



**Facts &
Frictions:**

Emerging Debates,
Pedagogies and Practices
in Contemporary Journalism

Call for proposals *New deadline*

Forced Change: Pandemic pedagogy and journalism education

Journalism education changed through the pandemic. Starting in March 2020, COVID-19 pushed newsroom production and reporting courses online or into hybrid online-offline spaces across Canada and around the world. Emerging journalists learned critical skills in environments that necessarily emphasized distance, masking and safeguarding their own and others' safety. Visual storytelling demanded renewed creativity as well as deeper engagement with copyright laws, archived or provided images or footage, and data-driven reporting. At the same time, journalists grappled with the industry's "unexamined, power-laden, gendered, racialized, and colonial" roots and structures (Callison and Young 2020, p. 24), pushed to do so after George Floyd was murdered by police in the United States in May 2020 and the limits and failures of doing journalism as it has always been done came into clear focus.

This special multimedia issue of *Facts and Frictions/Faits et Frictions* aims to examine how journalism educators across Canada have and continue to guide students to cover stories in new ways. The objective of this multimedia journal, to be published in Fall 2023, is to – for the first time – take on and weigh the continuing effects of pandemic pedagogy in Canadian journalism education. To pool lessons learned and consider opportunities and challenges for the future, we particularly welcome contributions that ponder one or more of the following questions:

- How have field reporting and production been taught remotely through a shifting public health crisis? How has the pandemic influenced thinking about the importance or role of the reporter's body "on the scene" or "in the field"?
- What lessons were learned in centring accessibility, disability and inclusion in journalism education?

- What are the intersections of pandemic pedagogy and reckoning with racism, oppression and colonialism that have emerged in the journalism industry? How are these issues being addressed in journalism schools?
- How have lessons focused on data journalism, science journalism and specialized health journalism developed or changed?
- How have the demands of gendered, precarious or emotional labour inside and outside of the COVID-19 experiential learning “classroom” shifted or changed? What is the role of empathy in journalism education? Should empathy play a bigger role in the practice of journalism?
- How have journalism educators engaged with students’ mental health? How can broader findings regarding journalists’ mental health (see Pearson and Seglins 2022) influence (post-) pandemic classroom practices, discussions or reporting assignments?
- How has student work on and off campuses changed? What new practices have campus media employed? What are the promises or pitfalls of new international or remote internship or training opportunities?
- How has “I” journalism—testimonials, sharing, questioning aloud—developed through the pandemic? How can critical subjective skills be taught or facilitated in the journalism classroom?
- How has the pandemic put a spotlight on the challenges and opportunities of preparing students for newsrooms and journalism careers in the future? What kinds of training demand recovery or re-examination?

This special issue is being co-edited by Trish Audette-Longo (Carleton University), Christine Crowther (Carleton University), Nana aba Duncan (Carleton University), Chantal Francoeur (Université du Québec à Montréal) and Shenaz Kermalli (independent). We invite participation from all journalism educators, including established and emerging scholars and those teaching in precarious or contract positions. Recognizing that a number of factors influence the time and resources available to individual journalist-educators, we invite proposals of 200-500 words (excluding references) for contributions in any one of the three following formats:

- original scholarly articles of 5,500-7,000 words that share new journalism education research or theoretical interventions, subject to blind peer review;
- original commentary, calls to action, and/or annotated resource lists or syllabi of 1,000-2,000 words that show, explain and reflect on how courses, assignments or lessons were reimaged through the pandemic, subject to blind peer review;
- or, a topic for discussion during a theme-based roundtable with other journalism educators via Zoom that will be recorded, transcribed, edited and produced as shareable podcasts and videos. Participants in these sessions will not be expected to prepare a written submission following the roundtable; they will be named as co-authors of transcribed and edited conversations, and identified as co-panelists on the recorded roundtables that will be made available online as podcasts and videos.

The deadline for proposals has been extended to Dec. 15, 2022

Proposals can be submitted by email to forcedchange.changementforce@gmail.com.

Invitations to participate in the special journal issue will be emailed in January, 2023 with deadlines for submission in the spring.

- The subject line for emailed proposals for scholarly articles should include “ARTICLE” and take the form of 500-word abstracts that include a research question and reference to conceptual and methodological frameworks.
- The subject line for emailed proposals for commentary, calls to action or annotated teaching materials should include “COMMENTARY” and take the form of 250-word pitches that set out a problem and a proposed or practiced solution.
- The subject line for emailed proposals for roundtable discussion should include “QUESTION” and take the form of a question you would like to address and why. Proposed co-panelists or group submissions are also welcome.

If you have any questions about making a submission, please send us a note at forcedchange.changementforce@gmail.com

Citations

Callison, C. and M.L. Young (2020). *Reckoning: Journalism’s Limits and Possibilities*. New York: Oxford University Press.

Pearson, M. and D. Seglins (2022). *Taking Care: A report on mental health, well-being and trauma among Canadian media workers*. Canadian Journalism Forum on Violence and Trauma.

URL:

https://static1.squarespace.com/static/60a28b563f87204622eb0cd6/t/6285561b128d0447d7c373b2/1652905501967/TakingCare_EN.pdf

Additional references

Allen, G., S. Craft, C. Waddell and M.L. Young (Eds.) (2015). *Toward 2020: New Directions in Journalism Education*. Toronto: Ryerson Journalism Research Centre. URL:

https://rshare.library.ryerson.ca/articles/journal_contribution/Toward_2020_new_directions_in_journalism_education_/14639607

Fowler-Watt, K., G. Majin, M. Sunderland, M. Phillips, D. Brine, A. Bissell and J. Murphy (2020). *Reflections on the shifting shape of journalism education in the COVID-19 pandemic*. *Digital Culture and Education*. Digital Culture & Education. URL:

<https://www.digitalcultureandeducation.com/reflections-on-covid19/journalism-education>

Francoeur, C. (2020). Bodying the journalist. *Brazilian Journalism Research* 17(1): 202-227. URL: <https://bjr.sbpjor.org.br/bjr/article/view/1354/pdf>

Wilson David, D. (2021). The disappearing newsroom and the backpack journalist: challenges and opportunities. *Journalism Education* 10 (2): 43-46. URL: <https://journalism-education.org/2021/10/the-disappearing-newsroom-and-the-backpack-journalist-challenges-and-opportunities/>