

Telling Stories Together

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Core questions:

- What conditions make for successful collaborations between journalism and computer science students?
- What can journalism educators, and their institutions, do to promote these conditions?



Why does it matter?

‘News unicorn’ is a myth – instead the reality is nimble, collaborative teams working together. (Howe et al 2017)

‘A team approach is adopted whereby journalists, programmers and designers work closely together to produce multimedia, interactive news products...’ (Hannaford 2015).

A useful model would be to ‘bring together the social worlds of journalism and technology students within a university setting to foster greater understanding and collaboration’ (Hannaford 2015).

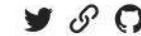
Method



Zach Wise

Associate Professor

Emmy winning interactive producer
& Associate Professor
[@NorthwesternU](#), [@KnightLab](#).
Formerly of The New York Times.
Creator of [TimelineJS](#) & [StoryMapJS](#)



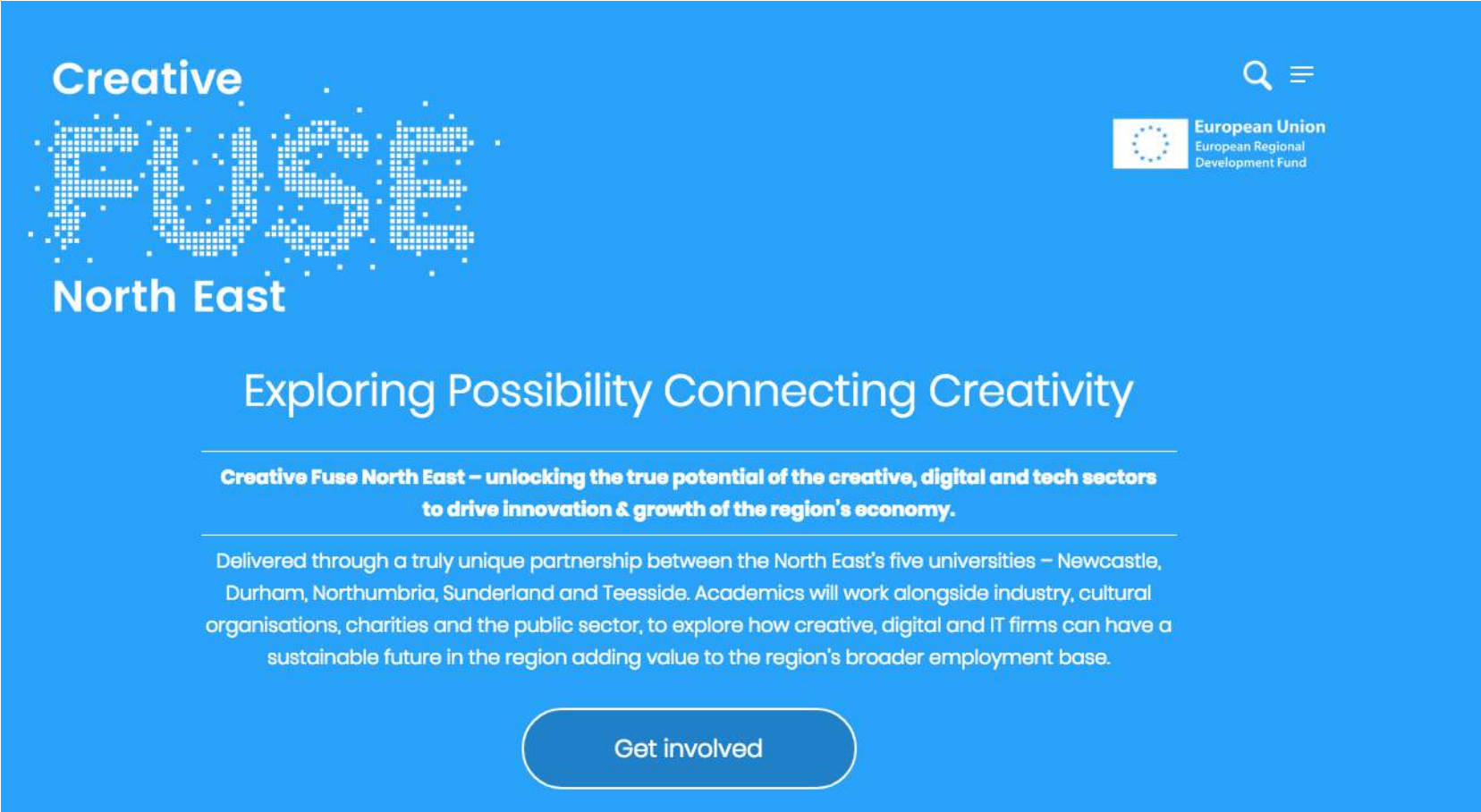
Joe Germuska

Chief Nerd

Joe runs Knight Lab's technology,
professional staff and student
fellows. Before joining us, Joe was on
the Chicago Tribune News Apps team.
Also, he hosts a weekly radio show on
WNUR-FM - [Conference of the Birds](#).



Background – Creative Fuse



The image shows a website banner for 'Creative Fuse North East'. The background is a solid blue color. In the top left corner, the text 'Creative' is in a white sans-serif font, followed by 'FUSE' in a large, white, pixelated font, and 'North East' in a white sans-serif font below it. In the top right corner, there is a white magnifying glass icon and a white hamburger menu icon. Below these icons is the European Union flag (a circle of twelve gold stars on a blue background) followed by the text 'European Union' and 'European Regional Development Fund' in a small white font. In the center of the banner, the text 'Exploring Possibility Connecting Creativity' is written in a white sans-serif font. Below this text is a horizontal white line, followed by a bold white text block: 'Creative Fuse North East – unlocking the true potential of the creative, digital and tech sectors to drive innovation & growth of the region's economy.' Another horizontal white line follows. Below this is a paragraph of white text: 'Delivered through a truly unique partnership between the North East's five universities – Newcastle, Durham, Northumbria, Sunderland and Teesside. Academics will work alongside industry, cultural organisations, charities and the public sector, to explore how creative, digital and IT firms can have a sustainable future in the region adding value to the region's broader employment base.' At the bottom center, there is a white rounded rectangular button with the text 'Get involved' in a blue sans-serif font.

Creative
FUSE
North East

European Union
European Regional
Development Fund

Exploring Possibility Connecting Creativity

Creative Fuse North East – unlocking the true potential of the creative, digital and tech sectors to drive innovation & growth of the region's economy.

Delivered through a truly unique partnership between the North East's five universities – Newcastle, Durham, Northumbria, Sunderland and Teesside. Academics will work alongside industry, cultural organisations, charities and the public sector, to explore how creative, digital and IT firms can have a sustainable future in the region adding value to the region's broader employment base.

Get involved

Exploring Possibility Connecting Creativity

Blog

CAKE Mix 19: Journalism – Creativity & Collaboration

For our 19th Collaboration and Knowledge Exchange
(CAKE) event the University of Sunderland team shone a

Shoot, Edit, Share

25th and 26th June
Sunderland University



Mark Adamson
@adamsonmark

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Tory Women Targeted For More Sexist Tweets Than Labour Counterparts

At one point, Theresa May received abusive tweets every 1.2 minutes.

By Rachel Wearmouth

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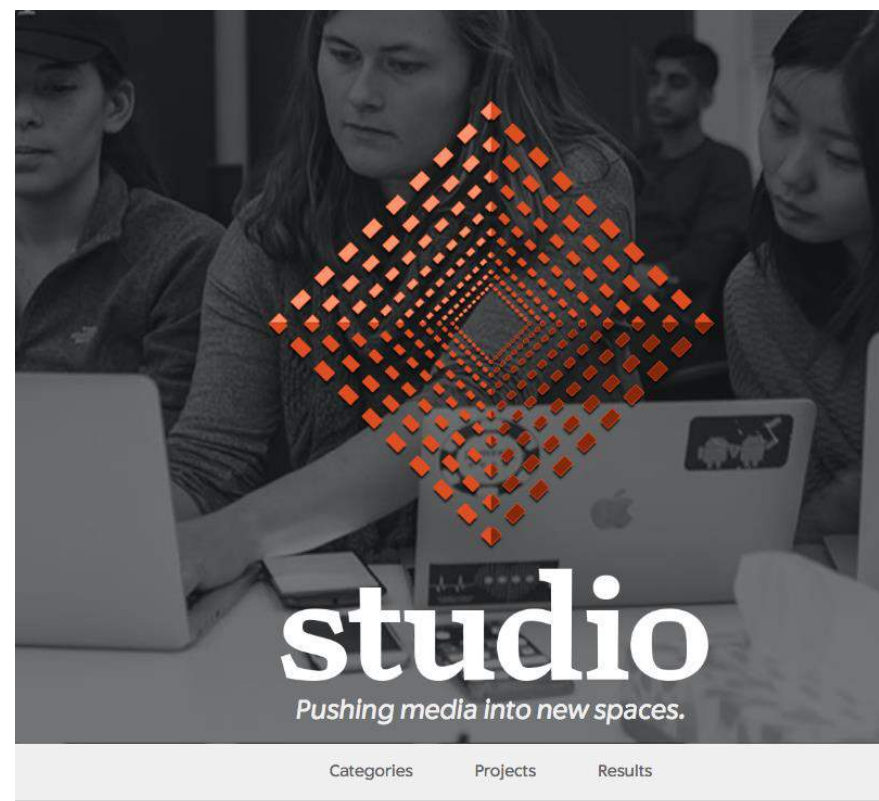




Knight Lab



Northwestern University Knight Lab is a community of designers, developers, students, and educators working on experiments designed to push journalism into new spaces.



Storytelling Tools

We build easy-to-use tools that can help you tell better stories.



Timeline JS

Easy-to-make, beautiful timelines.



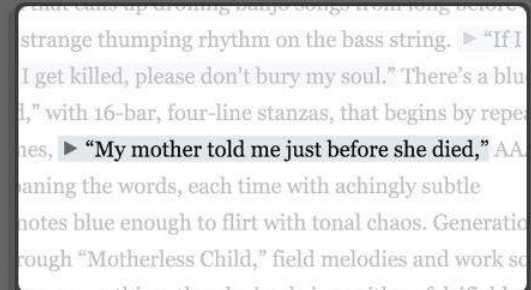
StoryMap JS

Maps that tell stories.



Juxtapose JS

Easy-to-make frame comparisons.



Soundcite JS

Seamless inline audio.

[View More](#)

Findings

Ethos

- Ethos of creativity, experimentation and ‘freedom to fail’.
- ‘It’s about moving quickly, trying things, failing, learning, and trying again.’ (Joe Germuska)
- Better without external partnerships?



Approach - design



‘We really see this as a design operation. You have only limited time and skills to work with technology, so you better be doing it for good reasons. So we start with design process to identify the right thing to do and design methods that allow you to do research and experimentally evolve into the right thing.’ (Joe Germuska)

Howe et al (2017) found similar in analysis of data journalism.

Curriculum and process

- Make the module credit-bearing – both journalism and CS

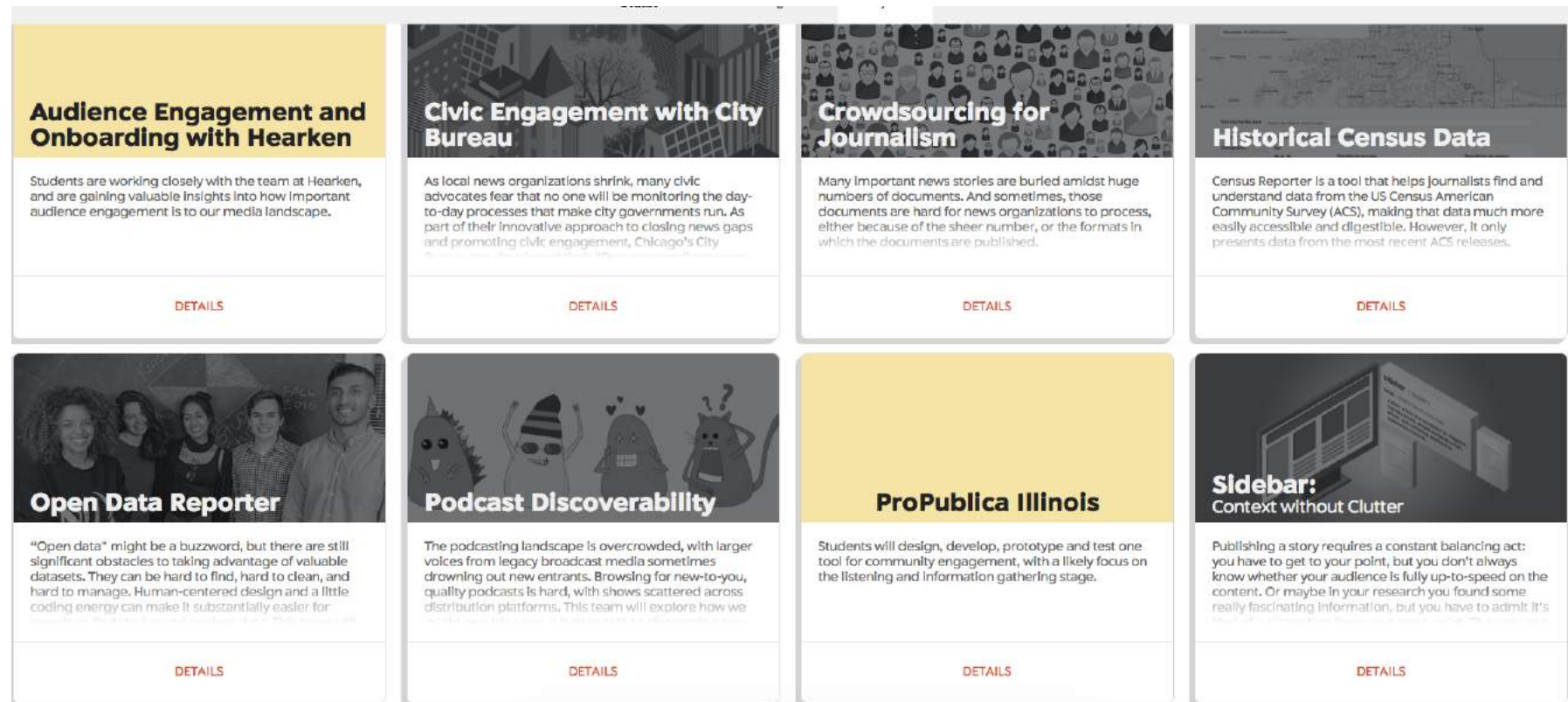
- Best as an option

‘Every Journalism student goes through fundamentals that include basic web stuff, but it’s one of the staff’s least favourite things to teach because students are doing it because they have to.’ (Germuska)

- Selective (80 students applied for 20 places)

Projects

- Created by staff – students apply to specific projects
 - Saves time, gives focus, creates more motivated teams



Scale and mix

- Groups of 4 or 5 work best...
- ...containing 1 or 2 journalism students



Role of journalism students

- Tends to be group management, focus on problem/audience and communication of results

‘I feel like journalism students add value by bringing a solid vision to the project and a good grasp of audience engagement.’ (student)

Similar to newsrooms – Hannaford (2015)



Preparation required

- Some knowledge of coding required – enough for understanding and communication

‘It is important for them (journalism students) to understand what is feasible with current technology in the given time frame.’ (Student)

‘One journalism student should have ample coding experience to communicate solutions-oriented feedback from the journalism students that may struggle to communicate with engineers.’ (Student)

Assessment

- Focus on reflection and learning – not the output of project
- This helps creativity and freedom to fail



‘... assessment is geared to ensure that students focus more on learning than execution, and are therefore prepared to take more risks in their work’ (Paul Bradshaw).

Resources

- Two Faculty staff (per class)
- Two technicians
- Paid student fellow



- Heravi (2018) and Treadwell et al (2018) identified shortage of specialist staff as major challenge in this area

‘The philosophy is that the team as a whole can do more than the individual student... the truth is that diverse teams, working well together, will find the way forward for journalism.’ (Joe Germuska)



References

- Bradshaw, P (2011) Communities of practice: teaching students to learn in networks. Online Journalism Blog.
- Hannaford L (2015) Computational Journalism in the UK newsroom: hybrids or specialists? *Journalism Education*. 4(1) 6-21.
- Heravi BR (2018) 3Ws of Data Journalism Education. *Journalism Practice*. <https://doi.org/10.1080/17512786.2018.1463167>
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- Treadwell, G; Ross, T; Lee, A & Lowenstein JK (2018) A Numbers Game: Two Case Studies in Teaching Data Journalism. *Journalism and Mass Communication Educator*. 71(3) 297-308.