

Global interaction as a learning path towards inclusive journalism



Paper by:
Verica Rupar, Donald Matheson, Greg Treadwell, Tom Moring, Kim Zilliacus, Inger Munk, Inger Larsen

IJI project

- *Inclusive Journalism Initiative: Reporting Europe and Asia Pacific*
- AUT, Canterbury University, Danish School of Media and Journalism, Helsinki University - Swedish School of Social Sciences
- Exchange: 50 students, 12 staff members over three years
- Support by industry and non-governmental organizations
- Research project: journalism curriculum and inclusiveness

Inclusive society

- UN: there is a need to ensure inclusion, equality of opportunity as well as capability of all members of the society regardless differences of race gender, class, generation...
- Prerequisites: respects for all human rights, freedoms, a rule of law, strong civil society



Journalism as a field

- *The site of actions performed by social agents endowed with permanent dispositions, partly acquired in their experience of social fields*
- Doxa: rules taken for granted, natural order, the point of view of dominant which imposes itself as a universal point of view (Bourdieu 1998)
- Symbolic violence: imposition of systems of meaning that legitimize and thus solidify structures of inequality (Wacquant 2008)

Developing inclusive journalism competence

- Final year of study
- Reflective thinking, experience of social, political and cultural pluralism, recognition of otherness, critical stand towards the process of constructing identities
- Most j-schools preserve the structure of education based primarily on industrial model of journalism
- Moving the focus to community networks might reconnect journalism with its democratic roots (Mensing 2001)

Pedagogical challenges

J-students background: upper middle class families, urban upbringing, majority ethnic group, low awareness of minority issues



Aarhus class

- *Inclusion*: include in your coverage those who have frequently been left out of the news t talk about things other than race, class, gender...
- *Covering the under covered*: find the people whose stories aren't been told
- *Mitigating bias & prejudices*: tell stories that are free of stereotypes
- **Poverty walk**: guided tour of the city by a homeless person

Other classes & potential

- Dialogical environment
- Opportunities to reflect
- Experience of another culture
- Greater agency (engaged in civil society) and primacy (capacity to make change happen)



Lessons

- Re engagement with **core social values**
- Journalism doxa holds a key to shared understanding of journalists' **professional authority**
- Deconstructing and reconstructing doxa in a global context reveals journalism **capacity to respond to the concept of inclusivity**
- IJI project allowed students to **experience inclusiveness rather than be taught it**
- It offered teachers an opportunity to **challenge teaching centred models of education**