

WORLD JOURNALISM EDUCATION CONGRESS OFFERS RECOMMENDATIONS FOR BUILDING IDENTITY AND INTEGRITY IN JOURNALISM EDUCATION

By Robyn S. Goodman, Alfred University

The World Journalism Education Council,¹ committed to improving the quality of journalism education and journalism practice worldwide, held its fourth global conference (WJEC-4) last year in Auckland, New Zealand. The WJEC-4, hosted by the Auckland University of Technology and WJEC host and organizing committee chair Verica Rupar, ran July 14-16, 2016, at AUT's campus. The conference's main theme and title, "Identity and Integrity in Journalism Education," attracted nearly 250 media scholars, journalists and professionals from 43 countries.² The WJEC-4 also highlighted journalism education in the South Pacific.

The WJEC-4's many key programs and events included its Syndicate Team Program, its Ignite innovative teaching event,³ and nearly 50 research paper sessions, plenaries, panels, workshops and special cultural events, including a celebratory *powhiri*, a festive Maori welcoming ceremony. It also featured distinguished speakers/participants, including Ian McKinnon, New Zealand National Commission for UNESCO chair; Divina Frau-Meigs, Universite Sorbonne Nouvelle, France; Peter Bale, former chief executive officer of the Center for Public Integrity; Kalafi Moala, publisher and managing director of the Taimi Media Network, Tonga; Simon Cottle, formerly of Cardiff University, UK; and Rosental Alves and Stephen Reese, University of Texas at Austin.

This article focuses on syndicate program findings, which represent the conference's main conclusions. The syndicate program, an interactive conference highlight, was overseen and administered by WJEC syndicate co-chairs Robyn S. Goodman, Alfred University; Elanie Steyn, University of Oklahoma; Rupar; technical expert

and doctoral student Imran Hasnat, University of Oklahoma; and Glen Bailey, Farzana Alladin and Himanshu Sheogaonkar, invaluable AUT staff.

The syndicate program encouraged all conference attendees to join small, themed discussion groups focused on several of the most urgent issues in journalism/journalism education today. Each syndicate team, matched with an expert scholar, chair and rapporteur, was asked to analyze its topic and make recommendations for colleagues worldwide. Before on-site discussions began, syndicate members were introduced to one another online and received their expert scholar's background paper to bring them up to speed on their topic. During on-site discussions, such issues were discussed further and concluded with specific recommendations. Each discussion was guided by a specific question, helping it to stay on task. Syndicate rapporteurs then wrote brief summary reports.

Syndicate Team Results

Although the WJEC-4's resulting syndicate reports, 10 in all, conclude with several recommendations, each syndicate's top three are highlighted in this article due to space limitations (see full reports at <https://wjec.net/>).

The 10 syndicates, and summaries of their reports, are presented below:

1. Teaching Fact-checking and Verification in the Digital Age
2. Journalism Education Programs' Responses to Quality Control for/in Journalism Education
3. Teaching Hospitals: The Challenge to Meet Modern-

- day Demands While Teaching Journalism Fundamentals
- 4. Teaching Journalism for Mobile Platforms
- 5. Teaching Transmedia Storytelling to Create a Unified Experience
- 6. The Challenges and Opportunities of Teaching Social Media as an Information Gathering and Distribution Tool
- 7. Internships as a Way to Prepare Students for the Profession: Benefits and Challenges
- 8. Relevant Issues in Developing Inclusive Journalism Curricula
- 9. Encouraging Community Engagement as Journalism Students Prepare for a Changing Profession
- 10. De-Westernizing Journalism Education in an Era of New Media Genres and Communication Technologies

SYNDICATE SUMMARIES

1. Teaching Fact-checking and Verification in the Digital Age

Syndicate summary report by rapporteur Denise Ryan-Costello, Swinburne University of Technology, Australia; syndicate expert and background report by Margaret van Heekeren, Charles Sturt University, Australia; chair Mary Lynn Young, University of British Columbia, Canada; and additional team members.⁴

This syndicate’s task — to answer the following: What research and data skills should journalism schools teach students for successful entry into fact-checking/verification journalism?

This group’s discussions vigorously advocated the need for improved fact-checking/verification, one of the most urgent journalism education topics during the current post-truth era. It noted the number of fact-checking/verification teams are growing in newsrooms and nonpartisan organizations. For example, 114 dedicated fact-checking teams in 47 countries now exist, a 19 percent increase in active fact-checkers since 2016 (Stencel, 2017). That said, it argued more growth is needed.

Recommendations/Conclusions

- Educators must update themselves with 21st century digital research skills, which requires increased funding and time considerations. Such skills include an increased understanding of research methodologies, such as quantitative literacy, and how to best teach them. They also include learning specifics about emerging technology and advanced search techniques, along with related software and apps.

- Teach journalistic critical thinking skills related to the challenges of the verification process, which emerge from journalism’s system of knowledge production. This includes how to determine validity of information, including its degree of reliability/authority, and how subjectivity, a source’s official position and types of attribution influence one’s understanding of events and issues.

- Teach instructors how to find, use and teach relevant practical tools for fact-checking and verification across the curriculum. For example, educators need to learn/teach how to dig deeper for valid information — not just through Google — but through FOIA, social media, crowdsourcing and web and data analysis tools.

2. Journalism Education Programs’ Responses to Quality Control for/in Journalism Education

Syndicate summary report by rapporteur Silvia Pellegrini, Pontificia Universidad Católica de Chile; syndicate expert and background report by Joe Foote, University of Oklahoma; chair Felix Wao, University of Oklahoma, and additional team members.⁵

The syndicate’s question: Which quality control system best fits the particular needs of journalism education worldwide?

The group approached its task by discussing several topics, including the pros and cons of three main forms of accreditation (peer, industry and government), experiences with accreditation in general, assessing student learning and articulating outcomes, the importance of demonstrating quality, and the advantages of creating an international accreditation system.

Recommendations/Conclusions⁶

- Create blended accreditation systems — integrated processes combining peer and industry reviews seem most effective.
- Clearly state the knowledge, skills and competencies students should be able to demonstrate upon graduation.
- Share assessment information and strategies in hopes of creating an international accreditation system that benefits the field.
- Establish benchmarks for retention and graduation.
- Create student-centered descriptions about the value of courses and programs.

- Demonstrate transparency in the assessment of student learning.

3. Teaching Hospitals: The Challenge to Meet Modern-day Demands While Teaching Journalism Fundamentals

*Syndicate summary report by rapporteur Dan McDonald, Ohio State University; syndicate expert and background report by Katherine Reed, University of Missouri; chair Elanie Steyn, University of Oklahoma; and additional team members.*⁷

The syndicate's question: How do journalism faculty meet pressing industry and community demands while still teaching journalism fundamentals?

This syndicate discussed issues associated with the teaching hospital metaphor, its desirability, the resources needed to sustain it – institutional, professional and industrial – and how it syncs with our role as educators.

The group was especially concerned about the relationship between academic training and professional preparation. For example, as both experience disruption, educators are training graduates for positions that may not exist in a decade. It also discussed the difficulty of assessing student progress and success with the hospital model, since it focuses more on a professional product (content) than a process.

It concluded that the journalism industry is calling for “more entrepreneurial and experimental approaches” to journalism education than the teaching hospital model affords (McDonald, 2016, p. 3). It continued, “These new approaches need to provide more individualized teaching and evaluation, focusing on encouraging students to pursue their individual goals, based on their individual needs. In this way, journalism graduates may be able to not just enter the newsroom of the future, but to lead the way to the future” (p. 3).

Recommendations/Conclusions

- Replace the teaching hospital metaphor with a “teaching kitchen” metaphor. Faculty members should be more like chefs training their students in the basics while emphasizing creativity and innovation.
- Teaching outcomes should be forward-thinking, preparing students to be future leaders in a profession in flux. Teachers should be willing to change journalism, not just to prepare students for positions.

- Teaching kitchens should advocate a “know, do, try” approach. Educators should not just provide knowledge, they should also provide space for students (and faculty) to learn through doing (practice) and to experiment and fail sometimes.

4. Teaching Journalism for Mobile Platforms

*Syndicate summary report by rapporteur David Baines, Newcastle University, UK; syndicate expert and background report by Danni Mulrennan, AUT; chair Agnes Gulyas, Canterbury Christ Church University, UK; and additional team members.*⁸

This syndicate's question: How do journalism educators revise curricula to effectively prepare students for the reality of mobile technology while maintaining the fundamentals of journalism education?

This group discussed a wide variety of topics, including mobile and social technologies, curricular development, fundamentals in journalism education and educators' new responsibility “to develop highly autonomous learners equipped to accommodate constant change ... prompt[ing] a pedagogical shift towards heutagogical learning (student-centered, student directed), which equip[s] the student to develop capabilities able to be applied in novel, as well as familiar, situations” (Baines, 2016, p. 2).

Recommendations/Conclusions

- Embed mobile and social technologies throughout the curricula; do not teach them in independent modules. Along the way, emphasize the need for engagement with one's audience.
- Focus on transferable content generation, curation and collaboration skills rather than platform specific ones, which will develop more independent learners.
- Embed critical thinking and ethical considerations into the use of mobile and social technologies. Adopt an innovative, creative approach to mobile as its own medium to encourage peer feedback and self-reflection.

5. Teaching Transmedia Storytelling to Create a Unified Experience

*Syndicate summary report by rapporteur Kathryn Bowd, University of Adelaide, Australia; syndicate expert and background report by Mindy McAdams, University of Florida; chair Stijn Postema, Napier University, UK; and additional team members.*⁹

This syndicate's question: How can we inspire and teach future journalists to effectively experiment with telling various parts of a story across multiple mediums and different platforms?

The syndicate discussions began with coming to a common understanding of what exactly "transmedia journalism" is and progressed into how to incorporate it into journalism education. Transmedia journalism was defined as

multi-platform journalism that did not involve replicating content across platforms, but where each platform added elements to the story that might not be available elsewhere ... [It] incorporates the expansion of a story world or universe across multiple platforms and engagement with audiences through user-generated content, citizen journalism and other significant forms of engagement. Stories published all on one website—no matter how complex—are multimedia or cross-platform rather than transmedia. (Bowd, 2016, p. 1)

An example of a classroom project used to teach transmedia skills to students dealt with police funding and resources. Instead of just covering such issues via traditional platforms, students were taught how to introduce such information through a news game developed with the help of IT students. In this game, participants acted as the police chief, deciding how best to allocate available resources. Game players gained access to data not included in news stories.

Recommendations/Conclusions

- Inspire students to believe it is part of their role to engage with communities and require them to do so. Schools should help facilitate this by using their reputations to build networks of like-minded communities.
- Develop long-term projects and mentor students in planning each stage of data-gathering, reporting and cross-platform production.
- Build versatile teams – based on attitudes, character and skills—to take part in transmedia opportunities. Teach project management and leadership skills along the way.

6. The Challenges and Opportunities of Teaching Social Media as an Information Gathering and Distribution Tool

Syndicate summary report by rapporteur Epp Lauk, University of Jyväskylä, Finland; syndicate expert and background report by John Murphy, University of Hertfordshire, UK; chair Kate Kartveit, Danish School of Media and Journalism; and additional team members.¹⁰

This syndicate's question: What opportunities do social media platforms offer media professionals related to gathering and distributing information, and how can we best teach them?

This syndicate discussed everything from the ethical use of social media when gathering and distributing information to related legalities.

Recommendations/Conclusions

- Teachers must first update their own social media knowledge and keep up with best practices, through like-minded organizations/groups, before they can help students more effectively use social media for reporting purposes.
- Make students aware of legal, ethical and moral risks related to information gathering and distribution on social media.
- Promote "learning by doing" practice: Encourage students to place their profiles on various social media platforms, and remind them to distinguish between personal and public profiles.

7. Internships as a Way to Prepare Students for the Profession: Benefits and Challenges

Syndicate summary report by rapporteur Barbara Gainey, Kennesaw State University; syndicate expert/chair Nadia Vissers, Artesis Plantijn Hogeschool Antwerpen, Belgium; and additional team members.¹¹

This syndicate, after much discussion about experiential learning and the challenges associated with requiring journalism internships, decided to ask and answer three questions, resulting in the following recommendations.

Recommendations/Conclusions

Question 1: Should all students be provided with an internship?

Recommendation: More research is needed on the pros and cons of such actions before such decisions can be made with confidence.

Question 2: Should students be paid for internships?

Recommendation: Yes, but in compliance with national standards or local regulations in order to avoid undermining the prevailing wage system (minimum wage, unions, etc.).

Question 3: How are students best supervised by academics and professionals in the field?

Recommendation: Universities should provide proper academic support for internship programs (such as through internship coordinators) to facilitate the best experience for students and media outlets.

8. Relevant Issues in Developing Inclusive Journalism Curricula

Syndicate summary report by rapporteur Greg Treadwell, AUT; syndicate expert and background report by Milica Pesic, Media Diversity Institute and Westminster University, UK; chair Verica Rugar, AUT; and additional team members.¹²

The syndicate's question: How do journalism educators develop students' awareness and sensitivity toward diversity and inclusion and work such factors into new, improved curricula?

This group's discussion began with highlights from Treadwell's (2016) summary report, which explained that only responsible journalism can effectively help explain differences/diversity. The report further explained that

inclusive journalism prevents the media from "intentionally or unintentionally spreading prejudice, intolerance and hatred" and is inseparable from the political notion of inclusive democracy. It involves taking action to compensate for the inequalities of unjust social structures ... Walls must come down between academia, industry and civil society organizations (CSO). The need to work with CSOs has to be taught in journalism schools too. It is at the university level that future journalists should learn why diversity matters. (p. 1)

Recommendations/Conclusions

- Experiential (preferably immersive) experiences outside the classroom are needed to help journalism students truly understand their own values and the values of other social groups. Accordingly, curriculum valuing inclusive journalism should include such experiential features.

- Teachers and students must be encouraged to self-reflect and articulate their own differences and prejudices so they can start to appreciate the experience of "others."

- Newsroom diversity does not guarantee inclusive reporting. Such efforts can be easily undermined by newsroom leaders who do not understand or promote the value of inclusivity. In such newsrooms, minority reporters may feel pressured to conform to majority-driven approaches to journalism.

9. Encouraging Community Engagement as Journalism Students Prepare for a Changing Profession

Syndicate summary report by rapporteur Imran Hasnat, University of Oklahoma; syndicate expert and background report by Tara Ross, Canterbury University, New Zealand; Don Heider, Loyola University, Chicago; and additional team members.¹³

This syndicate's question: What should journalism educators teach future journalists to help them engage, through meaningful, ongoing relationships, with the communities they serve?

This group began with the premise that successful coverage depends on establishing solid relationships with individuals in communities served. It reported, however, that

this is tough to achieve as social platforms change how people connect with news and audience attention becomes shorter and more diffused. Journalists of tomorrow will need to work harder to build strong connections with their communities, especially those previously ignored and/or less likely to participate online. Journalism educators must therefore teach future journalists to effectively engage both offline and online, listen and build relationships and conduct deeper conversations with communities and loyal audiences alike. To achieve these goals, journalism educators will need to re-examine traditional ideas about journalists' responsibilities and their role as outside observers. (Hasnat, 2016, p. 1)

Recommendations/Conclusions

- Teach students how to learn the history of a community and how it operates, both officially and unofficially, before they begin reporting on that community.
- Teach students how to get involved with a community,

preferably one they are not familiar with, and to do so via face-to-face interactions whenever possible.

- Teach students how to work with community members to find out what information they need and how their reporting can add value to the community.

10. De-Westernizing Journalism Education in an Era of New Media Genres and Communication Technologies

*Syndicate summary report by rapporteur Bernard Whelan, Whitireia Journalism and Broadcasting and AUT, New Zealand; syndicate expert and background report by Yusuf Kalyango Jr., Ohio University; chair Jing (Cynthia) Xin, Central China Normal University; and additional team members.*¹⁴

This syndicate's question: How can we teach future journalists to avoid a Western orientation in their news coverage, and how can we build journalism curricula to accomplish this goal?

The group discussed in detail the need for de-Westernizing journalism education. As Kalyango's background report explained (2016, pp. 3-4):

De-Westernization of journalism education ... expand[s] the body of knowledge and practical evidence in communication scholarship. Even with our own scholarship that compares Western forms of communication with non-Western, we should highlight the need to consider non-Western cases to produce more complex and stronger conclusions that account for the human activities and ingenuity in developing nations (also, see Thussu, 2013). For many scholars, Western models of communication fail to capture local conditions, and [they accordingly] believe that a critical engagement with local realities is fundamental to produce "legitimate" knowledge.

It then focused on how to begin accomplishing this goal, which resulted in the following recommendations.

REFERENCES

- Baines, D. (2016). *Teaching Journalism for Mobile Platforms*. Unpublished syndicate report.
- Bowd, K. (2016). *Teaching Transmedia Storytelling to Create a Unified Experience*. Unpublished syndicate report.
- Hasnat, I. (2016). *Encouraging Community Engagement as Journalism Students Prepare for a Changing Profession*. Unpublished syndicate report.
- Kalyango, Y. (2016). *De-Westernizing Journalism Education in an Era of New Media Genres and Communication Technologies*. Unpublished syndicate report.
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- Thussu, D.K. (2013). De-Americanising media studies and the rise of "Chindia." *Javnost-The Public*, 20(4), 31-44.
- Treadwell, G. (2016). *Relevant Issues in Developing Inclusive Journalism Curricula*. Unpublished syndicate report.
- Stencel, M. (2017, February 28). International fact-checking gains ground, Duke census finds. *Duke Reporters' Lab*. Retrieved from [## Recommendations/Conclusions](https://reporter-</p></div><div data-bbox=)

- Teach students multiple perspectives regarding the role of journalism and how predominately Westernized views of journalism limit their understanding of the field and what journalism can accomplish.
- Expose students, via literature, to cross-cultural debates that broaden understanding of journalism practice.

For example, the group's summary report states (Whelan, 2016, p. 3): "Ideas from Ubuntu, Islam, Buddhism and Confucianism formed thousands of years ago in the non-Western equivalent of universities are beginning to emerge and to be merged with theories for journalism education and practice. They should be valued and published."

- Institutions must recruit diverse faculty, who help students interact with different cultural audiences and become global citizens.

CONCLUSION

The next WJEC, WJEC-5, will take place July 9-12, 2019, in Paris. It will be hosted by Pascal Guenee, Université de Paris Dauphine. If you are interested in getting involved in the WJEC-5, especially the syndicate program, email fgoodman@alfred.edu. For WJEC-5 updates, complete syndicate reports, and/or a copy of the newly released WJEC-endorsed text *Global Journalism Education in the 21st Century: Challenges and Innovations* visit the WJEC Paris (www.wjec.paris) and main WJEC (<https://wjec.net/>) websites.

Robyn S. Goodman is director, professor in Alfred University's Communication Studies Program. She is a founding WJEC executive committee member and served as the WJEC-1's Program Chair and the WJEC-2's, WJEC-3's and WJEC-4's Syndicate Chair (with WJEC-4 co-Chair Elanie Steyn and technical expert Imran Hasnat). She wishes to thank Steyn and Hasnat for their contributions to this article.

ENDNOTES

1. The World Journalism Education Council, which sets the agenda for each World Journalism Education Congress, consists of some 32 journalism education organizations worldwide (<https://wjec.net/>). Its WJEC conferences bring together journalism educators around the globe to discuss, and reflect on, journalism education teaching, research and service. The previous four WJEC conferences took place in Singapore; Grahamstown, South Africa; Mechelen, Belgium; and Auckland, New Zealand.
2. Reported by Verica Rupa, WJEC-4 organizing committee chair.
3. The WJEC-4's innovative teaching presentations were featured in a program called WJEC Ignite, produced by Broadcast Education Association (BEA) Executive Director Heather Birks and BEA President Michael Bruce, University of Alabama. Peer-reviewed enterprise teaching ideas were presented in five-minute spurts via 20 slides (<https://beaignite.wordpress.com/wjec4/>).
4. Additional fact-checking/verification participants: Kirstie Hettinga, California Lutheran University; Michael Rose, Australian National University; Johan Lidberg, Monash University, Australia; James Hollings, Massey University, New Zealand; Beth Concepción, Savannah College of Art and Design; Paulette Desormeaux, Pontificia Universidad Católica de Chile; Bevelyn Dube, University Venda, South Africa; Philippa Smith, AUT; Ralph Akinfeleye, University of Lagos, Nigeria; Kayt Davies, Edith Cowan University, Australia; Peter Griffin, Science Media Centre, New Zealand; Fran Tyler, Massey University, New Zealand; Ivor Gaber, Sussex University, UK; Robin Blom, Ball State University; Carien Touwen, Utrecht University of Applied Sciences, the Netherlands; Florian Stalph, University of Passau, Germany; Yuen Ying Chan, University of Hong Kong; Colin Peacock, Radio New Zealand; Peter Thompson, Victoria University, New Zealand; Gavin Ellis, University of Auckland, New Zealand; Catriona Bonfiglioli, University of Technology Sydney, Australia; and Fassy Yusuf, University of Lagos, Nigeria.
5. Additional quality control for/in journalism education participants: Lee Richard Duffield, Queensland University of Technology, Australia; Hannis Grant, Massey University, New Zealand; Jennifer Greer, University of Alabama; Pascal Guenee, Université de Paris Dauphiné, France; Jeremiaiah Opiniano, University of Santo Tomás, the Philippines; Ian Richards, University of South Australia; Angela Romano, Queensland University of Technology, Australia; Susanne Shaw, ACEJMC; Violet Valdez, Ateneo de Manila University, the Philippines; Megan Richards, Competenz, New Zealand.
6. Due to administrators' special interest in this topic, all recommendations were given.
7. Additional teaching hospital participants: Ivor Shapiro, Ryerson University, Toronto, Canada; Kathryn Shine and Glynn Greensmith, Curtin University, Australia; Jason Sternberg, Queensland University of Technology, Australia; Henrik Jorgensen, Danish School of Media and Journalism; Roger Patching, Bond University, Brisbane, Australia; Paul Voakes, University of Colorado—Boulder; Lyn Barnes, AUT; Brad Rawlins, Arkansas State University; Augie Grant, University of South Carolina; Simon Holt, Brisbane Times, Australia; Andrew Dodd, Swinburne University of Technology, Australia; John Driedonks, Utrecht University of Applied Sciences, the Netherlands; Ying Chan, Hong Kong University.
8. Additional mobile platform participants: Susan Keith, Rutgers University; Peg Achterman, Seattle Pacific University; Debora Wenger, University of Mississippi; Kara Gould, University of Arkansas; Ann Luce, Bournemouth University, UK; Harry Dugmore, Rhodes University, South Africa; Inger Larsen, Danish School of Media and Journalism; Mark Neuzil, University of St. Thomas; Claire Wolfe, University of Worcester, UK; Debao Xiang, Shanghai International Studies University, China; Richard Murray, University of Queensland, Australia; Eno Akpabio, University of Namibia; Fiona Martin, University of Sydney, Australia; Victoria Quade, Massey University, New Zealand; Iris Luarasi, Tirana University, Albania; Trevor Cullen, Edith Cowan University, Australia.
9. Additional transmedia storytelling participants: Sebastian Alaniz, Pontificia Universidad Católica de Chile; Eisa Al Nashmi, Kuwait University; Stephen Davis, Macleay College, Australia; Scott Downman, University of Queensland, Australia; Eka Perwitasari Fauzi, Mercu Buana University, Indonesia; Patrizia Furlan, University of South Australia; Michael Harnischmacher, University of Passau, Germany; Tim Holmes, Cardiff University, UK; Jo Malcolm, University of Canterbury, New Zealand; Hannah Spyksma, Erasmus Mundus, Australia; Jeanti St Clair, Southern Cross University, Australia; Ben Stubbs, University of South Australia; Panu Uotila, University of Jyväskylä, Finland; Jin Yang, University of Memphis.
10. Additional social media as an information gathering and distribution tool participants: Johan Lidberg, Monash University, Australia; Obiageli Ohiagu, North-West University, South Africa; Elizabeth Toth, University of Maryland; Amanda Gearing, Queensland University of Technology, Australia; Kim Fox, The American University in Cairo, Egypt; Catherine Strong, Massey University, New Zealand; Nicole Gooch, Monash University, Australia; Levi Obijiofor, University of Queensland, Australia; Joseph Fernandez, Curtin University, Australia; Tony DeMars, Texas A&M University—Commerce; Divina Frau-Meigs, Université Sorbonne Nouvelle, France; Jenefer Selwyn, Madurai Kamaraj University, India; Kim Bruce, West Texas A&M University; Steve Harrison, Liverpool John Moores University, UK; Wendy Bacon, Pacific Media Centre, UTS, Australia; Richard Murray, University of Queensland, Australia; Halliki Harro-Loit, University of Tartu, Estonia; Patricia Brooking, Competenz, New Zealand; Jumoke Giwa, AUT.
11. Additional internship participants: Cristina Azocar, San Francisco State University; Alexandra Wake, RMIT University, Australia; Timon Ramaker, Ede Christian University of Applied Sciences, the Netherlands; Sue Green, Swinburne University of Technology, Australia; Allan Lee, AUT; Zaenal Abidin, Eko Putro State Polytechnic of Jakarta, Indonesia.
12. Additional inclusive journalism curricula participants: Inger Munk, Danish School of Media and Journalism; Greg Newton, Ohio University; Gulnaz Saiyed, Northwestern University; Rukhsana Aslam, AUT; Trevor Cullen, Edith Cowan University, Australia; Cherian George, Hong Kong Baptist University; Donald Matheson, University of Canterbury, New Zealand; Anne Sophie Hokkanen and Jaana Hujanen, University of Helsinki, Finland; Cait McMahon, Dart Centre Asia Pacific, Australia; Geoffrey Craig, AUT.
13. Additional community engagement participants: Linda Steiner, University of Maryland; Jodi Rave, Indigenous Media Freedom Alliance, US; Maria Sagrista, Divine Word University, Papua New Guinea; Kim Walsh-Childers, University of Florida; Peter Fray, University of Technology Sydney, Australia; Margie Comrie, Massey University, New Zealand; Joel Cohen, Open News, Australia.
14. Additional de-Westernizing journalism education participants: Kalinga Seneviratne, Chulalongkorn University, Thailand; Abiodun Salawu, North-West University, South Africa; Mohammad Sahid Ullah, University of Chittagong, Bangladesh; Diane Guerrazzi, San Jose State University; Akhteruz Zaman, Massey University, New Zealand; Mel Bunce, City University, London; Tymoteusz Chajdas, University of California, Santa Barbara; Rachel Younger, Edinburgh Napier University, UK; Fackson Banda, UNESCO; Simon Cottle, Cardiff University, UK; Bianca Baumler, EU Policy and Outreach Partnership, Belgium.