter at about 3,000 to 4,000 words.

The copy deadline for the next issue is: September 28, 2013 but material sent earlier would be appreciated. Articles should be submitted to the editors at ajejournal@gmail.com together with a 100-150 word abstract. Comment and criticism articles can be more polemic and do not require an abstract.

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Articles should be produced in Word format, double spaced and set in Times New Roman 12pt with the minimum of formatting. Please do not press the “enter” button to put a double space between paragraphs and do not use specialist templates. Referencing should be in standard Harvard form with citations in the form: (Simmons 1955, p404) whilst notes should be set as footnotes. References should put the publication title in italic with authors’ name in the form: Jones, Brian (2004).

Please include a short (100w) biography as a separate document.

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Reviews of appropriate books should be approximately 400 words. We do not accept unsolicited reviews of books, but are always grateful to be given the opportunity to consider a review proposal. Please contact Tor Clarke, the reviews editor, if you wish to submit a review. All book reviews should include author, title, ISBN number, publisher, number of pages and price.

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