

NEWSREEL 2

2020-1-HU01-KA203-078824

# NEW TEACHING FIELDS FOR THE NEXT GENERATION OF JOURNALISTS

## TEACHING GUIDE COVERING MIGRATION



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*The project was funded by the European Commission. The views expressed in this publication do not necessarily reflect those of the European Commission.*

## About the Newsreel Project

An indispensable ability that journalists need to acquire is the creative and responsible use of digital tools. Journalists should be reliable and trustworthy sources of news amidst the digital din as they need to provide a counterpoint to the wealth of unverified information that affects the raw emotions and tempers of audiences around the world. The target audience of the EU-funded NEWSREEL2 - New Teaching Fields for the Next Generation of Journalists project is the millennial and post-millennial generations of journalists whose lifestyles are inherently linked to digital devices and social media. The primary aim of NEWSREEL2 is to improve their digital skills in a creative and responsible way to enhance the societal benefits of the digital era. To achieve these objectives, the NEWSREEL2 project team developed innovative teaching methods and materials for media and journalism students.

The project is the extension of NEWSREEL - New Skills for the Next Generation of Journalists, widening the scope of the original four journalistic fields covered (data journalism, collaborative journalism, new business models and ethical challenges) with nine new ones: (1) 'Storytelling in social media' enables students to learn how to present journalistic contents on social media networks. (2) 'Graphic journalism' helps students to get to know the basic tools and subgenres of comics journalism. (3) Improving students' 'democratic sensibility' enables them to be aware of their social role and responsibility in the democratic society of the digital age. (4) 'Covering migration' helps to improve their research and reporting skills and understanding migration in a global context. (5) 'Foreign coverage' enables students to contribute to a more balanced coverage of international topics. (6) 'Journalism for voice-activated assistants and devices' teaches students how to use them and see their potential in newsrooms. (7) 'AI and journalism, robot journalism and algorithms' teach their usage, and enables students to clearly see the potential benefits and risks. (8) 'Verifying and analyzing fake news' teaches students to be able to identify information and opinion going viral and to verify information with the help of suitable tools and software. (9) 'Debunking disinformation' helps students to get solid knowledge about the mechanisms used for debunking fake news and disinformation. The project aims to facilitate efficient international cooperation between university-based journalistic ecosystems. All educational materials produced by the project partners are open free and accessible through open licenses via the NEWSREEL2 website (<https://newsreel.pt.e.hu/>).

The project partners are the University of Pécs, in Hungary; the Erich Brost Institute, from the Dortmund Technical University, in Germany; the University Institute of Lisbon (ISCTE-IUL), in Portugal; the University of Bucharest, in Romania; the

Masaryk University, from Brno, in the Czech Republic; and Hostwriter, from Berlin, in Germany.

## **The Teaching Guides**

There is a teaching guide for each field of the NEWSREEL2 project. The main goal of these teaching guides is to give some hints that can help teachers and trainers to implement the developed courses. The guides help understand how the courses are structured and showcase the complete courses and the e-learning or other teaching materials available for each course on the online platform. Through the guides you can have access to main goals of the course, for whom it was thought, bibliographical references and other contents that can help you get the most out of the contents the NEWSREEL2 team has prepared.

## **The structure**

Besides the detailed syllabus, this course provides teaching materials developed to support the teaching process. You can find these materials in the syllabus and in this teaching guide.

The teaching guides structure is the following:

- The professional field
- Target audience
- General objectives
- Specific objectives
- Professional competences to be enhanced
- Course
  - o Complete course
    - Contents according to the Syllabus
    - Advised teaching methods
    - Evaluation suggestion
    - Bibliography suggestions
  - o E-learning or other teaching materials
- Notes to teachers
- General observations
- The team

## **Reporting on migrants and refugees**



## **The professional field**

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 global: It typically plays at the global, international, national, and local levels at the same time. The course also aims to stipulate awareness among (emerging) journalists of this global connectedness.

The so-called “European refugee crisis” in 2015-16 has led to heated debates. Migration is a topic that is particularly endangered to being captured by populists. The news media thus have a particular responsibility when it comes to covering migration, forced displacement, and integration. Balance and correct terminologies are key.

Journalists can, with the ways they report about matters of migration, shape the perception of migrants and refugees in countries of both origin and destination. But even if the media do not, or only hesitantly, cover the topic, this may have an impact on audiences and decision-makers. Citizens may not understand the full consequences of migration matters for their own society, make misleading decisions, do or not exert pressure on policymakers to take action, or feel betrayed by the media. Journalists knowledgeable in an array of complex and interrelated matters including human rights, sustainable development, public opinion at home and abroad as well as political, economic, cultural, psychological, theoretical context factors of the issue, at the same time aware of ethical challenges when reporting the field, are thus highly needed.

This course builds on existing courses in journalistic practice and journalistic research and is inspired by our UNESCO Handbook for Journalism Educators “Reporting on Migrants and Refugees” (UNESCO, 2021). This course conveys basic knowledge, but also wants to train students journalistic experience by letting them develop their own projects in the field of reporting migration and forced displacement.

## **Target audience**

This course is directed to advanced students of academic programs such as Journalism or Media and Communication Science. Students should have knowledge of the basics of journalistic writing and research, as well as some first knowledge on journalism research. The course was developed for a semester-long course, but single sessions might be used independently for related courses. As such, the learning material is also suitable for journalists who wish to educate themselves as well as for newsroom managers who want to support their team to gain basic knowledge in reporting migration and forced displacement.

## **General objective of the course**

The overall objective is that students gain knowledge about basic concepts of migration and forced displacement, as well as integration, and learn how to cover the subject responsibly in their later career. To reach this goal, they will first gain knowledge about the basic concepts, definitions and challenges of the course subject, before diving into key (legal) terminologies of the field and particular aspects such as labor migration. Further on, the students will learn about key context factors and geographies of migration and forced displacement. Students will explore academic research on how the media cover migration and forced displacement. A Q&A session with practitioners from the field will enable them to compliment and check their theoretical knowledge with insights from the ground. They will further on develop their own projects on covering migration and forced displacement, preparing a pitch for the teachers and their peers. Further during the class, they will gain insights into ethical aspects of covering migration & forced displacement. Another workshop intends to invite migrants and/or refugees or practitioners working with them, such as representatives from NGOs in the field. Students will also learn about the relationship between media, minorities and integration.

## **Specific objectives of the course**

By the end of the course, students will:

- 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

## **Professional competences to be enhanced**

Through their participation in the class, students will strengthen their journalistic research skills and get to know the particular professional field of covering migration and forced displacement. Migration and forced displacement is a cross-cutting issue that may concern them at different journalistic job positions in their future professional career. For that purpose, they will understand key societal issues and challenges revolving around migration and forced displacement and learn theoretical knowledge that makes for an informed way of covering migration, forced displacement and integration issues.

## **COURSE**

### **Contents**

The course consists of twelve consecutive sessions:

#### **Week 1**

Introduction to course subject & course organization

The first lecture will be used for an overview of the field, including basic concepts and key challenges of the course subject. It may further be used to introduce the blended learning approach of the class and provide students with information about the main learning materials and assignments to be completed (presentations, journalistic project). Students will be assigned to develop their own project covering migration, forced displacement, or integration, which should involve interviewing people and, if possible, also doing research on the ground. Lecturers will provide guidance and scan their respective region for potential suitable projects, persons or initiatives to be covered by their students.

#### **Week 2**

Key Terminologies of Migration and Forced Displacement (key actors, concepts, and (legal) terminologies) (self-study)

Students will use this self-study session to delve deep into terminologies of migration and forced displacement, such as the (difficult) differentiation between who is a migrant and who is a refugee. They will get to know major social science as well as legal definitions about this field.

#### **Week 3**

Context Factors & Geographies of Migration and Forced Displacement (self-study)

During this self-study session, students will learn about the complex and highly intertwined causes and consequences of migration and forced displacement, as well as about major countries of origin and destination of migration in global comparison.

#### **Week 4**

Wrap-up of previous self-learning sessions (short lecture & student presentations)

Students will reflect and discuss the contents of the previous self-learning sessions, guided by a short wrap-up lecture by the teacher. Students will be asked to prepare



short presentations on selected aspects of the self-learnings, summarizing and discussing what they have learned. They will receive feedback from the teacher and their peers.

### **Week 5**

Research on Media Coverage of Migration and Forced Displacement (selected academic findings) (self-study)

This self-study session is dedicated to the academic output of media and communication research on how journalists cover migration and forced displacement. Students will be confronted with major findings from research on the contents and effects of media coverage on the issue, alongside a discussion of major shortcomings identified in the reporting.

### **Week 6**

Wrap-up of Research on Covering Migration and Forced Displacement: Flashlight presentations by students, Discussion/Q&A with practitioners (journalists covering seminar issues)

Students will reflect and discuss the contents of the previous self-learning session. They will be asked to prepare short presentations on selected aspects of self-learning, summarizing and discussing what they have learned. They will receive feedback from the teacher and their peers. A second part of the session may be used for a discussion and Q&A with one or several journalists experienced in reporting migrants and refugees. This will allow students to contrast their theoretical knowledge acquired so far with insights from the field. The practitioner(s) may also provide the students with some advice to develop their own projects (e.g., topics, sources of research, manageability, ...) Students may prepare online, print, radio or TV pieces, depending on their previous knowledge and availability of technical solutions and equipment at the respective university.

### **Week 7**

Students develop their own journalistic project on covering migration, forced displacement, or integration (writing a project description/expose) (self-study)

Students will use week 7 to finalize a project description/expose of their articles.

### **Week 8**

Wrap-up of students' projects: Short presentations ("pitches") of journalistic projects

In this in-person session, students will provide pitches of their journalistic projects. They will be asked to present their plans in a hands-on and creative way. Peers and teacher(s) will provide feedback. It may also be an opportunity to re-invite the practitioner(s) who already joined in week 6 for students to get direct feedback from someone involved in the field, or to involve them providing written feedback after the session.

### **Week 9**

#### The Ethics of Covering Migration & Forced Displacement

This self-study session provides students with an overview of how to report the issue in an ethically sensitive way, including a diversity of sources and perspectives. It also includes a focus on how to deal with potentially traumatized interviewees.

### **Week 10**

Talking to Migrants and Refugees: Workshop/Discussion with guests (migrants and/or refugees, NGOs active in the field, ...)

This session will be dedicated to an exchange with migrants and refugees or, depending on availability, NGOs or grassroots initiatives active in the field. Students will prepare tailored questions. The session may also serve to compare academic findings on media coverage of migration with the perception of migrants.

### **Week 11**

#### Media, Minorities, and Integration

During this session, students will be familiarized with key concepts and research findings on the relationship between the news media, minorities, and integration.

### **Week 12**

Course Wrap-Up & Evaluation, discussion of further procedure for the journalistic projects of students

The final session will contain a thorough evaluation of the course contents, both concerning the self-learnings and the in-class sessions, as well as the meetings with journalists and migrants/refugees respectively. Students will be engaged in a final discussion about the course content to reflect on what they have learned. This session may also serve as an opportunity to discuss the final assignment (journalistic

projects) of the students, including their progress, further support needed by the teacher, and deadlines.

The course design allows for a certain degree of flexibility, for example to reduce the number of courses in case of shorter semesters, or for a clearer focus on only some of the aspects of the learning contents and materials.

## Teaching methods

This course is suitable for a blended learning approach. Ideally, the self-study materials are used for a flipped classroom set-up, i.e. students work through the sessions and hand in the related assignments before class. In class, students are encouraged to participate actively in discussion rounds and group works. An important component of the course is the involvement of practitioners who are experienced in reporting migration and forced displacement and are willing to share their experiences and give feedback on students' projects. The journalistic projects of students require meticulous feedback and guidance from the lecturer, as students are expected to hand in their results after the last session.

### *Selected recommendations for interactive in-class teaching*

Introduction session: reveal prior knowledge through a “silent discussion”

- Students answer in writing on different posters (guiding questions: Which words come to your mind when thinking about migration and forced displacement? What is the difference between a migrant and a refugee? What comes to your mind when you see these images?)
  - Students should not talk with each other but should silently comment written answers of their peers.
  - After ten to fifteen minutes students return to their desks and discuss interesting points on the posters; the teacher might point out some obvious misconceptions.

Discussion with practitioners: Moderating the session:

- One or two students volunteer to moderate the discussion
- All students help the moderators with preparations (background on guests, questions), work distribution according to the number of guests.
- The rules of moderation need to be clarified beforehand (worksheet, verbal instruction)

Project work:

- Pitch your project (start of the project phase)
- Research groups or individual students (depending on class size & overall framework of the journalistic research project) pitch their idea for their journalistic story/ report on the status quo of their project (max. five minutes)
- Peers and teacher comment (e.g. clarity of research question, distribution of tasks, research plan, timeline, communication set-up, chances of realization, expected challenges)

## **Evaluation**

Each session includes interactive tests which enable students to survey their learning progress. Sessions end with questions aiming at processes of deeper learning and through which students are asked to develop their own solutions. Answers to the assignments of the self-learning sessions should be handed in before class for the purposes of feedback, grading, and as a starting point of discussion in class.

All students

- actively participate in class activities such as discussion rounds and group work,
- give two presentations on key aspects of the seminar topic
- develop their own project on covering a selected issue of migration, forced displacement, or integration, and write an exposé of this project that reflects the course content and advice on good practices from the course materials
- Finally produce journalistic output (story on a selected aspect of the seminar topic)

All tasks should be accompanied by worksheets that explain the aim of the task and guide students through the process. Students will also ask to provide a short evaluation/reflection report on the self-learning materials and blended learning approach of the seminar.

## Short Bibliography

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## Teaching materials

You can find the following classes on the project portal:  
[https://newsreel.pt.ehu/covering\\_migration](https://newsreel.pt.ehu/covering_migration)

- Terminologies, legal frameworks, actors
- Context factors & geographies of migration & forced displacement
- Media coverage of migration & forced displacement
- The ethics of covering migration & forced displacement

## Notes to the teachers

Depending on the size of a class, giving feedback on the students' answers to the deepening questions ("food for thought") of the self-learning session might be unrealistic. Alternatively, students could be asked to hand in their answers only to selected sessions, evaluate their progress by comparison with the model solutions, or to evaluate the answers of their peers.

The implementation of the journalistic project requires preparation and close coordination as well as constant feedback on the part of the teacher, even after the end of the seminar period as students are expected to finalize their journalistic assignment after the last section. (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 different national systems demanding final assignments at an earlier stage, if necessary.)

Both the workshop with migrants and refugees (or stakeholders working in the field) as well as the Q&A session/discussion with journalists from the field require some degree of preparation and may be based on previous collaborations (if available). All guests will have to be briefed thoroughly on what is expected from them, and students need to be motivated to ask questions that, in turn, will help them to proceed with the coursework and their journalistic assignments.

## General observations

The course aims at enabling journalists and newcomers to the field to acquire a sound range of basic knowledge about migration, forced displacement and selected issues of integration, and to transfer these theoretical reflections into journalism practice. It intends to stipulate a critical reflection of journalism practice in the field in day-to-day journalism.

## The team

**Dominik Speck** is a researcher at the Erich Brost Institute of International Journalism and the Institute of Journalism at TU Dortmund University. In addition, he has several years of experience as a freelance journalist specialized on covering media issues, working mostly for the German trade journal *epd medien*. He studied journalism and political science at TU Dortmund University, Ruhr University Bochum and Istanbul Bilgi University, Turkey. In 2020, Dominik worked as a Visiting Researcher at the European Broadcasting Unions' (EBU) Media Intelligence Service in Geneva, Switzerland. His PhD research project focuses on transparency of public service media in a European cross-country comparison. He has also done fieldwork on media accountability in Myanmar. Other research interests include comparative journalism studies, media policy as well as the role of media and journalism in systems undergoing political transformation.

**Dr. Susanne Fengler** is Professor for International Journalism at the Technical University Dortmund and Scientific Director of the Erich Brost Institute for International Journalism at TU Dortmund University. She has managed numerous international projects in the fields of journalism research and journalism education in collaboration with the VolkswagenStiftung, the Robert-Bosch-Stiftung, the German Foreign Office, the EU, and many other sponsors. Her research focuses include media accountability, media and migration and the reporting of foreign affairs. Together with Monika Lengauer and Anna-Carina Zappe, she co-edited "Reporting on Migrants and Refugees: Handbook for Journalism Educators" published by UNESCO.

**Monika Lengauer** is a researcher at the Institute of Journalism and the Erich Brost Institute for International Journalism at TU Dortmund University. She has several decades of experience in working in communication, journalism education and media development projects. Together with Susanne Fengler and Anna-Carina Zappe, she is one of the co-editors of the 2021 Unesco Handbook for Journalism Educators *Reporting on Migrants and Refugees*.

**Anna-Carina Zappe** is a researcher at the Institute of Journalism and the Erich Brost Institute for International Journalism (EBI) at TU Dortmund University, as well as a practicing TV journalist and a Ph.D. candidate at TU. As a researcher, she is particularly involved in understanding the roles of journalists – as they report under

exceptional circumstances, cover disasters and experience their own traumas. She is committed to increase the quality reporting on migrants and refugees with a focus on sub-Saharan Africa. She is a lecturer in global journalism, ethics and reporting techniques. As a trainer for mid-career journalists, she supervised cross-continental collaborative research and reporting projects. Together with Susanne Fengler and Monika Lengauer, she co-edited “Reporting on Migrants and Refugees: Handbook for Journalism Educators” published by UNESCO.