

Collective reflections on the shifting shape of journalism education in the Covid-19 crisis

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Journalism Education Research Group (JERG) in Centre for Excellence in Media Practice (CEMP)

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<https://www.bournemouth.ac.uk/research/centres-institutes/centre-excellence-media-practice>

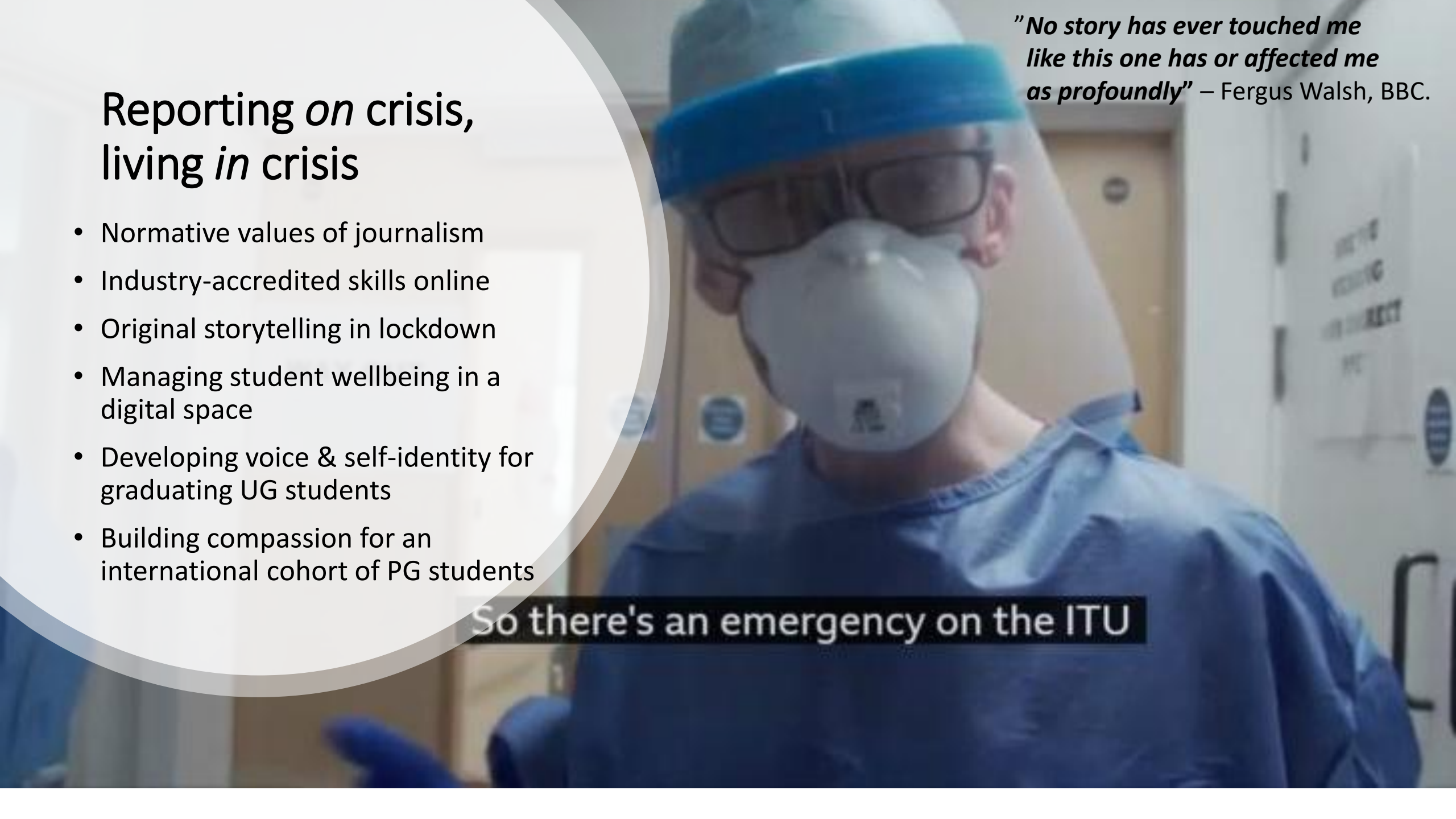


Reporting *on* crisis, living *in* crisis

- Normative values of journalism
- Industry-accredited skills online
- Original storytelling in lockdown
- Managing student wellbeing in a digital space
- Developing voice & self-identity for graduating UG students
- Building compassion for an international cohort of PG students

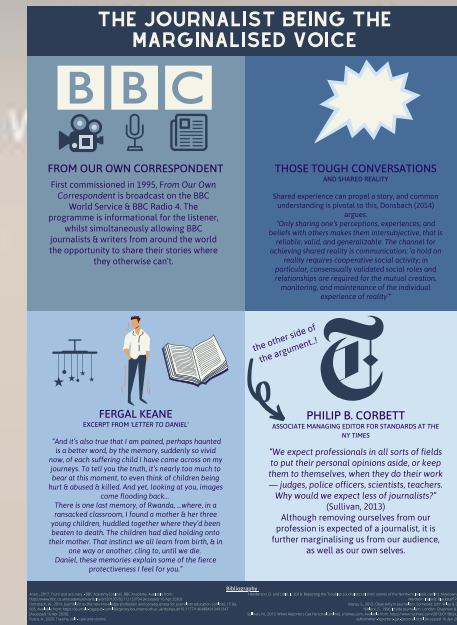
"No story has ever touched me like this one has or affected me as profoundly" – Fergus Walsh, BBC.

So there's an emergency on the ITU



Responding to crisis:

- Mobile journalism “survival” video <https://buzz.bournemouth.ac.uk/2020/06/lockdown-diaries-business/>
- Community reporting from the bedroom
- Industry standards and feedback mechanisms
- Managing wellbeing: Belonging and becoming via Zoom
- Building resilience: Self stories and the stories of others
- Student-focused “pandemic pedagogy” of care (Auerbach & Hall, 2020).



Reflections *on* crisis: our shifting shape



- Pandemic as catalyst: re-drawing boundaries of journalistic field
- Training for mobile video; new approaches to storytelling: **teach ‘through’ the screen; asynchronous**
- Renewed focus on community,
- Sources and contact-building from ‘ground up’ – **dynamic practices**
- Tensions: upholding professional standards/reception of feedback
- Online NCTJ exams; Assessment design and feedback mechanisms . **Clarity and consistency; tone**
- Wellbeing moves centre-stage:
- Belonging is imperative, becoming can wait. **Social/pastoral spaces**, empathy, flattened hierarchies
- Spotlight on marginalised voices and journalism practice
- **Co-create** spaces for discussion/exploration to shape journalistic self. **Collaborative** and dialogic.
- Compassion as a pedagogical principle:
- Flexible design, pragmatic, realistic whilst retaining quality and depth, ILOS. **Student-focused.**



“At the end of the day, education is about forming personas. It is about integral, responsible citizens who, for sure, are employable, but more importantly are committed to their community and with a broad perspective on what happens in the world”

— Francisco Marmalejo, 2020 speaking at *Education Disrupted, Education Reimagined*, April 2020.

Education Disrupted, Education Reimagined



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Useful resources:

Care In Remote Teaching: A Staff Guide




Be asynchronous

- Create learning experiences for students to work through at their own pace, where they are given time to absorb the content.
- Set the expectation that everyone will be working at their own pace through the content.
- Instead of replicating face-to-face activities, decide what it is your students still need to learn and how to support them.




Be realistic

- Prioritize activities: tasks will likely take twice as long to complete at home due to different factors, keep things simple and intentional.
- Curate and focus content towards clearly communicated learning outcomes.
- Be mindful of how learning activities display across a range of different screens.




Be clear

- Give explicit instructions and specify the amount of time to complete each learning activity.
- Define expectations: outline deliberate task requirements and how this aligns to clear learning outcomes and assessment.
- Communicate in a consistent structured manner, with discussion and announcements taking place in the recommended space.




Be empathetic

- Set a reasonable workload given students' study conditions.
- Encourage students to balance online and offline working.
- Students will remember the connection you made with them during this time: your flexibility, generosity and compassion.



Be consistent

- Set 'office hours' and be online during these hours to provide support and clarification. This will set healthy working expectations for staff teams and students alike.
- Seek student feedback about their workload, learning preferences, learning pace and emotional state.
- Use the recommended approach: using untested tools is high risk and may lead to technological difficulties.

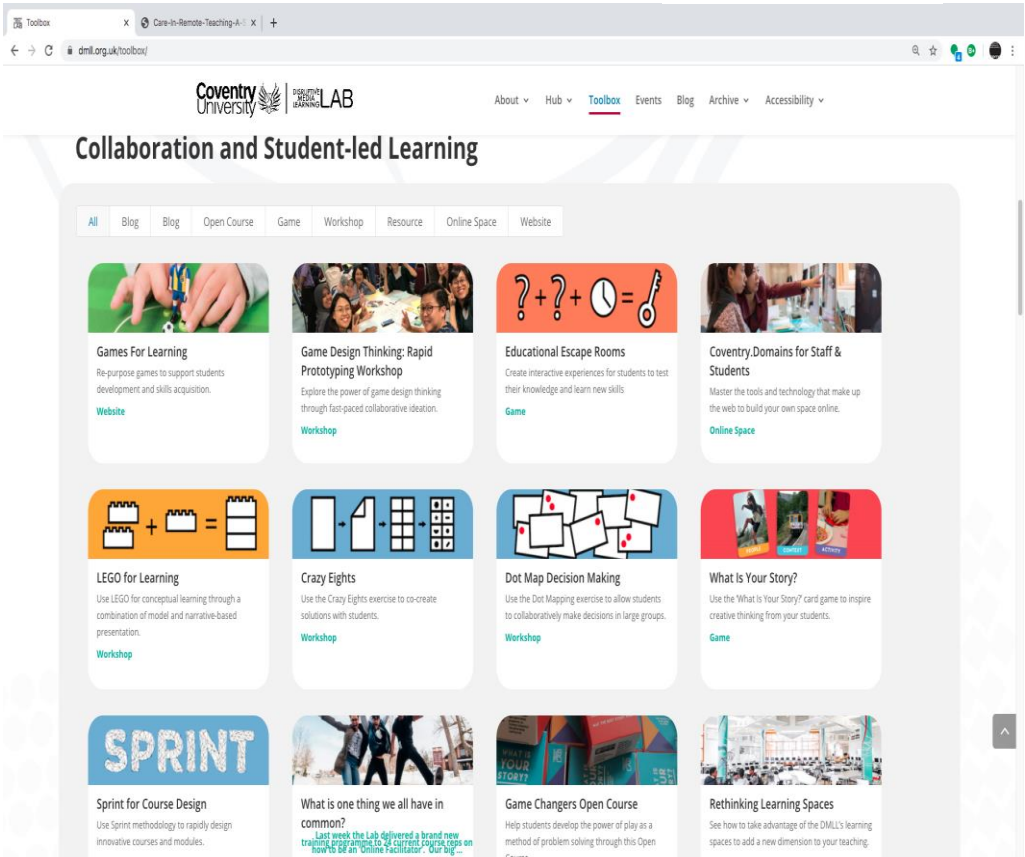


Be social

- Encourage students to connect with one another, and to reach out with questions and ideas in the discussion forums.
- Provide sample discussion posts and clear examples for participation activities. This will help reduce anxiety by showing the kinds of response and behaviors expected.
- Review and respond to questions in discussion forums within clearly communicated set 'office hours'.

<https://dmll.org.uk/care-in-remote-teaching-a-staff-guide>

Applied research @ DMLL



[Jonathan Shaw](#) (DMLL) – Visiting Prof in CEMP

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