

Global television projects in journalism education

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Abstract

Phil Race (Race, 2007) believes the most effective form of learning is experiential: learning by doing. This is a guiding principle in journalism education where students don't just study the field but engage in actively doing it. Studies into the effectiveness of experiential learning in journalism education are few, though the use of experiential learning techniques such as newsdays, are the norm in the UK. Over the past 17 years of teaching broadcast journalism, I have experimented with different kinds of experiential learning. Two years ago, I began collaborating internationally. This was a game changer, because students saw it as being 'real' - not just a class exercise. This research examines feedback from students and lecturers involved in a collaborative global television programme called Global News Relay: Mind Matters which broadcast April, 2022. It involved the work of students from eight universities in five countries, spanning 15 time zones. One student said:

'[I]t's been one of my favourite things I've done on the whole course and gave me a new sense of excitement and passion for the course and the industry that the coursework itself might not quite give me.'

At a time when remote learning has closed down our world, projects like these, have opened it up, and stretched students further than ever before. This kind of collaboration goes beyond replicating industry standards because it taps into the potential of international networks made available through a community of universities who are teaching television journalism and media production courses.

Introduction

The paper looks at feedback from students and lecturers following participation in an global collaborative TV programme in April 2022.

Global News Relay started in 2014 with the idea of a rolling broadcast that would go around the world with different universities taking on the news production role. This year, Leeds Trinity University was the host. The resulting programme, 'Mind Matters' was broadcast on YouTube, Facebook and Twitter on April 14, 2022. Eight universities from five countries, across 13 time zones took part. Each provided a news programme of around 15 minutes. That was interspersed by the student hosts at Leeds Trinity connecting with hosts in each of the contributing universities and doing a debrief after their news programme.

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At a time when remote learning has closed down our world, projects like these, have opened it up, and stretched students further than ever before. This kind of collaboration goes beyond replicating industry standards because it taps into the potential of international networks made available through a community of universities who are teaching television journalism and media production courses.

Literature review

Theoretically, this research brings together the theories of experiential learning, and that of internationalization.

Experiential learning

Journalism Education has been discussed and argued about for over a century, predominately the wrestling between the teaching of theory and that of practical skills. Wanda Brandon (2002) advocates the use of experiential learning theory to create new paths for journalism educators to break new ground. She points to the importance of the environment in which students learn.

'The experiential learning approach could open new areas of knowledge about journalism education and could help to improve the programs for students. This approach should not replace approaches now used, which have proven their worth to journalism education, but rather focus some

of the discourse and debate about journalism education on the environment where the instruction is taking place.’ (Brandon, 2002, p. 65)

Philip Burnard (1991, p. 29) says: ‘A wide variety of experiential learning methods have evolved out of the field of humanistic approach. All of those methods focus on the student or learner being offered an experience, followed by the reflection and making sense of that experience, as described in Kolb’s learning cycle...’ Burnard, (1991, p. 29-32) who was studying nursing education, then goes on to list some of the experiential learning methods which include ‘pairs exercises’ (for developing interpersonal skills in nursing), structured group activities (where the group undertakes an experience and then discusses their thoughts afterwards and applies the new learning to the real or clinical situation), role play (where an imagined or possible situation is acted out) and psychodrama (where a real life situation experienced by one of the group members is re-enacted and discussed)

‘The field of experiential learning is broad and diverse. It encompasses a number of overlapping and yet differing aspects. On the one hand it has been described as a process of learning from experience, either through the process of living or by the setting up of a variety of possible experiences by a teacher or therapist. On the other hand, it has been described as a series of particular sorts of activities: role play, psychodrama, structured group activities and so forth.’ (Burnard, 1991, pp. 35-36)

In Journalism education, studies of experiential learning remain few. Steel et al (2007) note that models of experiential learning have been used across disciplines for a number of years in areas such as medicine and law. ‘However, though the teaching of practical aspects of journalism is commonplace in journalism education, research on this process is limited.’ Steel et al (2007) looked at the application of an experiential learning approach to postgraduate journalism education at the University of Sheffield, noting that ‘experiential learning on postgraduate journalism programmes within a British context is minimal.’ This research hopes to make inroads in this field.

Internationalization

Leeds Trinity University is one of five higher education institutes (HEI) in the U.K. who are members of the International Association of Universities (IAU). In 2018, the IAU looked at its members to see how many advocated internationalization. ‘An overwhelming majority of institutions (more than 90%) have internationalization mentioned in their mission/strategic plan—a clear sign of how internationalization has become widespread at HEIs around the world.’ (Marinoni)

Often internationalisation does not go beyond the idea of study abroad arrangements, or the recruiting of international students who can be charged more than home students. But De Wit (2016) has a call to action “to expand internationalization framing beyond physical mobility to incorporate OIE [online intercultural exchange] and to scale virtual exchange initiatives.” Rubin (2016a) and The State University of New York (SUNY) advocate for virtual exchanges to support access to global education since only 4 percent of their student body has the opportunity to study abroad.

Such virtual exchanges go by several names; OIE just mentioned being but one. More commonly, such work goes by the title of collaborative online international learning (COIL), telecollaboration, or virtual exchange. Hagley (2016) uses the virtual exchange tag and says there is a need to organise groups of similar academic levels to create deeper engagement with international peers and to tackle more complex tasks, as well as instructors also playing an important role in monitoring and providing interventions. Indeed O’Dowd (2018) provides a literature review of virtual exchange to establish a common history of the field and the challenges within it, noting the main challenge being a lack of consensus on terminology.

‘[O]ver the past number of years, different incarnations of the activity [virtual exchange] have been referred to as telecollaboration (Belz, 2001; Warschauer, 1996), online intercultural exchange (O’Dowd, 2007; O’Dowd & Lewis, 2016), virtual exchange (Helm, 2015), (COIL) (Rubin, 2016; Schultheis Moore & Simon, 2015), internet-mediated intercultural foreign language education (Belz & Thorne, 2006), globally networked learning environments (Starke-Meyerring & Wilson, 2008), and e-tandem (O’Rourke, 2007) or teletandem (Leone & Telles, 2016).’ (O’Dowd, p.2)

Whatever the moniker, virtual exchanges have most commonly been used for language courses so that students can practise speaking and listening to students studying the other as a second language. Much research in this area focuses on these kinds of interactions and focuses on the differing levels of knowledge, the dif-

faculties in organising time zones and the like. Additionally, research into COIL projects often highlight the challenges of the technology. For example, a course designed and co-taught between colleges in the U.S. and Turkey on contemporary Turkish politics featured the use of Skype to facilitate learning. The authors, Akbaba and Baska (2017) found common challenges around time differences and logistics which were re-framed as opportunities to better understand the geography and traditions of the other country.

In Helm's (2017) review of virtual exchanges, he looks at virtual exchange practice in foreign language learning through a critical lens. In a survey of over 200 European instructors with and without virtual exchange experience, Helm & Guth (2012) followed up with semi-structured interviews and focus groups and noted certain sensitive areas like political topics and national/cultural issues that the instructors had purposefully avoided to reduce conflict. Barbier and Benjamin (2019) looked at what they call telecollaboration and virtual exchange and noted the need to create small manageable tasks as a way of completing a project between international peers. More notably, Caluianu (2019) in looking at a multi-year virtual exchange partnership between institutions in Japan and Romania, found

'[S]tudents were ultimately able to articulate a deeper sense of self-awareness, understand differences in communication styles, and advocate for programmatic changes (e.g., course pacing and cultural training) within the course.'

Li's (2012) work looked at virtual exchange within the business school curriculum at institutions in the U.S. and China and found the Chinese students had a strong understanding of U.S. culture, but that the U.S. students' awareness of Chinese culture grew from a lower base. Patterson et al (2012) noted virtual exchange was a positive experience and that the students not only enjoyed that type of learning environment but wanted to pursue further virtual exchange opportunities in the future.

Guth and Rubin (2015) write about the COIL model and emphasise a collaborative approach that creates shared investment in course design and implementation, which differs from a cooperative approach emphasizing individuals working separately on a shared project. O'Dowd (2018) explains the COIL approach wherein two or more classes teaching similar things, connect and the teachers work to set an environment where the students collaborate with each other.

'Collaboration may occur synchronously (in real time) or asynchronous (not in real time) and students may connect via email, voice, video, or in some combination. (O'Dowd, 2018, p. 14)

Rubin (2016b) offers insights into the COIL model and its various forms: team taught, shared coursework, emphasis on experiential education, the emphasis in this study is on the learning that takes place for students as a result of the experiential learning project, and the extent to which engagement is enhanced by such projects. O'Dowd (2019) argues the field of virtual exchange needs to move to a state where participants take interculturally informed action to address pressing global issues.

Journalism education

There has long been a tension in journalism education between theorists and practitioners. In his historical review of journalism education in the United States, Jean Folkerts (2014) traces the origins to the University of Missouri which in 1908 established a specific degree in journalism; the country's first. Its first dean, Walter Williams envisaged a school that sought to do for journalism, what those of law, medicine and engineering had done for their professions.

'[Williams] emphasized that the school "adds the laboratory to the lecture method, the clinic supplementing of the classroom. It trains to do by doing."' (Folkerts, 2014, pp. 231-2)

Most working journalists now come to industry from university programmes, rather than being trained on the job, and therefore the teaching in higher education is a mix between academics and former/current journalists. The variety of teaching methods, and the numerous of areas of expertise mean students sometimes learn about journalism, and sometimes learn the practicalities of journalism through doing it.

'Within their specific cultural settings, journalism programs worldwide address the societal functions of journalism and teach practical skills of newsgathering, selection and presentation as well as knowledge about media systems and communication processes.' (Kirchhoff, 2022, p. 112)

Kirchhoff (2002) includes experiential learning among a handful of innovative teaching methods being

called for in order to meet the demands on young journalists.

The study of one such experiment with experiential learning is the focus of this paper – that of using an immersive global collaborative television programme as a real-world experiment to develop skills and confidence among Master of Arts in Journalism students at Leeds Trinity University.

Research questions

The main aim of the research is to look at the benefits of teaching through engaging students in global collaborative television projects. The research seeks to understand (1) if such projects increase student engagement, (2) whether the activity of producing such programmes – destined for a global audience, enhance learning for students and (3) if the demands of such programmes improve skills and levels of performance in the various tasks required for a successful programme.

Methodology

Work on Global News Relay 2022 began at the beginning of the second semester when the 11 Masters of Art (Journalism) students at Leeds Trinity University began a module in television news. The first teaching session introduced them to the tasks ahead which included the individual production of television news reports, as well as television news programme production. The practical skills taught included instruction in filming with a video camera, using news production software to write news running orders and scripts, as well as the television studio and gallery equipment such as: cameras, autocue, vision mixing, graphics, production assistant timings, sound desk amongst others.

The students were introduced to the idea of contributing to a global television programme called Mind Matters which required them to individually produce stories around the topic of mental health, and then bring the stories together in a well designed news programme of around 15 minutes. They were shown examples of previous programmes. The benefits of the activity were pointed out: that two of the students could be presenters of a programme that would be seen globally, since they were being aired on Facebook and Youtube. The individual news stories could also be chosen as their submission for their assessed portfolios, and it was something that went beyond regular student broadcasts because it was a slightly unusual task.

Students worked over several weeks to produce the news programme. During the course of the semester, we learned that the students from Hong Kong Baptist University in Hong Kong were not going to be able to host the programme from their studios due to the Covid lockdown in that city. Leeds Trinity University volunteered to coordinate the programme. This involved communicating with the participating universities about format and deadlines, writing scripts to introduce each university, providing live links to interview students from each country following their programmes, and doing some post-production before the two-and-a-quarter hour programme was broadcast.

Students and lecturers were asked to complete a questionnaire anonymously to ask them about the experience of participating in Global News Relay 2022. Five of a possible 11 students from my institution, Leeds Trinity University, responded. Their responses are shown in the first section of each question in Appendix (1). Five students from other universities (one from Asian College of Journalism, one from Communication University of China, two from Hong Kong Baptist University and one from Coventry University) responded. Their results are included separately in 'other university responses'. Two of the other international lecturers responded to the questionnaire I sent to the possible 7 lecturers. All of the responses can be seen in the Appendix (1) at the end of this article.

Discussion

In April, 2022, the Masters of Arts in Journalism students at Leeds Trinity University, took part in a global television programme called Mind Matters. They worked alongside seven other universities in five countries across 13 time zones, to produce the programme which ran over two and a quarter hours and can be

seen here: https://youtu.be/AoQMzK_eTVU

Due to on-going covid restrictions, the original host university, Hong Kong Baptist University passed its hosting responsibilities to us at Leeds Trinity. This was a huge responsibility but also a wonderful opportunity to be at the centre of the whole broadcast.

Global News Relay has been an annual broadcast since 2014. Each year, a different topic is chosen. Individual universities produce around a 15-minute programme on that topic, usually as part of their media or journalism course. The overall hosts introduce each programme, and then do a debrief with that university's representatives about a specific issue on their programme or talk about that country's perspective on the issue.

Working from early morning, to catch the students in China before their day ended, until the afternoon when we spoke to students in Texas as their day was beginning, we linked from one programme to another.

It's an opportunity to put the skills taught over the previous seven months to good practice: interviewing skills, camera work, editing, story structure, voicing reports, TV news programme line-up, amongst others.

This is one of a number of experiential learning strategies used in the journalism department. Others include: TV newscasts, radio newscasts, online newscasts, police-media training days, etc. With all these exercises, it's an opportunity for students to bring many skills together in one programme or artefact. Added to the mix in the case of Global News Relay, is the ability to coordinate numerous student journalists in a number of countries, dealing with time zones, English as not necessarily the first language, and technical issues, plus the pressure of time; the production date had been publicized and couldn't be changed because students weren't ready.

It's all to make the learning experience as close to real life and industry expectations as possible. Having work seen across the globe was a huge motivating factor for the students and for the lecturers who teach them.

In feedback, students said the programme was a real highlight of the year. This was partly because our students were the main hosts and organisers this year. Asked if they better understood the aims of the project and the international collaboration after participating in Global News Relay this year, they said:

'It really did feel like a collaborative effort, especially on the day we did the as-lives because we actually got to interact with contributors from around the world.'

'I understood how the project was very well thought out and structured and how the international collaboration worked and came together to create GNR 2022.'

'It was particularly highlighted when watching the other universities' programmes and speaking to them.'

'[It] was fantastic to learn about news stories and journalism courses from across the world - connecting similarities and exploring the differences.'

And it helped increase the confidence of our students:

'We learn so many skills on our master's course and there are definitely opportunities to put these skills into practice but for me I think this was the best opportunity for that. Having to produce both our own programme and then the entire show and make sure it's to a really high standard (because it isn't just internal or just for us) was really helpful.'

'[A]fter taking on roles that would normally be only with our class, and instead collaborating with other institutions meant that we had to 'step up' and use the skills we have learnt over the year and have confidence with them!'

'I feel more confident with the quality of work we produce and it helps to see the common skills learnt for broadcast across the world.'

It also improved all the Leeds Trinity students' communication skills:

'I believe my communication skills have grown over the course of participating in this project not just as a journalist when interviewing but also as part of a team when producing the programme.'

'[T]his all required a lot of team work and taking and giving feedback.'

'[D]irecting and communicating over zoom with the different universities was challenging but

learnt how to adapt to each individual case.'

Not surprisingly, the students better understood the complexities of contributing to an international programme.

'There is so much planning behind the scenes that you don't realise, even with things as simple as time differences. It is complex but rewarding.'

'After participating in Global News Relay I gained a better understanding of all the work that goes into contributing to such a big programme.'

'[L]anguage barriers, technical barriers, communication issues - we adapted to each issue that can arise from an international programme.'

'[C]ommunicating concepts (eg allotments) that might not be universally understood world wide- that was a real asset to enhancing my communication skills.'

And unsurprisingly, work on the programme helped the students to understand their course work better.

'Yes!!! Global News Relay let us put the skills we learn on our course into practice in a real, serious way (i.e. not just for uni work actually for a 'real' programme) which helped so much with TV news day coursework and just generally with my TV skills.'

'It helped me to put all the skills I had learnt to use and to create something great as part of a team. From video skills to working in the TV studio we were able to see everything we had been learning come to life.'

'[I]t put all the work we have done into practice and how brilliant the result can be.'

'[I]t put our skills to the test on what felt a professional level.'

One of the goals was to increase the students' ability to work independently, and for most, this happened as a result of working on Global News Relay.

'[E]ven though we did get a lot of help and support, we also had to do a lot ourselves and sort of figure out how we work best and how best to do things which was actually more useful than being fully spoon fed.'

'This project allowed us to not only work as a time but to also thrive when working independently to create our TV packages.'

Pleasingly, working on this project inspired the students to engage more with the course more generally.

'[I]t's been one of my favourite things I've done on the whole course and gave me a new sense of excitement and passion for the course and the industry that the coursework itself might not quite give me. It also made me feel more confident with TV meaning I was more willing to engage and try things with the course as a whole.'

'[T]his project really inspired me to engage more with live production and creating content for television.'

'I've never been this involved in an extra curricular activity through my whole university education, and the tips i have learnt about producing, presenting and reporting I have put into practice in other areas of my course.'

'It really [increased] my love for tv journalism which I never expected when my preference before the global news relay was radio.'

Crucially, the students agreed that working on the programme helped them develop more skills than they would've gained just by doing the other coursework.

'Yes - I'm not sure if it would be the case for everyone (although it probably would be) but because I produced it I got the opportunity to do things that I may not have on the course generally or at least definitely not to this scale (i.e. producing a 2 hour programme rather than a 15 minute one).'

'The module is fantastic and Global news relay was just another bonus where we were able to further those skills and practice the ones we had already learnt.'

'I think working on something that was real meant there was an added element of pressure and testing the skills I have learnt.'

Given that there was real pressure to perform, not just for a class project, but for universities internationally (and their parents and friends who may also watch), it helped most of the students better understand how to produce a television programme; one of the aims of the course.

'[W]atching the planning that went into it from [my lecturer] showed me an insight into producing a television programme.'

'Working on this project was a fantastic way to better understand production as we were working towards something. Every week we were in the studio practicing and producing programmes.'

'It helped me understand how best to structure a programme, how to make it entertaining, how to write scripts which are more universally understandable.'

And here's what they liked best about working on Global News Relay:

'It's been my favourite thing I've done as part of the Master's because it felt like 'real' work rather than university work - not that university work isn't fun or useful, but it felt really inspiring and great to get to do something for a real programme and get a little glimpse into what our future careers could be like.'

'What I liked best about working on Global News Relay was working as part of a team each week to create something important as well as constantly learning and bettering our skills.'

'I loved being able to interact with students doing similar courses at universities across the world.'

'Directing a global news show! I liked how Leeds Trinity was not only involved but hosted.'

What they liked least about it was:

'I didn't really dislike anything. Maybe in future I'd record as lives on the half hour not the hour but that wasn't really the end of the world.'

'What I liked least about working on Global News Relay was that we don't have the opportunity to do it all over again. It was one of the highlights of the course in my opinion and if I could have the opportunity to participate in more things like that I would.'

'The time zones made things complicated, but that can't be helped.'

'The fact it ate into our Easter holiday, however I know that cannot be helped.'

'I would love feedback from the other unis on the content we made.'

I was less successful at gathering feedback from other universities. I had one response from the Asian College of Journalism in Chennai India, one from the Communication University of China, two from Hong Kong Baptist University and one from Coventry. All but one better understood the aims of the project after participating. One said: 'Quite good opportunity for the students try to do a global news practice.'

All five agreed they gained more confidence in the skills they'd learned. All but one said their communication skills had improved as a result of the project. All agreed they better understood the complexities of contributing to an international programme, with one pointing out the difficulties overcome 'for us as foreign language speakers'. All but one said their ability to work independently increased as a result of working on the programme. All but one agreed it inspired them to engage more with the course content generally, with one saying it was 'good experience overall'. All but one said they had developed more skills than they would've gained just through the rest of the course work. They all agreed that working on GNR allowed them to better understand how to produce a television news programme. For the international respondents, what they liked best was: 'The topic is related to people around the world.' What they liked least seemed to be related to Covid and the fact that they weren't able to experience their TV studio.

They did seem to want more contact with the other international students:

'[M]aybe we could talk more than once online with other participant universities students.'

Of the seven other universities that took part, only two lecturers responded to the questionnaire. However, their responses to my questions are valuable. Asked why they had their students take part in the programme,

they said:

'We/I believe it has real value for our students to get in more reporting reps, learn how to think outside the box on covering a single topic and it allows our students to collaborate with people from around the world.'

'We have taken part in GNR for a number of years. It's a great experience for students.'

Asked what they believe their students get out of this kind of international collaborative project they said:

'They learn how to work independently, primarily, and create a show. Most of their experience comes in a very structured class setting where faculty help to produce newscasts, which doesn't leave a whole lot of room for them to learn that side of the job. This is a great opportunity to turn things over to them and have them make the kind of decisions that a producer or news director would make in terms of building out ideas and a rundown, meeting deadlines on their own without the push of a class deadline and it gives them an opportunity to spread their wings with their reporting. As far as collaboration goes, it allows them to work with people outside the university and give them different perspectives on issues facing the world and how news is produced in other parts of the world.'

'They learn about the given topic from different perspectives. When they work with students in other countries, they see others who are just like themselves and yet different.'

For lecturers, the project does mean extra work, sometimes outside of usual working hours. Were there any other difficulties they experienced?

'The TV News faculty have never wanted to be a part of the project so this is a separate activity and one that I take on outside of my regular duties. Due to the fact that this isn't done within a class, I have to assemble a team and get them moving in the right direction. That can take time to find people who are willing and able to participate. Once they pitch their ideas, I largely turn the project over to them to complete, outside of reviewing their scripts and video before we record the newscast.'

'Coordinating across time zones.'

Asked if they find that their students rise to the challenge of doing this 'real' television production, that goes beyond what they usually do in the classroom projects they said:

'Absolutely. Part of the challenge, as I mentioned, is assembling a team, but those that I target are usually the go-getters and the best of the best that we have, so these folks are motivated self-starters who see this as a great opportunity to do something different and hone their skills. I've never been disappointed with our newscast and since taking over in 2019, the quality of the entries has gotten better each year.'

'They love it! The international aspect makes them take the show seriously.'

The lecturers felt the students developed some new skills as a result of the international programme.

'Time management, creative thinking, collaboration.'

'How to tell a story for an international audience, collaborating with students overseas and seeing how people like themselves produce television.'

In terms of suggestions for the future, they said:

'I'd like to see it expand to other parts of the world. We have a heavy representation from Western Europe and Asia, which is great, but adding schools from South America, Africa and Eastern Europe would only increase the global perspective.'

'Maybe get two student representatives from each university to review the process in a joint meeting. I feel that mainly the hosts get the benefit of the connection, but it might be nice to include others on the team. Maybe even just a mini celebration in which everyone can join might be fun.'

Conclusions

There is something extra that students seem to get out of the international aspect of this kind of experiential learning that doesn't come out in the same way as with other experiential learning. There is a sense of rising to occasion. I've witnessed students, who would normally find lots of excuses for not having ideas for tel-

evision stories come to class and pitch what seemed like a well thought-through idea just because a lecturer or students from another country were there to listen and give feedback. I've witnessed students arriving on video on a weekend, well outside of class time, to rehearse for a show. Because students view the project as a 'real' broadcast, they work harder; it's not just about practising to be real journalists – it's about actually being one. I've also seen the connections students have made during down-time with other students across the world, exchanging social media contact details, because they've been working together and found they had something in common.

Students also start thinking about the way they tell stories, cover news, and explain to a global audience, which may have differing school structures, different institutions and laws. During the pandemic, for example, when a UK student pitched a story about her mother who was 'shielding' to avoid Covid, this was unknown by students in the Netherlands, who hadn't heard the term, or the approach by their government. They also see the similarities.

In feedback from the questionnaire in this project, and in feedback from other projects, the students always want more contact with each other. They enjoy seeing work that students at a similar stage of learning to them are producing. They become invested the earlier in the process they meet others, and the more involved they become. Building that in takes careful scheduling and creative planning, but it is a worthwhile investment.

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Appendix 1

Results of the Survey –

| | |
|--|--|
| Q. 1 After participating in Global News Relay 2022, I better understand the aims of the project and the international collaboration. | |
| Leeds Trinity University student responses: | |
| 1 | Yes. It really did feel like a collaborative effort, especially on the day we did the as lives because we actually got to interact with contributors from around the world. |
| 2 | Yes - I understood how the project was very well thought out and structured and how the international collaboration worked and come together to create Global News Relay 2022. |
| 3 | Yes, it was particularly highlighted when watching the other universities programmes and speaking to them. |
| 4 | Yes! |
| 5 | Yes. Was fantastic to learn about news stories and journalism courses from across the world – connecting similarities and exploring the differences. |

| | |
|-----------------------------|--|
| Other university responses: | |
| 1 | Yes |
| 2 | yes. it’s our 3rd year with GNR. Quite good opportunity for the students try to do a global news practice. |

| | |
|---|-----|
| 3 | Ys |
| 4 | Yes |
| 5 | No |

| | |
|---|---|
| Q. 2 After participating in Global News Relay 2022 I have gained more confidence about the skills I've learned. | |
| Leeds Trinity University student responses: | |
| 1 | Yes - kind of. I wouldn't say my communication skills have massively changed but we were putting them to use so they must have improved even if they were already fine. I'd say more so with each other having to collaborate as a team than with the other contributors from around the world. |
| 2 | Yes - I believe my communication skills have grown over the course of participating in this project not just as a journalist when interviewing but also as part of a team when producing the programme. |
| 3 | Yes, this all required a lot of team work and taking and giving feedback |
| 4 | Yes - directing and communicating over zoom with the different universities was challenging but learnt how to adapt to each individual case. |
| 5 | Yes- writing for packages and writing scripts. Also as presenter, I developed my communication skills in orally and visually communicating the information to camera. |

| | |
|-----------------------------|--|
| Other university responses: | |
| 1 | Yes |
| 2 | yes. of course. communication skills always need to be practiced |
| 3 | Ys, cuz I made a video |
| 4 | Yes |
| 5 | Yes |

| | |
|---|---|
| Q. 3 I have better communication skills following this project. | |
| Leeds Trinity student response | |
| 1 | Yes - kind of. I wouldn't say my communication skills have massively changed but we were putting them to use so they must have improved even if they were already fine. I'd say more so with each other having to collaborate as a team than with the other contributors from around the world. |
| 2 | Yes - I believe my communication skills have grown over the course of participating in this project not just as a journalist when interviewing but also as part of a team when producing the programme. |
| 3 | Yes, this all required a lot of team work and taking and giving feedback |
| 4 | Yes - directing and communicating over zoom with the different universities was challenging but learnt how to adapt to each individual case. |
| 5 | Yes- writing for packages and writing scripts. Also as presenter, I developed my communication skills in orally and visually communicating the information to camera. |

| | |
|-----------------------------|---------------------|
| Other university responses: | |
| 1 | No |
| 2 | yes. same as above. |
| 3 | Ys |
| 4 | Yes |
| 5 | Yes |

| Q. 4 I better understand the complexities of contributing to an international programme. | |
|--|---|
| Leeds Trinity students responses | |
| 1 | Yes! There is so much planning behind the scenes that you don't realise, even with things as simple as time differences. It is complex but rewarding |
| 2 | Yes - After participating in Global News Relay I gained a better understanding of all the work that goes into contributing to such a big programme. |
| 3 | Yes, definitely. The time zone differences, language barriers and different teaching styles were really apparent in both the preparation and the actual show. But that didn't make it any less enjoyable. |
| 4 | Yes - language barriers, technical barriers, communication issues - we adapted to each issue that can arise from an international programme. |
| 5 | Yes. With universities dropping out and us taking in the challenge of hosting. Also, communicating concepts (eg allotments) that might not be universally understood world wide- that was a real asset to enhancing my communication skills |

| Other university responses: | |
|-----------------------------|--|
| 1 | Yes |
| 2 | yes. especially for us as foreign language speakers. |
| 3 | Yes, cuz I saw the show |
| 4 | Yes |
| 5 | Yes |

| Q. 5 Working on Global News Relay helped me to understand my course work better. (Please answer yes or no and comment on why) | |
|---|--|
| Leeds Trinity students responses: | |
| 1 | Yes!!! Global News Relay let us put the skills we learn on our course into practice in a real, serious way (i.e. not just for uni work actually for a 'real' programme) which helped so much with TV news day coursework and just generally with my TV skills. |
| 2 | Yes - It helped me to put all the skills I had learnt to use and to create something great as part of a team. From video skills to working in the TV studio we were able to see everything we had been learning come to life. |
| 3 | Yes, it put all the work we have done into practice and how brilliant the result can be |
| 4 | Yes - it put our skills to the test on what felt a professional level. |
| 5 | Yes. Production skills and how to produce and deliver a live television programme as well as refine my skills to make a package. |

| Other university responses: | |
|-----------------------------|---|
| 1 | No |
| 2 | yes. theme this year is good for us to do a TV feature. |
| 3 | Yes, cuz I made a video |
| 4 | Yes |
| 5 | No |

| Q. 6 Did your ability to work independently increase as a result of working on Global News Relay? (Please answer yes or no, and comment on why you gave that answer). | |
|---|--|
| Leeds Trinity students' responses: | |

| | |
|---|--|
| 1 | Yes - even though we did get a lot of help and support, we also had to do a lot ourselves and sort of figure out how we work best and how best to do things which was actually more useful than being fully spoon fed. |
| 2 | Yes - This project allowed us to not only work as a time but to also thrive when working independently to create our TV packages. |
| 3 | Yes, as the packages were produced in individually |
| 4 | Not necessarily - felt I did more individual work on TV newscasts in class but as this was a one off event it felt like a more collaborative and team work project |
| 5 | Yes. I found my story myself and gave me confidence to search for stories. |

| | |
|-----------------------------|--|
| Other university responses: | |
| 1 | No |
| 2 | yes. we meet online, even edit our programs online. So each part of work are done separately. But we work as a team. |
| 3 | Ys, cuz I cut the video |
| 4 | Yes |
| 5 | Yes |

| | |
|---|--|
| Q. 7 Did working on Global News Relay inspire you to engage more with the course content generally? | |
| Leeds Trinity students' responses: | |
| 1 | Yes - it's been one of my favourite things I've done on the whole course and gave me a new sense of excitement and passion for the course and the industry that the coursework itself might not quite give me. It also made me feel more confident with TV meaning I was more willing to engage and try things with the course as a whole. |
| 2 | Yes - this project really inspired me to engage more with live production and creating content for television. |
| 3 | Yes, I've never been this involved in an extra curricular through my whole university education, and the tips i have learnt about producing, presenting and reporting I have put into practice in other areas of my course |
| 4 | Not necessarily - was already very engaged but it was a good opportunity to continue to develop TV skills |
| 5 | Yes. It really my love for tv journalism which I never expected when my preference before the global news relay was radio. |

| | |
|-----------------------------|---|
| Other university responses: | |
| 1 | No |
| 2 | yes. we take part in a whole process of tv producing. especially the program will be broadcasted. |
| 3 | Ys, good experience overall |
| 4 | Yes |
| 5 | Yes |

| | |
|---|--|
| Q. 8. Did working on Global News Relay allow you to develop more skills than you would have gained just by doing course work? | |
| Leeds Trinity students' responses: | |

| | |
|---|--|
| 1 | Yes - I'm not sure if it would be the case for everyone (although it probably would be) but because I produced it I got the opportunity to do things that I may not have on the course generally or at least definitely not to this scale (i.e. producing a 2 hour programme rather than a 15 minute one). |
| 2 | Yes - In my opinion the live production module taught us more skills than we could have ever hoped for. The module is fantastic and Global news relay was just another bonus where we were able to further those skills and practice the ones we had already learnt. |
| 3 | Yes, I think working on something that was real meant there was an added element of pressure and testing the skills I have learnt |
| 4 | Yes - we didnt do anything on an international scale! That took it to the next stage. I think if the broadcast was live and not pre-recorded then that would have taken it to the next stage again, however that would be too complex a challenge with different time zones and connection issues. |
| 5 | Yes. Amazing practice to make a 3 minute package. My coursework requires to make a 20 minute documentary and it would be intimidating to do this without the reactive and mentorship I got from doing global news relay. |

| | |
|-----------------------------|--|
| Other university responses: | |
| 1 | No |
| 2 | yes. edit on line, better understanding of doing a tv feature, work with people under covid. |
| 3 | Ys, info about eating disorder n mental heakth |
| 4 | Yes |
| 5 | Yes |

| | |
|--|---|
| Q. 9 Did working on Global News Relay allow you to better understand how to produce a television programme/newscast? | |
| Leeds Trinity University students' responses: | |
| 1 | Yes - because I produced it I was able to understand and learn how it's done. But also watching the planning that went into it from Katherine showed me an insight into producing a television programme. |
| 2 | Yes - Working on this project was a fantastic way to better understand production as we were working towards something. Every week we were in the studio practicing and producing programmes. |
| 3 | Yes, definitely. It helped me understand how best to structure a programme, how to make it entertaining, how to write scripts which are more universally understandable |
| 4 | Not really, had done plenty in class already but that may be just as we did this off the back of our TV news days, if this had been first it would have been. |
| 5 | Yes. From directing, to camera operating to presenting, I love being I loved being involved from the start to seeing the final version. |

| | |
|-----------------------------|------------------------|
| Other university responses: | |
| 1 | Yes |
| 2 | yes. sure. |
| 3 | Ys, cuz I tried anchor |
| 4 | Yes |
| 5 | Yes |

| |
|--|
| Q. 10 What I liked best about working on Global News Relay was: |
|--|

| Leeds Trinity University students' responses: | |
|---|---|
| 1 | It reminded me why I chose to do this course and why I want to get into journalism and TV. It's been my favourite thing I've done as part of the Master's because it felt like 'real' work rather than university work - not that university work isn't fun or useful, but it felt really inspiring and great to get to do something for a real programme and get a little glimpse into what our future careers could be like. I also loved working as part of the team and bonding with the others on my course and with Mark and Katherine. |
| 2 | What I liked best about working on Global News Relay was working as part of a team each week to create something important as well as constantly learning and bettering our skills. |
| 3 | I loved being able to interact with students doing similar courses at universities across the world |
| 4 | Directing a global news show! I liked how Leeds Trinity was not only involved but hosted |
| 5 | The teamwork I had with my course mates and discovering I have skills and talent in tv journalism. The theme gave me direction but also freedom to choose an interesting topic to cover. |

| Other university responses: | |
|-----------------------------|--|
| 1 | work as a group and chat online with our far-away-friends. |
| 2 | My video, XXXX n I made sth good |
| 3 | The topic is related to people around the world. |
| 4 | |
| 5 | |

| Q. 11 What I liked least about working on Global News Relay was | |
|---|---|
| Leeds Trinity University students' responses: | |
| 1 | I didn't really dislike anything. Maybe in future I'd record as lives on the half hour not the hour but that wasn't really the end of the world. |
| 2 | What I liked least about working on Global News Relay was that we don't have the opportunity to do it all over again. It was one of the highlights of the course in my opinion and if I could have the opportunity to participate in more things like that I would. |
| 3 | The time zones made things complicated, but that can't be helped. |
| 4 | The fact it ate into our Easter holiday, however I know that cannot be helped. |
| 5 | I would love feedback from the other unis on the content we made. |

| Other university responses: | |
|-----------------------------|--|
| 1 | The global nature of the project and the ambition behind it. |
| 2 | under covid |
| 3 | No real anchor n programme experience in hkbu studio |
| 4 | |
| 5 | |

| Q. 12 My suggestions for next year's Global News Relay | |
|--|--|
| Leeds Trinity University students' responses: | |
| | |

| | |
|---|---|
| 1 | Make sure all universities sent in questions for the as lives and also maybe give more of a clear brief on the topic - it doesn't really matter because it's nice to see people's interpretations and it would be boring if they're all the same but equally it would be good to be very clear on what exactly the topic means. |
| 2 | My suggestions for next years global news relay would be start thinking about your packages a bit earlier. Because it comes around very quickly and between learning all the skills in the studio and creating your packages you don't have as much time as you think you do. |
| 3 | I think a topic that is more direct would mean that topics students choose to cover would be more obviously linked. |
| 4 | None! Get trinity to do it again, was professional and a great and reliable team. |
| 5 | Perhaps a chance to watch news programmes from other unis (non student ones- eg the us equivalent of the bbc news at 6) |

| | |
|-----------------------------|---|
| Other university responses: | |
| 1 | Maybe the hosts of each university's segment could have their bit recorded live with the main hosts through streamyard. This could make the transitions between segments look more natural. |
| 2 | maybe we could talk more than once online with other participant universities students. |
| 3 | maybe we could talk more than once online with other participant universities students. |
| 4 | More communication |
| 5 | |

The Lecturers' questionnaire:

| | |
|--|--|
| Q. 1. Please explain why you took part in Global News Relay 2022 - MindMatters | |
| 1 | We have been a part of the Global News Relay for years before I took over the project in 2019. We/I believe it has real value for our students to get in more reporting reps, learn how to think outside the box on covering a single topic and it allows our students to collaborate with people from around the world. |
| 2 | We have taken part in GNR for a number of years. It's a great experience for students |

| | |
|--|--|
| Q 2. What do you think your students get out of this kind of international collaborative TV project? | |
| 1 | They learn how to work independently, primarily, and create a show. Most of their experience comes in a very structured class setting where faculty help to produce newscasts, which doesn't leave a whole lot of room for them to learn that side of the job. This is a great opportunity to turn things over to them and have them make the kind of decisions that a producer or news director would make in terms of building out ideas and a rundown, meeting deadlines on their own without the push of a class deadline and it gives them an opportunity to spread their wings with their reporting. As far as collaboration goes, it allows them to work with people outside the university and give them different perspectives on issues facing the world and how news is produced in other parts of the world. |
| 2 | They learn about the given topic from different perspectives. When they work with students in other countries, they see others who are just like themselves and yet different. |

| | |
|---|--|
| Q3 What are some of the difficulties you experience by taking on this project, as a lecturer? | |
|---|--|

| | |
|---|---|
| 1 | The TV News faculty have never wanted to be a part of the project so this is a separate activity and one that I take on outside of my regular duties. Due to the fact that this isn't done within a class, I have to assemble a team and get them moving in the right direction. That can take time to find people who are willing and able to participate. Once they pitch their ideas, I largely turn the project over to them to complete, outside of reviewing their scripts and video before we record the newscast. |
| 2 | Coordinating across time zones |

Q4 Do you find that your students rise to the challenge of doing this 'real' television production (beyond what they usually do in classroom projects and assessments)?

| | |
|---|--|
| 1 | Absolutely. Part of the challenge, as I mentioned, is assembling a team, but those that I target are usually the go-getters and the best of the best that we have, so these folks are motivated self-starters who see this as a great opportunity to do something different and hone their skills. I've never been disappointed with our newscast and since taking over in 2019, the quality of the entries has gotten better each year. |
| 2 | They love it! The international aspect makes them take the show seriously. |

Q5 What skills do you think your students develop as a result of taking part in Global News Relay?

| | |
|---|--|
| 1 | Time management, creative thinking, collaboration. |
| 2 | How to tell a story for an international audience, collaborating with students overseas and seeing how people like themselves produce television |

Q6 What suggestions do you have for future collaborative TV projects?

| | |
|---|--|
| 1 | It's difficult to say because the last few years have been so topsy-turvy. A lot has changed each year as we start the process - deadlines, primarily. I'm flexible and able to make it work but with how we approach this, as an extra curricular activity, the changes can be difficult for students to adjust to as this is an add-on to their time, but they've never complained and have always gotten everything done at a high level and on time. As far as changes, I'd like to see it expand to other parts of the world. We have a heavy representation from Western Europe and Asia, which is great, but adding schools from South America, Africa and Eastern Europe would only increase the global perspective. |
| 2 | Maybe get two student representatives from each university to review the process in a joint meeting. I feel that mainly the hosts get the benefit of the connection, but it might be nice to include others on the team. Maybe even just a mini celebratoin in which everyone can join might be fun |

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Blair, Katherine (2022) 'Global TV Projects in Journalism Education' *Journalism Education* 11(1) pp 42-59 Available at <https://journalism-education.org/>