

NewsReel2

2020-1-HU01-KA203-078824

Reporting on migrants and refugees

A syllabus for Journalism and Mass
Communication programmes



Erasmus+

New Teaching Fields for the Next Generation of Journalists

NewsReel2



1. Data on the programme

1.1 Field of study	Journalism/Communication and Media Studies
1.2 Recommended level [<i>Bachelor/ Masters</i>]	Bachelor
1.3 Recommended study programme/ qualification	Journalism/Mass Communication

2. Data on the discipline

2.1 Name	Reporting on migrants and refugees
2.2 Recommended qualifications for the teacher [<i>practitioner, theoretician, PhD holder in a certain field of study, etc.</i>]	Theoretician; practitioner for seminars
2.3 Year of study [<i>entry level/ advanced</i>]	2nd or 3rd (middle level to advance)
2.4. Evaluation type [<i>examination/ project/ portfolio/essay</i>]	Portfolio
2.5 Type of discipline [<i>facultative, compulsory</i>]	Facultative

3. Total time - estimated [hours per semester of student activity]

3.1 Number of hours per week	2	From which: 3.2 course [<i>theory</i>]	2 (9 weeks)	3.3 seminar [<i>theory & practice</i>]/laboratory [<i>practice & laboratory</i>]	2 (3 weeks)
3.4 Total number of hours [<i>3.1 X number of weeks; 12-14 weeks per semester</i>]	24	From which: 3.5 course [<i>theory</i>]	18	3.6 seminar [<i>theory & practice</i>]/ laboratory [<i>practice & laboratory</i>]	6
Time distribution					Hours
Individual study using a manual, course support, bibliography, notes from the course					70
Documentation online and/ or on the field					0
Preparing homework: individual or teamwork, portfolios, essays, etc.					70

Tutoring	0
Examinations	0
Other activities	0
3.7 Total hour of individual study	140
3.8 Total hours per semester (3.4. + 3.7)	164
3.9 Number of ECTS	6

4. Preconditions (if applicable)

[Who are the intended students]

4.1 curriculum preconditions (recommended previous courses)	Introductory courses to journalism and/or media studies, potentially practical courses in journalism
4.2 competences preconditions	First basic experiences in journalism/reporting (e.g., how to write and research journalistic story)

5. Infrastructure needed (if applicable)

5.1 for the course	Classroom with computer and projector, internet access
5.2 for the seminar/laboratory	The same as for the course plus laptops and internet access for each student

6. Specific abilities

[What do we want students to be able to do]

6.1. Professional competencies <i>[job skills to be developed]</i>	Journalistic research skills, understanding of key societal issues and challenges revolving around migration and forced displacement, theoretical knowledge to make for an informed way of covering migration, forced displacement and integration
6.2. Transversal competencies <i>[team work, critical thinking, global citizenship, etc.]</i>	Intercultural skills, critical thinking, empathy, global citizenship

7. Discipline's objectives

[related to developing abilities & competencies]

7.1 General objective	<p>The overall objective is that students gain knowledge about basic concepts of migration and forced displacement and the differences between both and learn how to cover the subject responsibly in their later career.</p>
<p>7.2 Specific objectives</p> <p><i>[Learning outcomes – observable, measurable]</i></p>	<p>By the end of the semester, students in this course will:</p> <ul style="list-style-type: none"> • understand the differences between migration and forced displacement • know the key concepts and vocabulary of the subject (including basic knowledge on integration) • be aware of major scholarly findings on covering migration and forced displacement, as well as covering ethnic minorities & integration • be aware of ethically responsible ways of covering migration and forced displacement, as well as on potential challenges occurring while reporting the issue • be able to identify and discuss good practices of covering migration and forced displacement • be able to transfer the acquired knowledge into their own project ideas in journalism practice

8. Content

[for 12 weeks]

8.1. Course	Teaching methods	Observations
<p>Course - week 1</p> <p>Introduction to course subject of and course organization</p>	<p><i>[connected to professional & transversal competencies]</i></p> <p>Lecture on the subject & course structure</p> <p>+ Q&A and discussion.</p>	<p><i>[link among proposed teaching methods and intended competences]</i></p> <p>Students understand basic concepts, definitions, and challenges of the course subject.</p> <p>Students understand the structure of the course (blended learning approach) and what workload and assignments to expect during the course.</p>

<p>Course – week 2</p> <p>Key terminologies of (covering) migration, forced displacement, and integration/Distinguishing migrants and refugees</p>	<p>E-learning, self-study</p>	<p>Identify and describe differences in between migrants and refugees, focus on particular aspects (e.g., labour migration), learn about key (legal) terminologies of the field vs. everyday use of language (e.g., “illegal” migrant), as well as the fluidity and complexity of the subject.</p>
<p>Course – week 3</p> <p>Context factors & geographies of covering migration, forced displacement, and integration</p>	<p>E-learning, self-study</p>	<p>Learn about differences in between countries of origin, transit countries, and destination countries for both migration & forced displacement, explore different country profiles and the complex flows of migration.</p> <p>Understand the necessity of taking on a multi-perspective stance on the issue.</p>
<p>Course - week 4</p> <p>Wrap-up: Migration, forced displacement, and integration</p>	<p>Lecture and Q&A/feedback on e-learning phase</p> <p>Presentation by students, discussion</p>	<p>Present a key aspect of the subject to the participating students (in groups).</p> <p>Discussing and reflecting on how we think of these key aspects being represented in media coverage (transition to next phase).</p>
<p>Course – week 5</p> <p>What research tells us about the media coverage of migration, forced displacement and integration</p>	<p>E-learning, self-study</p>	<p>Get to know the most important academic findings on how journalists (in different countries/media systems) cover the issue.</p> <p>Read a selected number of studies.</p>
<p>Course – week 6</p> <p>Wrap-up: Research on covering migration / forced displacement & Insights from journalism practice</p>	<p>Short flashlight presentations by students (in groups)</p> <p>Discussion/questions and answers with practitioners (journalists covering seminar issues)</p>	<p>Present selected academic findings to other students.</p> <p>Hear about what experienced journalists say about their experience on the ground & the challenges they face.</p>
<p>Course – week 9</p> <p>The ethics of covering migration & forced displacement</p>	<p>E-learning, self-study</p>	<p>Understand ethical challenges (e.g., confrontation with trauma and discrimination) of covering the subject</p> <p>Get to know strategies on how to deal with these challenges in practice</p> <p>Get to know the approach of constructive/solutions-oriented</p>

		journalism
Course – week 11 Media, minorities and integration	E-learning, self-study	Understand key terms & challenges of the field & how it relates to journalistic work. Understand and reflect the topic of migration and forced displacement in a long-term perspective.
Course – week 12 Seminar Wrap-Up & Evaluation	Lecture, discussion	Wrapping-up the seminar: - Knowledge acquired - How far did students proceed with their own projects? What was their experience? - Evaluation of e-learning material
8.2 Seminar/laboratory	Teaching methods <i>[connected to professional & transversal competencies]</i>	Observations <i>[link among proposed teaching methods and intended competences]</i>
Seminar - week 7 Develop your own project on covering migration, forced displacement, or integration	E-learning, self-study	Reflecting seminar content taught so far Develop competencies in project development Write a project description (expose of journalistic project) (Note: Students will already develop their ideas from the beginning of the course time, and finalize their plan in this week) The e-learning for this week will comprise a short summary of seminar content so far (e.g., quiz or similar)
Seminar - week 8 Wrap-up: Students' projects	Short presentations ("pitch") by students & discussion, feedback from lecturers (potentially: experienced practitioners could be invited again to provide feedback)	Reflect on journalistic proposal
Seminar - week 10 Talking with migrants and refugees: Insights from practitioners	Panel/workshop with guests working with migrants and refugees: NGOs,	Get to know perspectives from practice: How should we approach them for an interview, etc.? Which

	psychologists, self-aid group, or similar (based on availability/potential focus of the course & of the journalistic research projects, e.g., if students will visit a refugee camp or similar location)	could be strategies to be with traumatized people and/or psychologically challenging experiences on the ground?
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Note on conducting the course: Many lessons will be prepared by the students with the help of the e-learning material as well as self-study of relevant literature, presence sessions will be limited. Instead, block sessions will be arranged to allow for group discussions and activities. Special time slots during the block sessions will be allocated to allow for discussion and questions on the e-learning material.

NOTE: According to German course schedules, students are typically allowed to hand in their final course assignments after the end of the actual lecture period within a semester, meaning they could still work on their journalistic project after the final session. This course plan could be adapted to fit other national systems demanding final assignments at an earlier stage, if necessary.

9.1. Compulsory (core) bibliography

- UNESCO, Reporting on Migrants and Refugees. Handbook for Journalism Educators. Paris: UNESCO (edited by S. Fengler, M. Lengauer, A.-C. Zappe)
- Fengler, S., & Kreutler, M. 2020. Migration coverage in Europe's media: A comparative analysis of coverage in 17 countries. Frankfurt/Main: OBS Working Paper 39. Retrieved from https://www.otto-brenner-stiftung.de/fileadmin/user_data/stiftung/02_Wissenschaftsportal/03_Publikationen/AP39_Migration_EN.pdf
- Caviedes, A. 2015. An emerging 'European' news portrayal of immigration? *Journal of Ethnic and Migration Studies* 41(6): 897-917. doi: 10.1080/1369183X.2014.1002199
- Chinje, E. 2016. Europe has to deal with the causes of migration from Africa. Retrieved from <https://www.theafricancourier.de/europe/europe-has-to-deal-with-the-causes-of-migration-from-africa-eric-chinje/>
- Eberl, J.-M., Galyga, S., Lind, F., Heidenreich, T., Edie, R., Boomgaarden, H. G., Herrero, B, Gómez Montero, E. L., & Berganza, R. 2019. European media migration report: How media cover migration and intra-EU mobility in terms of salience, sentiment and framing. Report. Retrieved from <https://www.reminder-project.eu/wp-content/uploads/2019/08/REMINDER-D8.3.pdf>
- Georgiou, M., & Zaborowski, R. 2017. Council of Europe report: Media coverage of the "refugee crisis": A cross-European perspective. Retrieved from <https://rm.coe.int/1680706b00>
- ICMPD (International Centre for Migration Policy Development). 2017. How does the media on both sides of the Mediterranean report on migration? A study by journalists, for journalists and policy-makers. Migration media coverage in 17 countries from 2015 to 2016. Retrieved from http://media-diversity.org/additional-files/Media_Migration_17_country_chapters.pdf

9.2. Additional bibliography

- Balabanova, E., & Balch, A. 2010. Sending and receiving: The ethical framing of intra-EU migration in the European press. *European Journal of Communication* 25(4): 382-397. doi: 10.1177/0267323110381005
- Berry, M., Garcia-Blanco, I., & Moore, K. 2015. Press coverage of the refugee and migrant crisis in the EU: A content analysis of five European countries: Report prepared for the United Nations High Commission for Refugees. Retrieved from <https://www.unhcr.org/protection/operations/56bb369c9/press-coverage-refugee-migrant-crisis-eu-content-analysis-five-european.html>
- Bleich, E., Bloemraad, I., & de Graauw, E. 2015. Migrants, minorities and the media: Information, representations and participation in the public sphere. *Journal of Ethnic and Migration Studies* 41(6): 857-873. doi: 10.1080/1369183X.2014.1002197
- Esses, V. M., Medianu, S., & Lawson, A. S. 2013. Uncertainty, threat, and the role of the media in promoting the dehumanization of immigrants and refugees. *Journal of Social Issues* 69(3):518-536. doi: 10.1111/josi.12027
- Fengler, S., Bastian, M., Brinkmann, J., Zappe, A. C., Tatah, V., Andindilile, M., ... & Lengauer, M. 2020. Covering Migration – in Africa and Europe: Results from a comparative analysis of 11 countries. *Journalism Practice*. Advance Online Publication. doi:10.1080/17512786.2020.1792333
- Fotopoulos, S., & Kaimaklioti, M. 2016. Media discourse on the refugee crisis: On what have the Greek, German and British Press focused? *European View* 15(2): 265-279. doi: 10.1007/s12290-016-0407-5
- Fronista, P., & Papadopoulou, S. 2018. Down and out and wet and bedraggled: Navigating the emotional and ethical maelstrom of reporting from the crisis flashpoint of Idomeni. In G. Dell'Orto & I. Wetzstein (Eds.), *Refugee news, refugee politics: Journalism, public opinion and policymaking in Europe*, 127-140. New York: Routledge.
- Harteveld, E., Schaper, J., Lange, S. L. de, & van der Brug, W. 2018. Blaming Brussels? The impact of (news about) the refugee crisis on attitudes towards the EU and national politics. *JCMS: Journal of Common Market Studies* 56(1): 157-177. doi:10.1111/jcms.12664
- Sohlberg, J., Esaiasson, P., & Martinsson, J. 2018. The changing political impact of compassion-evoking pictures: The case of the drowned toddler Alan Kurdi. *Journal of Ethnic and Migration Studies* 45(13): 2275-2288. doi: 10.1080/1369183X.2018.1538773
- Štětka, V., Mihelj, S., & Tóth, F. 2020. The Impact of News Consumption on Anti-immigration Attitudes and Populist Party Support in a Changing Media Ecology. *Political Communication*, Advance Online Publication. doi: 10.1080/10584609.2020.1820647
- White, A. 2015. Moving stories: International review of how media cover migration. Retrieved from <https://weblog.iom.int/sites/default/files/Moving-Stories-International-Review-of-How-Media-Cover-Migration-1.pdf>

10. How is the discipline connected to the expectations of the professional /epistemic community

With an unprecedented number of migrants and refugees on the move (UN, 2020), migration and forced displacement is one of the key issues of contemporary global politics. Consequently, many journalists will deal with the issue in one way or another

during their professional career. Creating awareness of key terminologies and key challenges of covering the issue is thus of utmost importance for the professional community. An important component of the course will be the involvement of practitioners who are experienced in covering the issue. More than other topics, migration and forced displacement is highly glocal: It typically plays at the global, international, national, and local levels at the same time. Covering this discipline thus stipulates awareness among emerging journalists of this global connectedness.

11. How is the discipline connected to the rest of the journalistic / communication studies curriculum

The course builds on existing journalism practice and journalism research courses. It aims to convey basic knowledge of an important and emerging field of journalism and wants to expand students' reporting skills. It may thus be seen as an opportunity for students to specialize in a specific field of coverage. Students should already have acquired some basic experience in reporting before taking the course.

12. Evaluation

[How to measure students' acquired abilities, through different instruments, such as: tests; analyses of existing journalistic examples; essays; suggested portfolio]

Type of activity	12.1 Evaluation criteria	12.2 Evaluation methods
Course	Presence and participation during sessions (5%) 2 presentations assignments (30% - 15% each)	Knowledge of the compulsory reading, ability to answer questions during the lecture or/and discuss topics. Presentation of a key aspect of the seminar topic in Session 4 (students to work together in groups) Presentation of selected academic findings to other students (students to work together in group)
Seminar/laboratory	Develop a project idea/journalistic research project: Writing of an exposé (15%) Carry out of journalistic project & production of a journalistic story on the seminar topic (50%)	Written summary (max. 3 pages) outlining the planned project by referring to the knowledge acquired and challenges dealt with throughout the course (specific structure for the summary will be provided by the lecturer to ensure comparability) Written or audio-visual journalistic story that takes into account the acquired knowledge
12.3 Minimum performance standard [linked to specific objectives/ learning		

outcomes]

Knowledge of key terms, terminologies and aspects of migration and forced displacement, and basic knowledges of terms, terminologies and aspects of integration

Knowledge of research on how the media cover migration, forced displacement, and integration

Knowledge of key challenges in covering migration and forced displacement (e.g., ethical challenges)

Carrying out a journalistic project taking into account the acquired knowledge (sensitivity to the issue) (knowledge transfer)

13. Rationale

Benchmarking courses

Topical courses/toolkits/manuals/e-learnings and similar:

Offers of the Center for Migration and Refugee Studies of the American University in Cairo (MA in Migration and Refugee Studies):

<https://gapp.aucegypt.edu/centers/cmrs>

Particularly the following courses:

- Introduction to Migration and Refugee Studies
- International Refugee Law
- Psychosocial Issues in Forced Migration
- Migration in International Law

Migration Syllabi of the International Labour Organization:

<https://www.ilo.org/global/topics/labour-migration/policy-areas/guidance-for-journalists/lang--en/index.htm>

Thomson Foundation: Reporting on Migration:

<https://thomsonfoundation.edcastcloud.com/learn/reporting-on-migration-self-paced/>

IOM E-Campus: <https://www.ecampus.iom.int>

Erich Brost Institute (forthcoming):

Accompanying Slides and Material to the UNESCO Handbook on Covering Migration and Forced Displacement

<https://mediaandmigration.com>

IOM (2018). Media and Migration: Toolkit for journalists:

[https://rodakar.iom.int/sites/rodakar/files/document/publications/Media%20Toolkit%202018%20-%20EN%20RO%20Dakar%20\(1\).pdf](https://rodakar.iom.int/sites/rodakar/files/document/publications/Media%20Toolkit%202018%20-%20EN%20RO%20Dakar%20(1).pdf)

GIJN (2020). Migration reporting: Guidelines and assessment.

<https://gijn.org/migration-reporting-guidelines-assessment/>

Ethical Journalism Network (n.d.).

Ethical guidelines on migration reporting: Five-point guide for migration reporting.

<https://ethicaljournalismnetwork.org/resources/infographics/ethical-guidelines-on-migration-reporting>

Course design:

<http://www.washington.edu/teaching/teaching-resources/preparing-to-teach/designing-your-course-and-syllabus/>

Distinction among Learning Goals/ Objectives and Outcomes:

<https://provost.asu.edu/sites/default/files/page/1595/student-learning-outcomes.pdf>

Transversal competencies:

<http://unesdoc.unesco.org/images/0024/002465/246590E.pdf>

Professional competencies:

<http://www.celt.iastate.edu/teaching/effective-teaching-practices/revise-blooms-taxonomy>

European Credit Transfer and Accumulation System (ECTS):

One credit point means 25-30 hours of workload

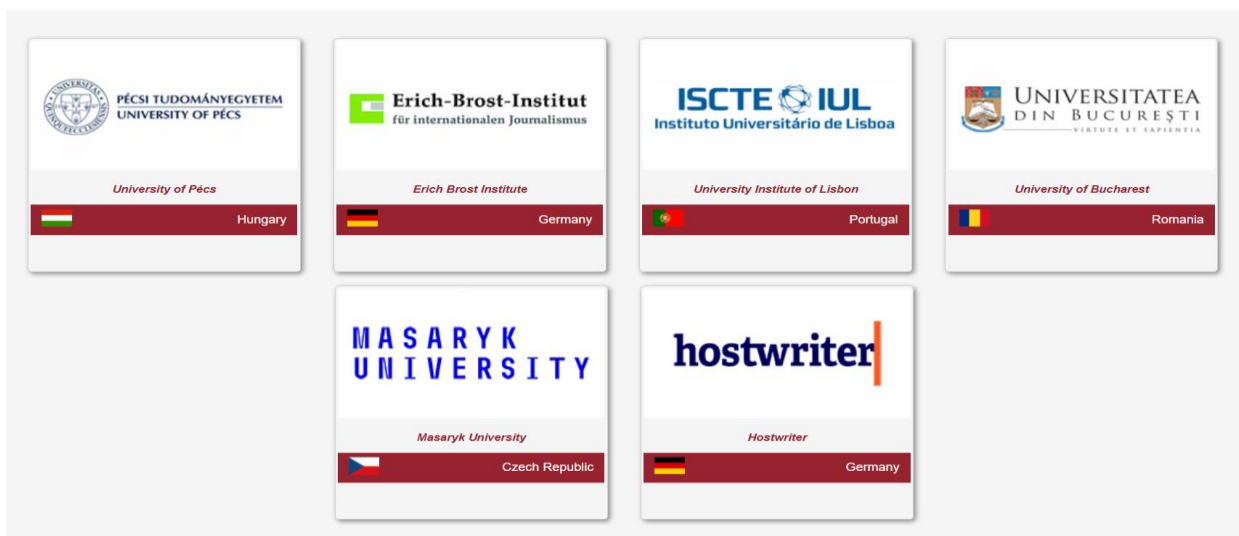
https://ec.europa.eu/education/resources/european-credit-transfer-accumulation-system_en

Experiential learning, journalism:

<http://www.zurnalai.vu.lt/files/journals/6/articles/72/public/zt-nr2-3.pdf>



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