

Facts & Frictions:

Emerging Debates,
Pedagogies and Practices
in Contemporary Journalism



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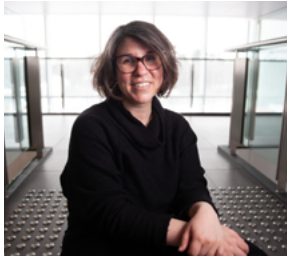
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Christine Crowther is an assistant professor in the School of Journalism and Communication at Carleton University in Ottawa, and has previously taught in the Department of Journalism at Concordia University in Montreal. She was a broadcast journalist for 15 years, primarily with the Canadian Broadcasting Corporation. She is a co-editor and author for *Journalism in Crisis: Bridging Theory and Practice for Democratic Media Strategies in Canada*, and is completing a PhD in Communication Studies at McGill University.



Nana aba Duncan is an associate professor and Carty Chair in Journalism, Diversity and Inclusion at Carleton University. She is a co-editor of this special issue and led the production of the English-language episodes of the *Forced Change* podcast. Nana aba leads the *Mary Ann Shadd Cary Centre for Journalism and Belonging*, a research centre supporting inclusive and belonging-focused journalism. She is also co-founder of *Media Girlfriends*, a podcast production company led by journalists of colour.

Chantal Francoeur enseigne l'éthique et la déontologie journalistiques et le journalisme audio à l'Université du Québec à Montréal. Elle a pratiqué le journalisme à Radio-Canada pendant près de 20 ans, aux nouvelles, aux actualités et aux affaires publiques. Ses recherches portent sur les nouveaux formats journalistiques audios, le corps et l'écriture sonore.



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Forced Change: Pandemic pedagogy and journalism education

Trish Audette-Longo, Christine Crowther, Nana aba Duncan, Chantal Francoeur and Shenaz Kermalli

ABSTRACT

“Forced Change: Pandemic Pedagogy and Journalism Education” is a special multimedia issue of *Facts and Frictions* that examines how journalism educators in Canada have reimagined course content and delivery since the COVID-19 pandemic prompted stay-at-home orders across North America in March 2020, and since journalism’s lack of diversity was widely spotlighted after George Floyd’s murder in May 2020. In this introductory essay we review journalism studies and journalism education literature published since 2020 and reflect on our own efforts as special issue editors to facilitate the participation of precarious, part-time or emerging educators in this collection and in broader peer-reviewed and institutional discussions of journalism education. These efforts are contextualized by a survey of cultural studies, feminist, and critical race literature that addresses uneven challenges continuously faced by potentially marginalized educators and academics that were crystallized through the pandemic. We put this research in conversation with the insights, experiences and critical questions shared by contributors to this issue, and argue for strengthened networks of support, recognition and resource sharing across post-secondary journalism programs in Canada.

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COVID-19, reckoning, journalism education, crisis, academic labour, professional training

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We left our classrooms in March 2020 not knowing when we would return, when we would see our students again, or how we would finish the winter semester. More uncertainty may have awaited us off-campus, as reports of a global pandemic and its toll on our communities rose, in crowded grocery stores, and as our own children were sent home from their schools. “The biggest initial thing that stands out to me, if we set the scene of the beginning of the pandemic: we closed on a Friday, and everyone was told to go home and work from home — staff, faculty and students,” recalls Roger Martin, the IT coordinator for Carleton University’s School of Journalism and Communication, in a podcast episode included in this issue. “The university was closed for three days the next week, and we were to be back Thursday, switching all of our classes to online instruction.

So, we had a window of five days to work with in order to get our initial classes off the ground.” In the same department, Trish Audette-Longo — an assistant professor and the lead editor of this special issue — remembers navigating the first online newsroom days with her second-year students during the final weeks of that semester. She guided them by phone, tried different video platforms and set up instant-messaging channels. Her students reported on government press conferences and announcements at a distance, recorded videos about washing their hands, and found community stories that spread farther away from Ottawa as some returned to their family homes earlier than planned. Days of pivoting became weeks and months. As Université du Québec à Montréal journalism professor and special issue co-editor Chantal Francoeur conveys in another podcast episode,

we grew accustomed to looking at screens filled with empty black boxes when students chose not to show their faces. We turned lively lectures into shorter notes or podcast episodes. We waited.

“Forced Change: Pandemic Pedagogy and Journalism Education” aims to examine — for the first time — how educators in Canadian journalism schools approached experiential learning for online delivery in response to COVID-19 health and safety guidelines, and how their teaching continues to change through crises and reckoning with the news industry’s foundational “gendered, racialized, and colonial” roots and structures (Callison and Young, 2020, p. 24). Conceptually, we apply Stuart Hall’s approach to cultural studies and conjunctural analysis, drawing out questions about how crises foster transformation and opportunities to scrutinize their “conditions of existence”, points of connection, competing ideologies, power, and politics (Hall and Massey 2010, p. 59). In this introduction, we outline the purpose of this special issue of *Facts and Frictions*. The issue is structured around four themes: forced change, novel approaches, trauma-informed reporting, and building community. In addition to this introductory essay, this issue includes podcast episodes, panel videos, research essays, written reflections or commentary pieces, a multimedia resource list, and “listening party” handouts designed to accompany podcast episodes and built to be used by journalism educators.

We call this issue “Forced Change” to acknowledge the speed with which journalists and journalism educators acted to meet the demands of external pressures through the pandemic: doing (and sometimes re-learning) their jobs and connecting with their communities remotely, at a distance, often at any or all hours. “Forced Change” also aims to recognize the necessary and forceful calls for transformation coming from inside and outside journalism schools to better reflect and engage with the needs and lives of all students, inclusive of race, gender, sexuality, religion, citizenship, ability and class. In this introductory essay, we review three years of journalism and education scholarship published since 2020 to situate the case studies, articles, provocations, and conversations collected in this issue. We also offer

questions that still demand answers. This is not a history project but an opportunity to consider a range of journalism education futures and contribute to the scholarship of teaching and learning in our field and in other fields oriented toward practice-based instruction. We view this period, and what comes next, with some insistent hope, by which we mean a refusal to see pandemic disruptions as lost time or a year of missed opportunities in journalism education. Many educators in Canada have returned to their classrooms after years of telling colleagues and students they were still “muted,” or waiting for someone to join them in “breakout rooms.” What did they learn about responding to disruption and emerging crises that can be put to future use?

In the latter half of this essay, we share our approaches to producing this multimedia journal issue and a challenge we have grappled with throughout this project: what kinds of collaboration and co-support structures must be in place to ensure precariously employed, racialized, migrant, women, non-binary, disabled or emerging journalism educators are positioned to share and amplify their research and practice expertise within broader academic settings? In keeping with the theme of pandemic pedagogy, it is necessary to take note of the unique pressures that are often placed on potentially marginalized faculty. When journalism courses moved online, these pressures compounded, taking on multiple layers for different people. As a pandemic baseline, many educators met new student or department needs while caring for others at home, living and working in a new kind of isolation, or experiencing the loss of loved ones (cf. Auger and Formentin 2021; Belikov et al. 2021; Keith 2023; Tugend 2020). Those in precarious or contract teaching positions may have additionally lacked job security, support, or time to plan new approaches to course delivery. Those already expected to take on academic “mothering” or care roles may have done more emotional labour as their students navigated online learning, financial or housing precarity, or experiences of racism, including increased incidents of anti-Asian racism during the pandemic (cf. Docka-Filipek and Stone 2021; Guyotte et al. 2023; Newcomb 2021; Sakamoto et al. 2023; Shalaby, Allam and Buttorff

2021). Black, Indigenous and educators of colour, likely to be asked to take on more academic and community service before 2020, were also likely to be leaned on to create and deliver anti-oppression training for colleagues and students that could respond to the Black Lives Matter movement and begin to remedy the workings of white-centred and colonial post-secondary institutions (cf. Arday and Jones 2022; Elhinnawy 2022; Martis and Okeke in this issue). These experiences were not universal. Later in this essay we discuss pandemic labours and potential burnout, but for those educators who worked through multiple layers of new and old pressures, it is reasonable to expect they had less time or bandwidth than normal to reflect on change, make original research contributions or produce new journalism.

As editors of this special issue, we aim to make space to share experiences and foster conversations about how lessons learned in journalism education can be more inclusively recognized and circulated. Our efforts to ethically engage journalist-educators from across Canada in acts of peer-reviewed scholarship are not presented here as the panacea for every roadblock that stood or stands in the way of precarious or overburdened colleagues sharing their pedagogical and research expertise in traditional academic settings. Nonetheless, in reflecting on how this issue came together we are making a case for collectively pushing harder to attend to uneven power arrangements before, during and after periods of forced change. We want to see continued conversations about how journalism operates, who it serves, and how it can be done better. By sharing pandemic research findings and teaching experiences from across the country, we can compare, contrast, and learn from responses to transformative questions about journalism in and outside post-secondary classrooms since March 2020.

JOURNALISM EDUCATION & CONCEPTUALIZING CHANGE

Journalism students are trained in “teaching and learning spaces that closely resemble the environments in which [they] will be participating as professionals” (Young and Giltrow 2015, p.

46). As they move through their studies, emerging journalists spend time interviewing people, collecting audio and visual materials, and producing public-facing stories that meet professional standards of accuracy, style and timeliness. The process of practice, reflection, and then adding or refining skills aligns with experiential learning goals (cf. Brandon 2002; Byrd and Denney 2018, p. 49; Keith and Cozma 2022; Kolotouchkina, Vallés and Mosquera 2021, p. 49). The outbreak of COVID-19 in 2020 forced Canadian newsrooms to move online or shut down altogether (cf. Fenlon 2020; Lindgren 2020; Lindgren 2022; Wechsler 2021). Stay-at-home mandates also pushed journalism education from classrooms, campus newsrooms and studios to online platforms, and interrupted already critically contested classroom-newsroom pipelines (cf. Gasher 2015; Haney 2015; Picard 2015; Public Policy Forum 2017; Shapiro 2015; Valencia-Forrester 2020; Watson 2020).

COVID-19 presented an opportunity for journalism to change course, transform, start anew — or pick up the pace of layoffs or closures (Quandt and Wahl-Jorgensen 2021, pp. 1201-1202). Quandt and Wahl-Jorgensen note analysis of this “defined breakpoint” is not a descriptive exercise but one that serves a critical purpose, demanding new case studies as well as deep theorization to better understand the workings and implications of change (p. 1202). Writing relatively early in the pandemic, the authors observe the difficulties of anticipating post-pandemic futures but remain optimistic in their defence of journalism’s social roles and positive service to citizens:

... some of the transformations are only just becoming visible, and the long-term effects can be barely surmised. While some may consider the coronavirus crisis a cataclysmic event for journalism, it also offers a chance for reflection and reconsideration. ... More than anything, the pandemic has vindicated the importance of journalism as a social institution, for societies and citizens across the world. In doing so, it has highlighted areas of resilience and vulnerability, showing that journalism can never be insulated from external pressures. Instead, journalism is

essential and therefore, at least to some extent, needs to be protected from such pressures to guarantee the functioning of democratic societies. (Quandt and Wahl-Jorgensen 2021, p. 1204)

This strong defense of journalism, its responsibilities and its contributions to democracy emerges from a period of existential tension. On one hand, more people sought and needed accurate information as a global pandemic unfolded all around them (García-Avilés et al. 2022, p. 10), and news organizations could fill a public information void, delving into and showing daily case, death and vaccination statistics (see Bosley 2021). On the other hand, journalists faced a range of risks and challenges while working longer hours with fewer boundaries between their professional and personal lives. After interviewing journalists in the United Kingdom, Jukes, Fowler-Watt and Rees (2022) found participants were working with little rest through trauma and grief; they write, “All of the journalists interviewed felt the relentlessness of covering the pandemic, the sense that this was not a normal short-term crisis that disappeared from the headlines after a routine news cycle” (p. 1004). Studying metajournalistic discourse about pandemic journalism in the United States, Perreault and Perreault (2021) wrote that journalists saw themselves in “a vulnerable position” (p. 977) as they did their work in already endangered newsrooms that were subject to being closed, or where colleagues were being laid off, furloughed or getting their salaries cut back (p. 983). Against a backdrop of media distrust, political polarization and public resistance to pandemic safety measures, journalists also faced violent threats while doing their work (cf. Audette-Longo 2022; Buchanan 2022; Holton et al. 2023; Wahl-Jorgensen and Quandt 2022).

Despite these challenges and the lengths to which journalists worked to meet them, we consider Quandt’s and Wahl-Jorgensen’s (2021) calls to safeguard the field as it functions now with some caution, noting journalists’ roles and practices also demand critical reflection, particularly given the uneven outcomes of journalistic work (Callison and Young 2020, p. 24).

In *Reckoning: Journalism’s Limits and Possibilities*, Callison and Young (2020) closely document not only the external pressures on journalism — “economic decline and/or technological disruption and change” (p. 2) — but its internal and harmful colonial, white and masculine structures. Advocating a deeper “reckoning” with journalism practices, Callison and Young write,

Even while delivering what is considered vital information in democratic societies, journalistic representations often fail to consider the harm they have done to peoples and environments, historical shifts in the cultures of journalism, and the colonial contexts for the practice of journalism. Instead, what gets substituted for self-examination by journalists and journalism educators working in a North American context is still a kind of paean to the role of the so-called fourth-estate functions, the need for watchdogs and accountability, and the power of storytelling to bring justice and to speak for those who cannot. (p. 24)

Callison and Young urge us to collectively ask why journalists do what we do, what explicit and implicit ideas or beliefs inform our editorial choices and who is imagined as the audience and beneficiary of works of storytelling. Within Canadian journalism studies, their research provides a critical conceptual framework for re-assessing what constitutes crises in journalism and how to address industry and training failures.

In the field, before COVID-19 was widespread in North America, the Canadian Association of Black Journalists and Canadian Journalists of Colour issued a joint statement underlining “glaring racial inequity” within newsrooms and advocating for changes to make those newsrooms “truly representative of Canada’s racial diversity and commitment to multiculturalism” (Li, Stewart et al. 2020, p. 1). Among seven calls to action, three explicitly address training and commitments that newsrooms and post-secondary journalism programs need to make to future journalists:

- “Take a structural approach to improving representation beyond corporate training and workshops,” including “developing new ideas and solutions” through discussions led by journalists of colour (p. 3);
- “Create scholarships and mentorship opportunities targeted towards aspiring journalists of colour,” coupled with newsrooms meaningfully reaching out to and working with racialized communities to “nurtur[e] overlooked talent” (p. 3); and,
- “Start the work of diversity and inclusion in Canadian journalism schools” (p. 4).

In their final recommendation, the Canadian Association of Black Journalists and Canadian Journalists of Colour describe Canadian journalism schools as “a talent pipeline for media outlets” and the place where emerging journalists need to be taught the “current best practices in journalism” (p. 4). They argue, “More focus should be placed on covering racialized communities, providing perspectives from experts of colour, hiring more diverse faculty and developing strategies for recruitment from racialized communities,” and remind schools of their duty to respond to the Truth and Reconciliation Commission’s call for Canadian journalism schools to require students learn Indigenous people’s histories (p. 4, see also Truth and Reconciliation Commission of Canada 2015, p. 10).

About two months after COVID-19 first disrupted traditional flows of news production and journalism education in North America, footage of George Floyd being killed by a police officer in the United States was widely shared in May 2020. As Pacinthe Mattar (2020) writes, the deaths of Floyd, Ahmaud Arbery, Breonna Taylor, and many others, signified violent “inescapable” racism and “incited a tidal wave of anger and fatigue from Black people who had long been calling out the discrimination that they face in their daily lives” (para. 10). Critical discussions about newsroom inequity, marginalization, inflexibility, lack of representation and lack of support for racialized journalists followed, as did renewed calls for accountability and change (cf. Clark 2022; Finneman, Hendricks and Bob-

kowski 2022; Lowery 2020; Mattar 2020; McCue 2023). While demands to reckon with racism in journalism and journalism education are not new (see Alemán 2014; Bains 2021; Chowdhury 2020; Kermalli 2020), calls for change extended to open letters penned by journalism students and alumni at Carleton, King’s College and Toronto Metropolitan universities in 2020 and 2021.

These letters responded to different institutional contexts, but their contents share some similarities that demand continued attention and action across post-secondary journalism programs — not only those in Ottawa, Halifax and Toronto. The authors of the Carleton and Toronto Metropolitan University letters cite examples of discrimination in their schools and argue their journalism school experiences worked to deter students who identified as Black, Indigenous and racialized from pursuing careers in the field. The authors of the University of King’s College open letter note their 2019-2020 graduating journalism class was largely white and they “had limited exposure to perspectives and knowledge from journalists who identify as Black, Indigenous and People of Colour (BIPOC)” (McNamara et al. 2020). In each letter, authors demand more faculty from under-represented communities be hired and offer recommendations for specific and general curriculum updates (Bowden et al. 2020; McNamara et al. 2020; Rizvi et al. 2021).

To Carleton’s faculty, students and alumni write, “If students are not equipped to address systems of oppression within the media and the world, oppressed and disenfranchised groups will be continually misrepresented through stories produced by graduates of the journalism program” (Bowden et al. 2020, p. 3). In all letters, professors and instructors are urged to engage in critical discussions about systemic racism and critique the concept of “objectivity.” Carleton and Toronto Metropolitan University students and alumni additionally urge their teachers to take part in regular and regularly updated anti-bias training.

It is important to analyze the characteristics and implications of these two moments as two separate series of events: (1) an abrupt shift to remote journalism and online delivery of traditionally in-person practical courses, and (2) clear

demands issued to reckon with perpetuated racism, colonialism and discrimination in classrooms and newsrooms. But it is also necessary to view them as a conjuncture, “a period during which the different social, political, economic and ideological contradictions that are at work in society come together to give it a specific and distinctive shape” (Hall and Massey 2010, p. 57). Examples of conjunctures for Hall include the sprawling “post war” period or the Thatcher/Reagan political era:

A conjuncture can be long or short: it’s not defined by time or by simple things like a change of regime — though these have their own effects. As I see it, history moves from one conjuncture to another rather than being an evolutionary flow. And what drives it forward is usually a crisis, when the contradictions that are always at play in any historical moment are condensed ... Crises are moments of potential change, but the nature of their resolution is not given. (Hall and Massey 2010, p. 57)

The purpose of analyzing these moments is to intervene (Hall and Massey 2010, p. 58) — to assess crises from multiple angles to understand their complexities, roots and branches, and seek opportunities for “radical rupture” or even “revolutionary resolution” (Hall and Massey 2010, p. 58).

The pandemic has been described as “a critical incident in journalism education” (Olsen, Olsen and Røsok-Dahl 2022, p. 1). Critical incidents are game-changing because they force us to reflect and reconsider what we do, how, why — and how we can continually improve. “Critical incidents shed light on the ideals that journalists uphold, the boundaries they build around their work, the inconsistencies that they otherwise would not discuss, and the weaknesses that they otherwise might not articulate” (Jenkins et al. 2020, p. 2). In journalism education, lingering inconsistencies include whether an academic field of study ought to be so geared toward preparing students to work in the journalism industry (cf. Picard 2015; Shapiro 2015; Skinner, Gasher and Compton 2001),

whether students need more critical distance to question the objectives of journalistic storytelling, their roles, and the limits of the journalism industry as it exists now (cf. Callison and Young 2020; Gasher 2005; Mensing 2010), and in Canada, how to change a field rooted in colonialism. Heeding Wilson David’s (2021) cautions against simply returning to pre-pandemic teaching approaches (p. 43), we are interested in questions about how journalism schools should or do mirror a changing industry, what educators have learned from this period, and what practices they plan to refine or abandon. Below, we briefly discuss the limits and opportunities of ambitious changes to journalism education forced by the pandemic.

PANDEMIC PEDAGOGIES

Pandemic pedagogies are critical curricular and extra-curricular responses to delivering courses online, fostering professional skill development at a distance, and taking leadership to address how the industry and journalism schools have fallen short in welcoming and centring students’ lived experiences. By applying this broad definition, we resist the temptation to centre technological change or remote learning as the driving force behind changing journalism education beyond the pandemic.

All over the world and in Canada, journalism educators needed to innovate quickly to build newsroom-like experiences online, and to teach visual storytelling and production at a distance (Duncan et al. in this issue; Fowler-Watt et al. 2020; Ma 2020; Ma and Hanna in this issue; Olsen, Olsen and Røsok-Dahl 2022). But courses delivered online during the pandemic were examples of emergency remote teaching — “not the same as online or distance learning,” which demands time and dedication to rethinking lesson delivery and student engagement in planned asynchronous or synchronous settings (Brunner and Mutsvauro 2021, p. 366; see also Darby 2019; Hodges et al. 2020). In the days and months following March 2020, educators employed crisis responses and weighed students’ overall wellbeing (Jordaan and Groenewald 2021, p. 435).

In other words, in addition to finding and in-

roducing new platforms for online course delivery, determining the most important lessons that could be taught at a distance, and how best to teach them, educators had to change the way they interacted with students, ushering in heightened attention to and transparent discussions about students' wellbeing and "affective learning conditions" (Olsen, Olsen and Røsok-Dahl 2022, p. 12, p. 16). Meanwhile, in some places, online course delivery compounded existing digital divides as students lost access to the internet or computers (cf. Duncan et al. in this issue; Jordaan and Groenewald 2021; Nkoala and Matsilele 2023; Pain, Ahmed and Khalid 2022). At Concordia University, journalism program head Andrea Hunter and colleagues wrestled with students' unequal access to digital reporting tools once they left campus. "The big question was: how do we work with whatever students have at home?" Hunter asks in this issue's second podcast episode, "Technology and changing course delivery through the pandemic." While some students were able to buy equipment as good as what might be available on campus, that kind of investment was out of reach for others. "How were we going to adjust our teaching so that we could teach courses in radio and video and multimedia to everybody?"

Instructors redesigned journalism assignments, re-assessed learning outcomes and figured out how to build virtual classroom communities. In some cases, they also needed to address unique regional challenges. In this issue, Aphrodite Salas describes how Montreal's nighttime city-wide curfews (accompanied by steep fines) added to students' overall exhaustion, had an impact on teaching a practical multimedia course, and contributed to a new orientation toward solutions journalism and co-acknowledgement of the problems that arose for students and their communities through the pandemic. Elsewhere, Audette-Longo and Crowther (2021) discuss honing critical risk evaluation skills alongside their students through the pandemic, including constantly weighing how close was too close for emerging reporters to get to their sources even as COVID-19 restrictions lifted or changed. Fowler-Watt (2020) argues COVID-19 lockdowns not only added texture to her journalism students' engagement with "themes of emo-

tional literacy, marginality and voice," but seemed to motivate new questions about whether media coverage effectively "silenced marginalized voices" (Fowler-Watt et al. 2020, para. 20).

Abrupt and continual course and lesson re-evaluation inform the guiding questions we asked in our initial call for proposals to this journal issue:

- 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?

Not every one of these questions is addressed or answered in this special issue, although many of the broad themes and challenges feature prominently in this collection’s conversations, reflections, and articles.

Drawing from Francoeur’s (2020) previous work, questions about how the journalist’s body and senses might be reintroduced to reporting post-pandemic – and how journalism educators grappled with the body’s absence from the field, presence behind screens or fears of potential illness – are not fully examined in this collection. Adjacent to this area of further research, the promise of doing journalism in more accessible ways and breaking down ableist barriers, which Loeppky (2020) flagged as a potential outcome of the pandemic’s work-from-home mandates, remains under-examined here. This absence extends Jones’s, Saujani’s and Zbitnew’s (2021) argument that “crossover scholarship between communication studies and critical disability studies is uncommon” (p. 100), directing our attention to the need for closer future examination of the intersection of critical disability and journalism studies, particularly in the areas of practice and education (see also Jones, Collins and Zbitnew 2022; Page 2022).

It is also notable that most contributors to this issue focused on their students’ experiences, almost to the exclusion of discussions about their own labour and how it changed. In *Teaching Journalism Online: A Handbook for Journalism Educators*, Keith (2023) shares a list of changes or additions to journalism programs since 2020, including the “realization that widespread online instruction is possible” and faculty can also meet

future crisis demands (p. 109). But, Keith writes, journalism programs also have “Instructors who may be deeply tired” (p. 110, also citing Auger and Formentin 2021). Risks of burnout and service demands such as committee participation, advising students, and answering myriad invitations to contribute within the academic community – especially for racialized faculty – are discussed in this issue’s podcast episode dedicated to unpacking oppression fatigue led by Martis and Okeke, while this issue’s French-language episode about teaching through the pandemic emphasizes the potential for faculty and mentors to empower students to navigate their classes and careers (Francoeur 2023).

We wonder if the relative absence of educators’ labour as an object of study elsewhere in this issue reflects an overall research and practical focus on journalism pedagogy and training in many journalism schools, the long-term weight of focusing on student needs and recalibrating course delivery, or a lingering reticence among some to “be” the story (perhaps learned in newsrooms). Below, we briefly survey studies published since 2020 that document the uneven pandemic pressures put on postsecondary educators. Many of these studies are based on critical race theory or feminist scholarship, and authors’ findings and recommendations have helped situate our approach to building this special issue so that it could benefit from the participation of tenured, tenure-track, contract, practitioner and emerging journalism educators and scholars.

PANDEMIC LABOURS

In 2020, the United States-based Chronicle for Higher Education released the results of a survey of about 1,100 college and university professors that showed, across the board, “their workloads are higher, their morale is lower, and their work-life balance is almost non-existent” (Tugend 2020, p. 6). Survey respondents were exhausted and reported “much higher feelings of other draining emotions, such as grief and anger” (p. 6). The study underlined the extent to which scholarship and discourse to date had focused on teaching and exerting care, to the exclusion of faculty mem-

bers' still-present research or pre-tenure demands (p. 15). This survey and early research showing women academics' research outputs had slowed compared to men's (cf. Viglione 2020), provided quantitative footholds for studies that followed as well as an anecdotal sense that some faculty experienced more teaching, care-giving and service demands through the pandemic depending not only on their gender, but their race, citizenship, employment status, and other factors. The U.S. survey found, "Women, faculty of colour and gender non-conforming faculty often also do more service on committees, as well as mentoring and helping students" (Tugend 2020, p. 15). Auger's and Formentin's (2021) 5,000-educator survey, also conducted in 2020, highlights the extent of pandemic-specific demands on care. Their respondents were anxious, overwhelmed (p. 391) and responsible for shouldering the emotional labour of supporting or reassuring students who shared their own experiences of "anxiety, their fears of the coronavirus, job insecurity for themselves or their parents, concerns about grades and getting work done, inability to concentrate, and in some cases, food insecurity" (p. 377).

Arday and Jones (2022) interviewed and conducted focus groups with Black faculty and students at universities in the United States and the United Kingdom, and found participants experienced a "pandemic within a pandemic," which included, "racial (re)traumatisation" and "loneliness and isolation" (p. 9) within institutions that are structured by whiteness (p. 13). Participants also experienced labour exploitation (p. 9), as they were expected to take the lead in responding to or amplifying the Black Lives Matter movement and anti-racism initiatives within those very same institutions:

Where the spotlight on racism following the murder of George Floyd brought with it an increased global awareness of the plight of Black communities, the additional labour required to elevate and respond was outsourced to Black staff in the Academy. (p. 14)

The burden of Black community care through the pandemic that Arday and Jones (2022) discuss is a stark example of unequal emotional labour (masquerading as progress) in studies published about academic work and fatigue since 2020. El-hinnawy (2022) also discusses numerous double binds in her work as a woman of colour academic expected to cheer on students who did not support her, accept being ignored by colleagues but take on a range of diversity and decolonization service responsibilities, and, as a migrant worker, take on "an additional layer of legal and financial compliance in the form of immigration considerations, which has left [her] more economically vulnerable and exposed than most of [her] colleagues" (p. 59). These studies do not, however, stand alone in a survey of literature about overlooked, taken-for-granted or forgotten academic-care labour, much of which is dominated by discussions of gender and motherhood and all of which contest suggestions that this is simply the nature of the field.

After interviewing faculty members to better understand how they grappled with the "emotional impacts of the pandemic and anti-racism movement" (p. 2), Belikov et al. (2021) argue and show examples of faculty investing time in supporting students' well-being well "beyond what they would have normally provided to students during a regular term" (p. 6). They also found faculty had "difficulties in separating and balancing their personal and professional lives" (p. 10), arguing, "One of the most significant sources of emotional impacts was managing one's workload while caring for children," as daycare centres closed and children enrolled in elementary or high schools were home learning remotely (p. 8). A Polish study highlights an interesting gap in perceptions of demand and capacity, as women academics participating in their study saw their work as flexible enough to be able to take on more care work at home, while participating men did not (Górska et al. 2021, p. 1554). Docka-Filipek and Stone (2021) challenge the notion that "mothering" is a personal or private decision, particularly given "ongoing gendered burdens of 'public' caregiving, which are constituted primarily by the twin pressures of extensive and intensive expectations for women's service and teaching" regardless of whether they are mothers

(p. 2159). Guyotte et al. (2023) pointedly differentiate the roles of “mother” and “women,” noting, “the burdens of academia (and beyond) remain squarely shouldered by those who, whether correctly or incorrectly, are gendered as academic mothers” (p. 3).

The purpose of this section is not simply to note or check off a list of the ways in which care-academic labour, teaching and service of racialized, gendered or otherwise precarious educators went un- or under-recognized in institutions during the pandemic. We are interested, instead, in contributing to and advocating for reimagining how academic labour is understood and co-building journalism education networks, in part by ensuring the challenges and solutions identified by a range of scholars are also named and discussed in the context of journalism education in Canada. Just as student learning and course delivery cannot revert to a post-pandemic “normal,” moving classes back into classrooms or seeing children go back to daycare centres or elementary and high schools will not re-level an already unequal playing field. To situate our own efforts to intervene in this landscape, we consider recommendations offered by the authors surveyed in this section, and others. Broadly, recommendations fall into two categories: (1) reimagine the place and importance of service and teaching in academic labour, not as secondary to research but equal in its rigour and value, and (2) build teaching communities for sharing resources, providing co-support, and sharing the labours of service and instruction.

Górska et al. (2021) argue post-secondary institutions ought to “recognize and value the gendered and invisible work of academics, such as emotional support of students and care work,” including by creating systems of “documenting and reporting such work by faculty” (p. 1556). Bray, Khamis-Dakwar and Hiller (2020) similarly suggest re-evaluating tenure and promotion criteria. Giving pre-tenure faculty more time to apply for tenure, to recognize how the pandemic’s demands may have caused them to fall behind or lose access to sites of research, was a common institutional response through COVID-19. Bray, Khamis-Dakwar and Hiller (2020) recommend post-secondary institutions “invest in a more complete mapping

of how the pandemic directly impacts women faculty and faculty of colour” (para. 9) to offer more nuanced approaches for those who are “the most likely to undertake a disproportionate amount of service” (para. 7) and suggest “ascrib[ing] equal value to the range of faculty responsibilities, acknowledging how each contributes to the university’s success” (para. 9). Keith (2023) argues “paus[ing] the tenure clock” risks further “disadvantag[ing] the scholars affected — many of whom may be women or members of marginalized groups — by making them work longer to attain positions in which they are underrepresented, because of a global emergency they could not control” (p. 111). At the journalism program level, Keith (2023) likewise advocates explicitly accounting for how instructors “converted high numbers of courses to online delivery quickly and sustained heavy teaching loads” (p. 111).

Belikov et al. (2021) suggest creating “mentoring programs and communities of practice” that can include openly sharing pedagogical and training materials (p. 11). At an institutional level, they also recommend building up faculty development that “acknowledge[s] and include[s] the intersection of academic and personal lives in meaningful and supportive ways,” provision of “resources and support around anti-racist and Indigenous practices” (p. 11), focused funding for scholarship of teaching and learning (p. 12), and focused efforts to address burnout among “women, caregiver, and Black, Indigenous and People of Colour faculty whose professional roles were disproportionately impacted by the pandemic” (p. 12, citing Calarco 2020). These recommendations, and post-pandemic academic labour, demand further research, particularly within the field and context of journalism education. J-Schools Canada has worked toward building a national learning community among post-secondary journalism educators by sharing teaching materials, case studies and leading focused workshops on equity, diversity and inclusion and trauma-informed journalism. The publications J-Source and Projet J provide living homes for ongoing work on journalism education and a changing journalism landscape. This availability of resources does not necessarily tell us how educators used them, whether they had time

to do additional research or take on more training, or how they navigated potential feelings of anxiety, overwork or isolation. As we lay out below, our aim is to contribute to research knowledge mobilization and build capacity for more ground-level discussion of forced or necessary changes to journalism education.

INTERVENTIONS AND KNOWLEDGE MOBILIZATION

Our intervention — proposing, producing, and publishing this special multimedia issue of *Facts and Frictions* dedicated to pandemic pedagogies and journalism education — is one of knowledge mobilization. In Fall 2022, we invited proposals for contributions in three formats: scholarly research articles, commentary or examples of teaching materials, or participation in thematic roundtable discussions that would be produced as a series of podcast episodes. Members of our own editorial team work or have worked as educators on limited- or short-term contracts that focus on teaching (not research), and so we considered the barriers in place to researching and writing traditional academic papers off the side of one's desk. Unlike journalism, a scholarly publication often expects to see the author's work in its entirety before it is considered, there is no payment, and the completed submission (as well as months of work and revision) may still be rejected by peer reviewers and editors. In our field, so many journalists and contract instructors take the lead in delivering the very practical courses that needed careful rethinking through the pandemic. We wanted to ensure their voices and original contributions were included in this collection. We also wanted reflections and lessons learned in teaching through the pandemic, and discussions of care, teaching and service, treated to the same level of peer review as more traditional research contributions.

To limit the labour of or barriers to entry, our call for proposals invited 500-word abstracts for potential academic articles, 250-word pitches for proposed commentaries, calls to action or annotated teaching materials, or a question that could be addressed as part of a roundtable discussion that would inform a podcast episode. The call ap-

peared on the *Facts and Frictions* website in English and French, we amplified it via social media, and we emailed it to journalism organizations and journalism program directors across Canada, asking the latter to forward the call to full- and part-time faculty. We also offered suggestions to program directors for ways in which they could support their team members' participation in the journal, including:

- Making space for faculty discussion and team or pair proposals for contributions, while ensuring any part-time faculty members are compensated for their time;
- Sharing any information available about institutional funds that could support contract or limited term educators, including allowing them to hire students as research assistants; and
- Reaching out to team members whose course contributions, pandemic planning, student mentoring or critical questions were extraordinary, and asking what faculty support would allow them to answer the call for proposals.

In Fall 2022 we held follow-up “ask me anything” sessions on Zoom in English and French to field potential contributors' questions; the English-language session included time for participants to meet each other, share their ideas and brainstorm. Our efforts yielded a number of proposals, although we note that the final collection — outside the podcast episodes — is dominated by the writing of English-language full-time faculty members currently based in Ontario. Throughout 2023, we responded to proposals, met with authors and reviewed their drafts in an effort to support ongoing work. We coordinated and recorded roundtable discussions in Spring 2023, and recruited two volunteer peer reviewers for each piece included in this issue. We sought funding and in-kind support from the Social Sciences and Humanities Research Council, J-Schools Canada, and Carleton University. Our own editorial team member whose research is not institutionally supported was nonetheless remunerated for some of their work, and we were able to train and hire journalism students at Carleton University and

Université du Québec à Montréal to contribute to producing the podcast episodes and multimedia journal.

Looking to the future, we also aim to contribute to creating a sense of community, first by disseminating pandemic-tested teaching materials — syllabi, lesson plans or assignment descriptions — and reflections that could inspire new approaches for other educators working in similar fields. We developed accompanying “listening party” materials for each podcast episode, which include teaching resources and discussion questions to tie each podcast episode to related text-based articles and prompt school- and program-specific assessments of opportunities or challenges. We take seriously Keith’s (2023) advice for journalism schools to “consider codifying — while pandemic memories are fresh — what worked in the transition to emergency teaching so that the advice is available for future emergencies” (p. 111).

CONTRIBUTIONS

This special multimedia issue of *Facts and Frictions* is structured in four sections: forced change, novel approaches to new technology and teaching, innovations in trauma-informed journalism training, and assessments of how journalism education must expand to be more inclusive.

FORCED CHANGE

This introductory article, the podcast episode “On mentoring, kindness and empathy in teaching and data journalism through the pandemic,” and the article “Creating the new journalism classroom for a future in the balance,” make up the first section of this special issue and frame broader critical questions about the pandemic’s pedagogical legacies. In her podcast episode, Chantal Francoeur meets students and journalism instructor Jean-Sébastien Marier for wide-ranging discussions about how journalism education changed through the pandemic. Students talk about how mentorship helped them navigate online-only education and reflect on compassionate teaching practices. Their reflections help anchor later pieces in this journal issue, underlining the pace of change and contributions to community-building,

while raising questions about what kinds of approaches should remain beyond the pandemic. In his written piece, Adrian Harewood expands this conversation in an investigation of the intersections of emancipatory pedagogy and journalism education.

NOVEL APPROACHES

The second section of this issue turns to innovation and includes one podcast episode, three reflections, one text- and video-based resource list and one research article. It is led by the podcast episode, “Technology and changing course delivery through the pandemic.” Nana aba Duncan leads a discussion with Andrea Hunter, Roger Martin and Winston Sih that explores how educators found balance between experiments in technological innovation and prioritizing journalism basics. Their discussion raises questions about how to address differences in access to technology (and differences in familiarity with technology) among students. How to teach everyone regardless of their access to resources is not a question entirely addressed by bringing students back to classroom-newsrooms, as it speaks to class-, geography- or experience-based digital divides. The episode is followed by Aphrodite Salas’s written reflection on delivering a solutions-based mobile online journalism course that aimed to tell community stories despite distance. Salas closes “Getting their mojo back” by sharing an example of her pandemic-specific syllabus for teaching multimedia journalism. In “How to create a virtual newsroom,” Adrian Ma and Lindsay Hanna also share resources, offering descriptions of platforms they used to build virtual and hybrid classroom-newsrooms and incorporating short videos that show how these tools work.

Beyond technology, in the written commentary “All together now,” Archie McLean weighs the potential for new collaborative journalism projects to match journalism students to newsrooms, urging readers to consider the value of cooperation. In so doing, he also provides a resource list for educators to use in their own teaching. In their research article “Fake news and fact-checking,” Brooks DeCillia and Brad Clark share the results of interviews with journalists and educators about the

elevated role of fact-checking before and through the pandemic. Their original research highlights skills needed for emerging journalists to counter misinformation and disinformation, as well as the unique challenges of teaching reporting during a time when conspiracy theories related to vaccines were in circulation or students may have been confused about the roles of public health officials. In “A new approach to teaching public health advocacy,” a written piece that bridges communication and journalism studies, Kate Mulligan and Robert Steiner reflect on how journalism training can introduce relational thinking to a public health classroom, potentially laying the groundwork for better information sharing in future crises. Their contribution invites readers to consider the value of building more interdisciplinary journalism courses or workshops.

TRAUMA-INFORMED JOURNALISM

The third section of this issue focuses on trauma-informed journalism. It is led by a podcast episode that asks how trauma-informed approaches to journalism can be taught and works toward defining the foundational skills of an emerging trauma-informed reporter. In their discussion, Matthew Pearson, Saranaz Barforoush, Duncan McCue, and Kelly Roche unpack the beliefs and approaches that have over-determined journalism practices and education, and they ask how journalism training can be more inclusive and inform more welcoming newsrooms in the future. In the written research article “Simulated solutions,” Matthew Pearson shares a case study of bringing actors into a reporting classroom — virtually — to simulate traumatic interviews and give students space to make mistakes and shape their own approaches to doing trauma-informed reporting. Through follow-up interviews with the students, Pearson provides insights into the value of this exercise and how or why other educators might consider employing similar practices.

BUILDING COMMUNITY

This special issue closes with a section dedicated to lingering questions about how to foster belonging in journalism and the academy. The final podcast episode, “Teaching anti-oppressive

journalism in a time of pandemic fatigue,” is led by Eternity Martis and Shari Okeke and includes Adrian Harewood, Asmaa Malik and Duncan McCue. It investigates oppression fatigue among scholars and educators in Canadian journalism programs, including the frustratingly “slow pace of change.” It also revisits the spaces educators can carve out for student-centred care. This episode is followed by our last written reflection on teaching, “Newsroom notes.” In this piece, Angela Misri shares her efforts to build extracurricular programming at Toronto Metropolitan University that can bring together journalism and non-journalism students, professional journalists, and a faculty facilitator to discuss topics that matter to students. Free of the demands of submitting assignments, earning participation marks or other instructor evaluation, the sessions provide a case study in in-person, post-pandemic community building.


CONCLUSION

To open this special journal issue and launch continuing conversations about teaching journalism after 2020, we have surveyed journalism and journalism education studies, as well as broader feminist and critical race studies about how post-secondary educators fared through a period of forced disruption. This multimedia journal issue is not only an effort to record the experiences of teaching journalism through the pandemic. While valuable, the project of describing changes made to courses or assignments, or the effects of leaving classroom studios to create virtual newsrooms, is just the start of what we want this issue to contribute to Canadian postsecondary journalism education. As a global emergency, COVID-19 sparked innovation, introspection and — potentially — a series of transformative questions in and about journalism education in Canada and around the world. It is still early to offer final conclusions on the impacts of the pandemic on journalism education: we are writing this introduction just three-and-a-half years after universities, newsrooms and other institutions first closed their doors across Canada, isolating students, faculty and journalists. Many are still in shock, still griev-

ing, still processing the changes they have made to how they learn, teach, work and live together, and how they can contribute to their communities.

In proposing and producing this special issue of *Facts and Frictions*, we aim to offer a map-in-progress of better journalism education futures, drawn by educators from a number of post-secondary institutions. By creating a space to reflect and share responses to teaching through crisis, we are pooling knowledge that will serve journalists, educators and students facing future emergencies, too. The articles, reflections and conversations in this special issue place guideposts for journalism educators to pause and re-evaluate their roles in training students for newsrooms and for the world. In this issue, contributors highlight how students have advocated for themselves and show how educators can empower students to build new, stronger, more trustworthy relationships with members of the public. Despite shrinking newsrooms and a changing journalism, media and public trust landscape, contributors highlight the promises of inter-institutional and interdisciplinary collaboration, and explore avenues for further interrogating and perhaps rethinking journalism practices. Contributors also outline our shared responsibilities to continue planning for the unexpected, experimenting with emerging technologies, and evaluating the scope and impacts of potential digital divides. Their work — reflecting, re-evaluating, interrogating, planning and imagining — is research-, teaching- and service-intensive. It demands time, care, and ongoing attention to a range of student needs and changes across the journalism field, as well as recognition, circulation and amplification of the innovations and ideas our colleagues are experimenting with in and outside their classrooms.

Our approach to including a range of researchers, educators, and practitioners in this journal issue is unfinished work. Returning to suggestions we offered journalism program chairs in Fall 2022, we hope to see continued efforts to celebrate educators' and staff members' experiments within and outside their faculties, to foster collaborations between full- and part-time faculty members, and to offer funding that can support conducting and

amplifying journalism pedagogy research. A range of pedagogical, research, practical and community expertise is needed to push discussions started in this journal issue beyond 2023. 

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Changement forcé : Pédagogie de la pandémie et enseignement du journalisme

Trish Audette-Longo, Christine Crowther, Nana aba Duncan, Chantal Francoeur et Shenaz Kermalli

RÉSUMÉ

Changement forcé : Pédagogie de la Pandémie est une édition spéciale multimédia de *Faits et Frictions* qui examine comment les formatrices et les formateurs en journalisme au Canada ont réimaginé le contenu et la réalisation des cours depuis que la pandémie de COVID-19 a donné lieu à un confinement dans toute l'Amérique du Nord en mars 2020. Elle porte aussi une réflexion sur le manque de diversité dans le journalisme qui a été largement mis en lumière suite à l'assassinat de George Floyd en mai 2020. Dans cet essai introductif, nous passons en revue les études sur le journalisme et la littérature sur la formation journalistique publiées depuis 2020. Nous réfléchissons à nos propres efforts en tant qu'éditrices d'un bulletin spécial pour faciliter la participation du personnel de service du milieu de l'éducation qualifiée comme précaire, à temps partiel ou émergent, dans les comités de lecture, contextes institutionnels et autres discussions sur le sujet de la formation journalistique. Ces efforts sont encadrés par une recherche sur diverses études culturelles, féministes et de littérature critique de la race qui aborde les défis inégaux, devenus apparents durant la pandémie, à laquelle font face les éducateurs et les universitaires identifiés comme potentiellement marginalisés. Nous mettons cette recherche en relation avec les idées, les expériences et les questions critiques partagées par les contributeurs à cette édition, et plaidons en faveur d'un renforcement des réseaux de soutien, de reconnaissance et de partage des ressources dans les programmes de journalisme postsecondaires au Canada.

INFOS

Mots-clés :

COVID-19, bilan, formation en journalisme, crise, emploi universitaire, formation professionnelle

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Nous avons quitté nos salles de classe en mars 2020 sans savoir quand nous reviendrions, quand nous reverrions nos étudiants et étudiantes ou comment se terminerait le semestre d'hiver. Une plus grande incertitude nous attendait peut-être hors campus, alors que les rapports sur une pandémie mondiale et ses conséquences sur nos communautés se multipliaient, dans les épiceries bondées, et alors que nos propres enfants nous étaient renvoyés de leur école. « La première chose qui me vient à l'esprit, si l'on se remémore le début de la pandémie: nous avons fermé nos portes un vendredi, la demande pour tous était de rentrer

chez soi et de travailler de notre domicile – le personnel, les enseignants et les étudiants », nous raconte Roger Martin, coordinateur informatique de l'école de journalisme et de communication de l'université de Carleton, dans un épisode d'un podcast inclus dans cette édition. « L'université a été fermée pendant trois jours la semaine suivante, et nous devions être de retour le jeudi et assurer que tous nos cours soient faits en ligne. Nous avons donc un court moment de seulement cinq jours pour mettre en place nos premiers cours ». Dans le même département, Trish Audette-Longo, professeure adjointe et rédactrice en chef de cette édition

spéciale — se souvient d’avoir vécu la première journée de salle de presse avec ses étudiants de deuxième année au cours des dernières semaines du semestre. Elle les a guidés par téléphone, a essayé différentes plateformes vidéo et a mis en place des groupes de messagerie instantanée. Ses étudiants commentaient à distance des conférences de presse et des annonces du gouvernement. Ils enregistraient des vidéos sur l’importance de se laver les mains et ont trouvé des histoires issues de leurs propres communautés plus loin d’Ottawa, alors qu’ils rentraient chez eux plus tôt que prévu. Des journées sur le qui-vive se sont transformées en semaines et en mois. Comme l’explique Chantal Francoeur, professeure en journalisme à l’Université du Québec à Montréal et co-rédactrice de l’édition spéciale, dans un autre épisode du podcast, nous nous sommes habitués à regarder des écrans avec plusieurs cases noires lorsque les étudiants choisissaient de ne pas montrer leur visage. Nous avons transformé des interactions dynamiques en classe en notes plus courtes ou en balados. Nous avons attendu.

« Changement forcé : Pédagogie de la pédagogie de la pandémie » vise à examiner - pour la première fois - comment les enseignants et enseignantes des écoles de journalisme canadiennes ont abordé l’apprentissage interactif en ligne en réponse aux directives de santé et de sécurité COVID-19, et comment leur enseignement continue d’évoluer à travers les crises et la prise en compte d’un historique et de structures « sexuées, racisées et coloniales » dans l’industrie des médias (Callison et Young 2020, p. 24). Sur le plan conceptuel, nous appliquons l’approche de Stuart Hall aux études culturelles et à l’analyse conjoncturelle, en posant des questions sur la manière dont les crises favorisent la transformation et les possibilités d’examiner leurs « conditions d’existence », les liens, les idéologies divergentes, le pouvoir et la politique (Hall et Massey 2010, p. 59). Dans cette introduction, nous décrivons l’objectif de cette édition spéciale de *Faits et Frictions*. L’édition s’articule autour de quatre thèmes : le changement forcé, les approches novatrices, les reportages conscients des traumatismes, et l’inclusion. En plus de ce texte introductif, cette édition comprend des balados, des vidéos d’ex-

perts, des mémoires de recherche, des réflexions écrites ou des commentaires, une liste de ressources multimédias et du matériel complémentaire pour les « auditeurs » conçus pour accompagner les épisodes de podcasts et destinés à être utilisés par les formatrices de journalisme.

Nous avons intitulé cette édition « Changement forcé » pour souligner la rapidité avec laquelle les journalistes et les formateurs en journalisme ont agi pour répondre aux exigences des pressions externes pendant la pandémie : faire (et parfois réapprendre) leur travail et se connecter avec leurs communautés à distance, souvent à n’importe quelle heure ou parfois continuellement. « Changement Forcé » vise également à reconnaître les appels venant de l’intérieur et l’extérieur des écoles de journalismes. Ceux-ci soulignent la nécessité et l’impact qu’aurait une transformation qui refléterait et rejoindrait les besoins et la vie de tous les élèves, inclusivement de leur diversité de race, de genre, de sexualité, de religion, de citoyenneté, de capacité et de classe sociale. Dans cet essai introductif, nous passons en revue trois années d’études sur le journalisme et l’éducation publiées depuis 2020 afin de situer les études de cas, les articles, les sujets provocateurs et les conversations rassemblées dans cette édition. Nous posons également des questions qui portent encore à réflexion aujourd’hui. Il ne s’agit pas d’un rapport historique, mais d’une opportunité d’envisager une série d’avenirs pour la formation au journalisme et de contribuer au corpus de l’enseignement et de l’apprentissage dans notre domaine et dans d’autres domaines nécessitant un apprentissage basé sur la pratique. Nous envisageons cette période, et ce qui suivra, avec un espoir persistant, c’est-à-dire en refusant de considérer l’instabilité liée à la pandémie comme du temps perdu ou une année d’opportunités ratées dans la formation en journalisme. De nombreux enseignants au Canada sont retournés dans leurs salles de classe après avoir passé des années à dire à leurs collègues et à leurs étudiants qu’ils étaient toujours « en sourdine » ou à attendre que quelqu’un les rejoigne dans les « salles de réunion ». Qu’ont-ils appris sur la façon de réagir face aux perturbations et aux crises émergentes qui peut être mise à profit à l’avenir ?

Dans la dernière partie de cet essai, nous partageons notre approche lors de la production de cette édition de revue multimédia et un défi auquel nous avons été confrontés tout au long de ce projet : quels types de collaboration et de structures de soutien doivent être mis en place pour assurer l'inclusion des professeurs à travers la diversité raciale, migrante, femmes, non-binaires, personnes handicapées, enseignants émergents ou précaires ? Pour qu'ils et elles soient en mesure de partager et d'amplifier leur expertise en matière de recherche et de pratique dans des contextes universitaires plus larges. Dans le cadre du thème de la pédagogie de la pandémie, il est nécessaire de prendre note des pressions uniques que vivent souvent les enseignantes qui se trouvent parfois marginalisées. Lorsque les cours de journalisme ont été mis en ligne, ces pressions se sont aggravées, s'accumulant à différents niveaux pour différentes personnes. Devenus la norme durant la pandémie, de nombreux éducateurs ont répondu aux nouveaux besoins des étudiants et étudiantes ou des départements tout en s'occupant de leurs proches à la maison, tout en vivant et travaillant dans une nouvelle forme d'isolement, ou en subissant la perte d'être chers (cf. Auger et Formentin 2021 ; Belikov et al. 2021 ; Keith 2023 ; Tugend 2020). Ceux qui occupent des postes d'enseignement précaires ou contractuels peuvent en outre avoir manqué de stabilité d'emploi, de soutien ou de temps pour planifier de nouvelles approches en matière d'enseignement. Ceux qui devaient déjà assumer des rôles de guides ou de personnel de soutien ont peut-être fait davantage de travail émotionnel alors que leurs étudiants ont dû s'adapter à l'apprentissage en ligne, à la précarité financière ou de logement, ou à des expériences de racisme, y compris l'augmentation des incidents de racisme anti-asiatique pendant la pandémie (cf. Docka-Filipek et Stone 2021 ; Guyotte et al. 2023 ; Newcomb 2021 ; Sakamoto et al. 2023 ; Shalaby, Allam et Buttorff 2021). Les enseignants noirs, autochtones et de couleur, qui se voyaient déjà demander d'assumer davantage de services académiques et communautaires avant 2020, seront probablement aussi sollicités pour créer et dispenser des formations anti-oppression

à leurs collègues et étudiantes, qui répondent au mouvement Black Lives Matter et commencent à remédier au fonctionnement colonial et au privilège blanc présent dans les établissements postsecondaires (cf. Arday et Jones 2022 ; Elhinnawy 2022 ; Martis et Okeke dans la présente édition). Ces expériences ne sont pas universelles. Plus loin dans cet essai, nous aborderons la question du travail durant la pandémie et de l'épuisement professionnel potentiel. Pour les formateurs qui ont dû faire face à de multiples pressions, nouvelles et anciennes, il est raisonnable de penser qu'ils ont eu moins de temps ou d'énergie que d'habitude pour réfléchir au changement, apporter des contributions originales à la recherche ou produire de nouveaux articles journalistiques.

En tant qu'éditeurs de ce numéro spécial, nous souhaitons créer un espace pour partager les expériences et encourager les conversations sur la manière dont les leçons issues du domaine de l'éducation au journalisme peuvent être reconstruites et rejoindre une plus grande audience. Nos efforts pour engager éthiquement les journalistes et les membres des facultés de journalisme dans tout le Canada dans la recherche universitaire et les comités de lecture ne sont pas présentés ici comme l'antidote à tous les obstacles qui se sont dressés, ou qui persistent pour les collègues précaires et surchargés au cours de l'exercice de leur fonction en expertise pédagogique et de recherche, dans les contextes académiques traditionnels. Néanmoins, en réfléchissant à la conception de ce numéro, nous argumentons pour un plus grand effort collectif afin de mieux prendre en compte les inégalités de pouvoir avant, pendant et après les périodes de changement forcé. Nous souhaitons que les conversations se poursuivent sur la manière dont le journalisme fonctionne, sur les personnes qu'il sert et sur la manière dont il peut être amélioré. En partageant les résultats des recherches sur la pandémie et les expériences d'enseignement à travers le pays, nous pouvons comparer, contraster et apprendre des réponses aux questions transformatrices sur le journalisme à l'intérieur autant qu'à l'extérieur des salles de classe de l'enseignement postsecondaire depuis mars 2020.

FORMATION AU JOURNALISME ET CONCEPTUALISATION DU CHANGEMENT

Les étudiants et étudiantes en journalisme sont formés dans « des espaces d'enseignement et d'apprentissage qui ressemblent étroitement aux environnements dans lesquels [ils / elles] interviendront en tant que professionnels » (Young et Giltrow 2015, p. 46). Tout au long de leurs études, les journalistes en formation passent du temps à interviewer des personnes, à collecter du matériel audio et visuel et à produire des articles destinés au public qui répondent aux normes professionnelles en matière d'exactitude, de style et de respect des délais. Le processus de pratique, de réflexion, puis de raffinement ou développement de nouvelles compétences rejoint la méthodologie de l'apprentissage par projets pratiques (cf. Brandon 2002 ; Byrd et Denney 2018, p. 49 ; Keith et Cozma 2022 ; Kolotouchkina, Vallés et Mosquera 2021, p. 49). L'apparition de la COVID-19 en 2020 a contraint les salles de presse canadienne à passer en ligne ou à fermer complètement (cf. Fenlon 2020 ; Lindgren 2020 ; Lindgren 2022 ; Wechsler 2021). Le confinement a également causé la transition de l'enseignement du journalisme des salles de classe, des salles de presses, des campus et des studios vers les plateformes en ligne, et a interrompu le déroulement des salles de presses en classe. (cf. Gasher 2015 ; Haney 2015 ; Picard 2015 ; Forum des politiques publiques 2017 ; Shapiro 2015 ; Valencia-Forrester 2020 ; Watson 2020).

La COVID-19 a créé pour le journalisme une occasion de revoir, de transformer, de repartir à zéro - ou d'accélérer le rythme des licenciements ou des fermetures (Quandt et Wahl-Jorgensen 2021, pp. 1201-1202). Quandt et Wahl-Jorgensen notent que l'analyse de ce « point de rupture bien défini » n'est pas un exercice descriptif, mais un exercice qui sert un objectif critique, exigeant de nouvelles études de cas ainsi qu'une enquête pédagogique pour mieux comprendre les mécanismes et les conséquences du changement (p. 1202). Écrivant dans les débuts de la pandémie, les auteurs observent les difficultés à anticiper l'avenir après la pandémie, mais restent optimistes dans leur défense du rôle social du journalisme et de son service positif auprès des citoyens :

... certaines des transformations commencent à peine à être connues, et les effets à long terme sont à peine prévisibles. Si certains peuvent considérer la crise du coronavirus comme un événement catastrophique pour le journalisme, elle offre également une opportunité de réflexion et de reconsidération. Plus que tout, la pandémie a confirmé l'importance du journalisme en tant qu'institution sociale, pour les sociétés et les citoyens du monde entier. Autant ses capacités de résilience que ses vulnérabilités sont devenues apparentes, montrant que le journalisme ne peut jamais être isolé des pressions extérieures. Plutôt, le journalisme est essentiel et doit donc, dans une certaine mesure, être protégé de ces pressions pour garantir le fonctionnement des sociétés démocratiques. (Quandt et Wahl-Jorgensen 2021, p. 1204)

Cette défense vigoureuse du journalisme, de ses responsabilités et contributions à la démocratie ressort d'une période de tension existentielle. D'une part, davantage de personnes recherchaient et nécessitaient des informations précises alors qu'une pandémie mondiale se développait autour d'elles (García-Avilés et al. 2022, p. 10), et les organismes de presse se voyaient capables de combler un vide en matière d'information du public, en examinant et en montrant quotidiennement les statistiques relatives aux cas, aux décès et à la vaccination (voir Bosley 2021). D'autre part, les journalistes étaient confrontés à plusieurs risques et défis alors qu'ils travaillaient des plus longues heures et que les frontières entre leur vie professionnelle et privée se brouillaient. Après avoir interrogé des journalistes au Royaume-Uni, Jukes, Fowler-Watt et Rees (2022) ont constaté que les participants travaillaient avec peu de repos pour surmonter le traumatisme et le deuil. Ils écrivent :

« Tous les journalistes interrogés ont ressenti l'acharnement à couvrir la pandémie, le sentiment qu'il ne s'agissait pas d'une crise normative passagère qui disparaissait des grandes annon-

es après un cycle de presse routinier » (p. 1004). En étudiant le discours métajournalistique sur la pandémie aux États-Unis, Perreault et Perreault (2021) ont écrit que les journalistes se voyaient dans une « position vulnérable » (p. 977) alors qu'ils faisaient leur travail dans des salles de rédaction déjà menacées et souvent risquaient d'être fermées, ou dans lesquelles des collègues étaient renvoyés, mis à pied ou voyaient leur salaire réduit (p. 983). Dans un contexte de méfiance à l'égard des médias, de polarisation politique et de résistance du public aux mesures de sécurité en cas de pandémie, les journalistes ont également fait l'objet de menaces violentes dans le cadre de leur travail (cf. Audette-Longo 2022 ; Buchanan 2022 ; Holton et al. 2023 ; Wahl-Jorgensen et Quandt 2022).

Malgré ces défis et les efforts considérables déployés par les journalistes pour y répondre, nous considérons l'appel de Quandt et Wahl-Jorgensen (2021) à sauvegarder le domaine tel qu'il fonctionne actuellement avec une certaine prudence, en notant que les rôles et méthodes des journalistes exigent également une réflexion critique, en particulier compte tenu du résultat irrégulier du travail journalistique (Callison et Young 2020, p. 24). Dans *Reckoning: Journalism's Limits and Possibilities* (Reconnaitre : Les Limites et Opportunités du journalisme), Callison et Young (2020) documentent de près non seulement les pressions externes qui s'exercent sur le journalisme - « déclin économique et/ou perturbations et changements technologiques » (p. 2) - mais aussi ses structures internes coloniales, blanches et masculines dommageables. Callison et Young préconisent une « remise en question » plus profonde des pratiques journalistiques, ils écrivent:

Même en reportant des informations considérées comme vitales dans les sociétés démocratiques, le contenu journalistique omet souvent de prendre en compte les dommages qu'il cause aux populations et aux environnements, les changements historiques durant l'évolution de la culture du journalisme et les contextes coloniaux dans lesquels s'inscrit la pratique du journalisme. Au lieu de cela, l'examen de conscience par les journalistes et les for-

mateurs en journalisme travaillant dans un contexte nord-américain est toujours une sorte de rappel au rôle des fonctions dites du quatrième pouvoir, à la nécessité d'avoir des gardiens démocratiques, de rendre des comptes, et au pouvoir de la narration d'apporter la justice et de parler pour ceux qui ne peuvent pas le faire. (p. 24)

Callison et Young nous invitent à nous demander collectivement pourquoi les journalistes font ce qu'ils font, quelles idées ou croyances explicites et implicites guident nos choix éditoriaux, et comment nous imaginons le public et les bénéficiaires du travail journalistique. En analysant les études sur le journalisme au Canada, leur recherche fournit un cadre conceptuel critique pour réévaluer ce qui constitue des crises dans le journalisme et comment remédier aux échecs de l'industrie et dans les facultés.

Sur le terrain, avant que la COVID-19 ne soit répandu en Amérique du Nord, l'Association Canadienne des Journalistes Noirs et les Journalistes Canadiens de Couleur ont publié une déclaration soulignant « l'inégalité raciale flagrante » au sein des salles de rédaction et préconisant des changements pour rendre ces salles de rédaction « véritablement représentatives de la diversité raciale du Canada et de son engagement en faveur du multiculturalisme » (Li, Stewart et al. 2020, p. 1). Parmi les sept appels à l'action, trois traitent explicitement de l'enseignement et des engagements que les salles de presses et les programmes de journalisme postsecondaires doivent prendre à l'égard des futurs journalistes :

- « Adopter une approche structurelle et systémique pour améliorer la représentation au-delà des formations et allées dans le secteur privé », y compris « développer de nouvelles idées et solutions » en ayant recours à des discussions menées par des journalistes de couleur (p. 3) ;
- « Créer des bourses et des opportunités de mentorat pour les aspirants journalistes de couleur », avec en parallèle des salles de rédaction qui cherchent activement à

rejoindre des communautés racialisées et travaillent avec elles pour « nourrir le talent sous-estimé » (p. 3) ; et,

- « Commencer le travail de diversité et d'inclusion dans les écoles de journalisme canadiennes » (p. 4).

Dans leur dernière recommandation, l'Association Canadienne des Journalistes Noirs et les Journalistes Canadiens de Couleur décrivent les écoles de journalisme canadiennes comme « un réservoir de talents pour les médias » et un endroit où les futurs journalistes peuvent apprendre les « meilleures méthodologies actuelles en matière de journalisme » (p. 4). Ils affirment qu'il faudrait mettre davantage l'accent sur la couverture des communautés racisées, sur la présentation de points de vue d'experts de couleur, sur l'embauche d'un corps professoral plus diversifié et sur l'élaboration de stratégies de recrutement au sein des communautés racisées, et rappellent aux écoles leur devoir de répondre à l'appel de la Commission de Vérité et de Réconciliation pour que les écoles de journalisme canadiennes exigent des étudiants qu'ils apprennent l'histoire des peuples autochtones (p. 4, voir aussi Commission de vérité et de réconciliation du Canada, 2015, p. 10).

Environ deux mois après que la COVID-19 a perturbé pour la première fois les flux traditionnels de production de nouvelles et d'enseignement du journalisme en Amérique du Nord, les images de George Floyd tué par un policier aux États-Unis ont été largement diffusées en mai 2020. Comme l'écrit Pacinthe Mattar (2020), la mort de Floyd, d'Ahmaud Arbery, de Breonna Taylor, et de bien d'autres, signalait un racisme violent « inéluctable » et « a provoqué un raz-de-marée de colère et de fatigue chez les Noirs qui dénoncent depuis longtemps la discrimination à laquelle ils sont confrontés dans leur vie quotidienne » (par. 10). Des discussions critiques sur l'iniquité, la marginalisation, la rigidité, le manque de représentation et le manque de soutien des journalistes racisés dans les salles de presses ont suivi, ainsi que de nouveaux appels à la responsabilité et la transformation (cf. Clark 2022 ; Finneman, Hendricks et Bobkowski 2022 ; Lowery 2020 ; Mattar 2020 ;

McCue 2023). Si les demandes de prise en compte du racisme dans le journalisme et l'éducation en journalisme ne sont pas nouvelles (voir Alemán 2014 ; Bains 2021 ; Chowdhury 2020 ; Kermalli 2020), les appels au changement se sont étendus à des lettres ouvertes rédigées par les étudiants en journalisme et les anciens étudiants des universités Carleton, King's College et Toronto Metropolitan en 2020 et 2021. Ces lettres répondent à des contextes institutionnels différents, mais leur contenu présente des similitudes qui exigent une attention et une action continues dans tous les programmes de journalisme postsecondaires - et pas seulement ceux d'Ottawa, Halifax et Toronto. Les auteurs des lettres de l'Université Carleton et de l'Université métropolitaine de Toronto citent des exemples de discrimination dans leurs écoles et soutiennent que leurs expériences dans les écoles de journalisme ont contribué à dissuader les étudiants qui s'identifient comme noirs, indigènes et racisés de poursuivre des carrières dans ce domaine. Les auteurs de la lettre ouverte de l'université de King's College notent que leurs classes de finaliste en 2019-2020 de journalistes était majoritairement blanche et qu'ils « n'avaient qu'une exposition limitée aux perspectives et aux connaissances des journalistes qui s'identifient comme noirs, autochtones et de couleur (BIPOC) » (McNamara et al. 2020). Dans chaque lettre, les auteurs demandent l'embauche d'un plus grand nombre de professeurs issus de communautés sous-représentées et recommandent des mises à jour spécifiques et générales des programmes d'études (Bowden et al. 2020 ; McNamara et al. 2020 ; Rizvi et al. 2021). À la faculté de Carleton, les étudiants et les anciens élèves écrivent : « Si les étudiants ne sont pas équipés pour s'attaquer aux systèmes d'oppression dans les médias et dans le monde, les groupes opprimés et privés de leurs droits seront continuellement mal représentés dans les reportages produits par les diplômés du programme de journalisme » (Bowden et al. 2020, p. 3). Dans toutes les lettres, les professeurs et les instructeurs sont invités à engager des discussions critiques sur le racisme systémique et à critiquer le concept « d'objectivité ». Les étudiants et anciens étudiants de l'Université Carleton et de l'Université métropolitaine de Toronto exhortent en outre

leurs professeurs à participer à des formations régulières et régulièrement mises à jour sur la lutte contre les préjugés.

Il est important d'analyser les caractéristiques et les implications de ces deux moments comme deux séries d'événements distincts : (1) un passage abrupt au journalisme à distance et à la diffusion en ligne de cours pratiques habituellement en présentiel, et (2) des demandes claires pour faire face au racisme, au colonialisme et à la discrimination perpétués dans les salles de classe et les salles de rédaction. Mais il est également nécessaire de les considérer comme une conjoncture, « une période au cours de laquelle les différentes contradictions sociales, politiques, économiques et idéologiques à l'œuvre dans la société se rejoignent pour lui donner une forme spécifique et distinctive » (Hall et Massey 2010, p. 57). Parmi les exemples de conjonctures, Hall cite la période extensive de « l'après-guerre » ou l'ère politique Thatcher/Reagan :

Une conjoncture peut être longue ou courte : elle n'est pas définie par le temps ou par des éléments simples comme un changement de régime - bien que ceux-ci aient leurs propres effets. Selon moi, l'histoire passe d'une conjoncture à une autre plutôt que d'être un flux évolutif. Et ce qui la fait avancer, c'est généralement une crise, lorsque les contradictions qui sont toujours en jeu dans tout moment historique sont condensées... Les crises sont des moments de changement potentiel, mais la nature de leur résolution n'est pas donnée. (Hall et Massey 2010, p. 57)

Le but de l'analyse de ces moments est d'intervenir (Hall et Massey 2010, p. 58) - d'évaluer les crises sous de multiples angles afin de comprendre leurs complexités, leurs racines et leurs branches, et de rechercher des opportunités de « rupture radicale » ou même de « résolution révolutionnaire » (Hall et Massey 2010, p. 58).

La pandémie a été décrite comme « un incident critique dans la formation au journalisme » (Olsen, Olsen et Røsook-Dahl 2022, p. 1). Les incidents critiques changent la donne parce qu'ils nous obligent

à réfléchir et à reconsidérer ce que nous faisons, comment, pourquoi - et comment nous pouvons nous améliorer continuellement. « Les incidents critiques mettent en lumière les idéaux que les journalistes défendent, les limites qu'ils fixent à leur travail, les incohérences dont ils ne parleraient pas autrement et les faiblesses qu'ils n'exprimeraient pas autrement » (Jenkins et al. 2020, p. 2). Dans l'enseignement du journalisme, les incohérences persistantes portent sur la question de savoir si un domaine d'étude universitaire doit être orienté vers la préparation des étudiants à travailler dans l'industrie du journalisme (cf. Picard 2015 ; Shapiro 2015 ; Skinner, Gasher et Compton 2001), si les étudiants ont besoin d'une plus grande distance critique pour remettre en question les objectifs de la narration journalistique, leurs rôles et les limites de l'industrie du journalisme telle qu'elle existe actuellement (cf. Callison et Young 2020 ; Gasher 2005 ; Mensing 2010) et, au Canada, comment changer un domaine enraciné dans le colonialisme. Tenant compte des mises en garde de Wilson David (2021) contre un simple retour aux approches pédagogiques pré-pandémiques (p. 43), nous nous intéressons aux questions concernant la manière dont les écoles de journalisme devraient refléter ou reflètent une industrie en mutation, ce que les éducateurs ont appris de cette période, et les pratiques qu'ils prévoient d'affiner ou d'abandonner. Nous examinons brièvement ci-dessous les limites et les possibilités des changements ambitieux apportés à la formation au journalisme par la pandémie.

PÉDAGOGIES PANDÉMIQUES

Les pédagogies pandémiques sont des réponses à l'offre de cours en ligne, à l'encouragement du développement des compétences professionnelles à distance et à la prise en charge de la manière dont l'industrie et les écoles de journalisme ont échoué à accueillir et à centrer les expériences vécues par les étudiants. En appliquant cette définition large, nous résistons à la tentation de faire de l'évolution technologique ou de l'apprentissage à distance le moteur de l'évolution de l'enseignement du journalisme au-delà de la pandémie.

Partout dans le monde et au Canada, les forma-

teurs en journalisme ont dû innover rapidement pour créer des expériences en ligne semblables à celles d'une salle de rédaction et pour enseigner la narration et la production visuelles à distance (Duncan et al. dans ce numéro ; Fowler-Watt et al. 2020 ; Ma 2020 ; Ma et Hanna dans ce numéro ; Olsen, Olsen et Røsok-Dahl 2022). Mais les cours dispensés en ligne pendant la pandémie étaient des exemples d'enseignement à distance d'urgence - « pas la même chose que l'apprentissage en ligne ou à distance », qui exige du temps et du dévouement pour repenser la prestation des cours et l'engagement des étudiants dans des contextes asynchrones ou synchrones planifiés (Brunner et Mutsvairo 2021, p. 366 ; voir aussi Darby 2019 ; Hodges et al. 2020). Dans les jours et les mois qui ont suivi mars 2020, les éducateurs ont réagi à la crise et évalué le bien-être général des élèves (Jordaan et Groenewald 2021, p. 435).

En d'autres termes, en plus de trouver et d'introduire de nouvelles plateformes pour la diffusion des cours en ligne, de déterminer les leçons les plus importantes pouvant être enseignées à distance et la meilleure façon de les enseigner, les éducateurs ont dû changer la façon dont ils interagissaient avec les étudiants, ce qui a entraîné une attention accrue et des discussions transparentes sur le bien-être des étudiants et les « conditions affectives d'apprentissage » (Olsen, Olsen et Røsok-Dahl 2022, p. 12, p. 16). Entre-temps, dans certains endroits, la prestation de cours en ligne a aggravé les fractures numériques existantes, les étudiants n'ayant plus accès à Internet ou aux ordinateurs (cf. Duncan et al. dans ce numéro ; Jordaan et Groenewald 2021 ; Nkoala et Matsilele 2023 ; Pain, Ahmed et Khalid 2022). À l'université Concordia, Andrea Hunter, responsable du programme de journalisme, et ses collègues ont dû faire face à l'inégalité d'accès des étudiants aux outils de reportage numérique une fois qu'ils ont quitté le campus. « La grande question était : comment travailler avec ce que les étudiants ont à la maison ? » demande Andrea Hunter dans le deuxième épisode du podcast de ce numéro, intitulé « Technologie et évolution de l'enseignement en cas de pandémie. Si certains étudiants ont pu acheter du matériel aussi performant que celui disponible sur le campus, ce type d'investissement

était hors de portée pour d'autres. » Comment allons-nous adapter notre enseignement pour pouvoir donner des cours de radio, de vidéo et de multimédia à tout le monde ?

Les formateurs ont remanié les travaux de journalisme, réévalué les résultats de l'apprentissage et réfléchi à la manière de créer des communautés de classe virtuelles. Dans certains cas, ils ont également dû relever des défis régionaux uniques. Dans ce numéro, Aphrodite Salas décrit comment les couvre-feux nocturnes de la ville de Montréal (accompagnés d'amendes élevées) ont aggravé l'épuisement général des étudiants, ont eu un impact sur l'enseignement d'un cours pratique de multimédia, et ont contribué à une nouvelle orientation vers le journalisme de solutions et à une co-reconnaissance des problèmes qui se sont posés aux étudiants et à leurs communautés à cause de la pandémie. Ailleurs, Audette-Longo et Crowther (2021) parlent de l'amélioration des compétences en matière d'évaluation critique des risques aux côtés de leurs étudiants pendant la pandémie, y compris l'évaluation constante de la proximité des sources pour les nouveaux reporters, même lorsque les restrictions de la COVID-19 ont été levées ou modifiées. Fowler-Watt (2020) affirme que les restrictions du COVID-19 n'ont pas seulement ajouté de la texture à l'engagement de ses étudiants en journalisme sur les « thèmes de l'alphabétisation émotionnelle, de la marginalité et de la voix », mais ont semblé motiver de nouvelles questions sur le fait que la couverture médiatique a effectivement « réduit au silence les voix marginalisées » (Fowler-Watt et al. 2020, par. 20).

La réévaluation brutale et continue des cours et des leçons est à la base des questions directrices que nous avons posées dans notre appel à propositions initial pour ce numéro de la revue :

- Comment le reportage et la production sur le terrain ont-ils été enseignés à distance dans le cadre d'une crise de santé publique en constante évolution ? Comment la pandémie a-t-elle influencé la réflexion sur l'importance ou le rôle du corps du reporter « sur les lieux » ou « sur le terrain » ?
- Quels enseignements ont été tirés de l'in-

tégration de l'accessibilité, du handicap et de l'inclusion dans la formation au journalisme ?

- Quelles sont les intersections entre la pédagogie de la pandémie et la prise en compte du racisme, de l'oppression et du colonialisme qui ont émergé dans l'industrie du journalisme? Comment ces questions sont-elles abordées dans les écoles de journalisme ?
- Comment les cours axés sur le journalisme de données, le journalisme scientifique et le journalisme spécialisé dans la santé se sont-ils développés ou ont-ils changé ?
- Comment les exigences d'un travail sexué, précaire ou émotionnel à l'intérieur et à l'extérieur de la « classe » d'apprentissage expérientiel COVID-19 ont-elles évolué ou changé? Quel est le rôle de l'empathie dans la formation au journalisme ? L'empathie devrait-elle jouer un rôle plus important dans la pratique du journalisme ?
- Comment les formateurs en journalisme ont-ils abordé la question de la santé mentale des étudiantes? Comment les résultats plus généraux concernant la santé mentale des journalistes (voir Pearson et Seglins, 2022) peuvent-ils influencer les pratiques, les discussions ou les travaux de reportage en classe (après) une pandémie ?
- Comment le travail des étudiants sur le campus et en-dehors a-t-il changé ? Quelles sont les nouvelles pratiques utilisées par les médias universitaires? Quels sont les promesses ou les pièges des nouvelles possibilités de stage ou de formation à l'étranger ou à distance ?
- Comment le journalisme « I » - témoignages, partage, questionnement à haute voix - s'est-il développé à travers la pandémie? Comment les compétences subjectives critiques peuvent-elles être enseignées ou facilitées dans les cours de journalisme?
- Comment la pandémie a-t-elle mis en lumière les défis et les possibilités de préparer les étudiants aux salles de ré-

daction et aux carrières journalistiques de demain ? Quels types de formation exigent un rétablissement ou un réexamen ?

Ce numéro spécial n'aborde pas toutes ces questions ou n'y répond pas toutes, même si bon nombre des grands thèmes et des défis figurent en bonne place dans les conversations, les réflexions et les articles de cette collection.

S'inspirant des travaux antérieurs de Francoeur (2020), les questions relatives à la manière dont le corps et les sens du journaliste pourraient être réintroduits dans le reportage après la pandémie - et la manière dont les éducatrices en journalisme se sont attaquées à l'absence du corps sur le terrain, à sa présence derrière des écrans ou à la crainte d'une maladie potentielle - ne sont pas entièrement examinées dans cette collection. Parallèlement à ce domaine de recherche, la promesse de faire du journalisme de manière plus accessible et de briser les barrières incapacitantes, que Loeppky (2020) a signalées comme un résultat potentiel des mandats de travail à domicile de la pandémie, n'est pas suffisamment examinée ici. Cette absence prolonge l'argument de Jones, Saujani et Zbitnew (2021) selon lequel « les études croisées entre les études sur la communication et les études critiques sur le handicap sont rares » (p. 100), attirant notre attention sur la nécessité d'un examen futur plus approfondi de l'intersection entre les études critiques sur le handicap et les études sur le journalisme, en particulier dans les domaines de la pratique et de l'éducation (voir également Jones, Collins et Zbitnew, 2022 ; Page, 2022).

Il est également à noter que la plupart des auteurs de ce numéro se sont concentrés sur les expériences de leurs étudiants, presque à l'exclusion de discussions sur leur propre travail et sur la manière dont il a évolué. Dans *Teaching Journalism Online : A Handbook for Journalism Educators* (Enseigner le journalisme en ligne: Un guide pour les formateurs en journalisme), Keith (2023) dresse une liste de changements ou d'ajouts aux programmes de journalisme depuis 2020, y compris la « prise de conscience que l'enseignement en ligne généralisé est possible » et que le corps professoral peut également répon-

dre aux futures demandes de crise (p. 109). Mais, écrit Keith, les programmes de journalisme ont aussi « des instructeurs qui peuvent être profondément fatigués » (p. 110, citant également Auger et Formentin 2021). Les risques d'épuisement professionnel et les exigences en matière de service, comme la participation à des comités, l'orientation des étudiants et la réponse à une myriade d'invitations à contribuer au sein de la communauté universitaire - en particulier pour les professeurs racialisés - sont abordés dans l'épisode de baladodiffusion, dirigé par Martis et Okeke, de ce numéro consacré à l'analyse de la fatigue liée à l'oppression. D'un autre côté, l'épisode francophone de ce numéro sur l'enseignement pendant la pandémie a mis l'accent sur le potentiel du corps professoral et des mentors à donner aux étudiants les moyens de s'orienter dans leurs cours et leurs carrières (Francoeur 2023). Nous nous demandons si l'absence relative du travail des éducateurs en tant qu'objet d'étude dans ce numéro reflète l'accent mis sur la recherche et la pratique de la pédagogie du journalisme et de la formation dans de nombreuses écoles de journalisme, le poids à long terme de la concentration sur les besoins des étudiants et étudiantes et le réajustement de l'enseignement, ou une réticence persistante chez certains à « être » l'histoire (peut-être apprise dans les salles de rédaction). Ci-dessous, nous passons brièvement en revue les études publiées depuis 2020 qui documentent les pressions pandémiques inégales exercées sur les éducateurs de l'enseignement post-secondaire. Nombre de ces études sont fondées sur la théorie critique de la race ou sur des études féministes, et les conclusions et recommandations des auteurs nous ont aidés à situer notre approche de l'élaboration de ce numéro spécial de manière à ce qu'il puisse bénéficier de la participation d'enseignants et de chercheurs en journalisme titulaires, en voie de titularisation, contractuels, praticiens et émergents.

LE TRAVAIL EN PANDÉMIE

En 2020, la revue américaine *Chronicle for Higher Education* a publié les résultats d'une

enquête menée auprès d'environ 1 100 professeurs de collèges et d'universités, qui ont montré que, dans l'ensemble, « leur charge de travail est plus élevée, leur moral est plus bas et l'équilibre entre vie professionnelle et vie privée est presque inexistant » (Tugend 2020, p. 6). Les répondants à l'enquête sont épuisés et font état de « sentiments beaucoup plus élevés d'émotions épuisantes, telles que le chagrin et la colère » (p. 6).

L'étude a souligné à quel point la recherche et le discours s'étaient jusqu'à présent concentrés sur l'enseignement et la prise en charge, à l'exclusion des recherches encore en cours des membres du corps professoral ou des demandes de prétitularisation (p. 15). Cette enquête et les premières recherches montrant que les résultats de recherche des femmes universitaires avaient ralenti par rapport à ceux des hommes (cf. Viglione 2020), ont fourni des bases quantitatives pour les études qui ont suivi, ainsi qu'un sentiment anecdotique que certains professeurs ont subi plus de demandes d'enseignement, de soins et de services pendant la pandémie, en fonction non seulement de leur sexe, mais aussi de leur race, de leur citoyenneté, de leur statut d'emploi et d'autres facteurs. L'enquête américaine a révélé que « les femmes, les professeurs de couleur et les professeurs qui ne se conforment pas au genre font souvent plus de service dans les comités, ainsi que du mentorat et de l'aide aux étudiants » (Tugend 2020, p. 15).

L'enquête d'Auger et Formentin (2021) auprès de 5 000 éducateurs, également menée en 2020, met en évidence l'ampleur des exigences spécifiques à la pandémie en matière de soins. Leurs répondants étaient anxieux, débordés (p. 391) et chargés d'assumer le travail émotionnel consistant à soutenir ou à rassurer les étudiants qui partageaient leurs propres expériences « d'anxiété, de peur du coronavirus, d'insécurité d'emploi pour eux-mêmes ou pour leurs parents, d'inquiétude concernant les notes et la réalisation des travaux, d'incapacité à se concentrer et, dans certains cas, d'insécurité alimentaire » (p. 377).

Arday et Jones (2022) ont interrogé des professeurs et des étudiants noirs dans des universités des États-Unis et du Royaume-Uni et ont organisé des groupes de discussion avec eux. Ils ont con-

staté que les participants et participantes vivaient une « pandémie à l'intérieur d'une pandémie », qui comprenait la « (re)traumatisation raciale » et la « solitude et l'isolement » (p. 9) au sein d'institutions structurées par la blancheur (p. 13).

Les participants ont également fait l'expérience de l'exploitation au travail (p. 9), car on attendait d'eux qu'ils prennent l'initiative de répondre ou d'amplifier le mouvement Black Lives Matter et les initiatives de lutte contre le racisme au sein de ces mêmes institutions :

Lorsque les projecteurs braqués sur le racisme à la suite du meurtre de George Floyd ont entraîné une prise de conscience mondiale de la situation critique des communautés noires, le travail supplémentaire requis pour sensibiliser et réagir a été confié au personnel noir de l'académie.(p. 14)

Le fardeau des soins prodigués à la communauté noire pendant la pandémie, dont parlent Arday et Jones (2022), est un exemple frappant de travail émotionnel inégal (déguisé en progrès) dans les études publiées sur le travail universitaire et la fatigue depuis 2020. Elhinnawy (2022) évoque également de nombreuses doubles contraintes dans son travail de femme universitaire de couleur à qui l'on demande d'encourager des étudiants qui ne la soutiennent pas, d'accepter d'être ignorée par ses collègues, mais d'assumer une série de responsabilités en matière de diversité et de décolonisation, et, en tant que travailleuse migrante, d'assumer « une couche supplémentaire de conformité juridique et financière sous la forme de considérations liées à l'immigration, ce qui l'a rendue plus vulnérable et plus exposée économiquement que la plupart de [ses] collègues » (p. 59). Ces études ne sont toutefois pas isolées dans une enquête sur le travail universitaire négligé, considéré comme allant de soi ou oublié, dont une grande partie est dominée par des discussions sur le genre et la maternité et qui contestent toutes les suggestions selon lesquelles il s'agit simplement de la nature du domaine.

Après avoir interrogé des membres du corps professoral pour mieux comprendre comment ils ont fait face aux « impacts émotionnels de la pan-

démie et du mouvement antiraciste » (p. 2), Belikov et al. (2021) soutiennent et montrent des exemples de professeurs qui ont investi du temps pour soutenir le bien-être des étudiants bien « au-delà de ce qu'ils auraient normalement fourni aux étudiants au cours d'un trimestre normal » (p. 6). Ils ont également constaté que les professeurs avaient « des difficultés à séparer et à équilibrer leur vie personnelle et professionnelle » (p. 10), affirmant que « l'une des sources les plus importantes d'impacts émotionnels était la gestion de la charge de travail tout en s'occupant des enfants », car les garderies ont fermé et les enfants inscrits dans les écoles élémentaires ou secondaires apprenaient à distance à la maison (p. 8). Une étude polonaise met en évidence un écart intéressant entre les perceptions de la demande et de la capacité, puisque les femmes universitaires participant à leur étude considèrent que leur travail est suffisamment flexible pour leur permettre d'assumer davantage de tâches de soins à domicile, alors que les hommes participants ne le considèrent pas ainsi (Górska et al. 2021, p. 1554). Docka-Filipek et Stone (2021) remettent en question la notion selon laquelle le « maternage » est une décision personnelle ou privée, en particulier compte tenu des charges sexospécifiques continues de la prestation de soins « publique », qui sont constituées principalement par la double pression des attentes extensives et intensives en matière de service et d'enseignement des femmes, « qu'elles soient mères ou non » (p. 2159). Guyotte et al. (2023) différencient nettement les rôles de « mère » et de « femme », notant que « le fardeau de l'université (et au-delà) reste carrément assumé par celles qui, à tort ou à raison, sont considérées comme des mères universitaires » (p. 3).

L'objectif de cette section n'est pas simplement de noter ou de cocher une liste des façons dont le travail académique de soins, l'enseignement et le service des éducateurs racialisés, sexués ou autrement précaires n'ont pas été reconnus dans les institutions pendant la pandémie. Nous souhaitons plutôt contribuer et plaider en faveur d'une nouvelle conception du travail universitaire et d'une co-construction des réseaux de formation au journalisme, notamment en veillant à ce que les défis et les solutions identifiés par un certain nombre de chercheurs soient également nommés et discutés

dans le contexte de la formation au journalisme au Canada. Tout comme l'apprentissage des étudiants et la prestation des cours ne peut revenir à une « normale » post-pandémique, le fait de ramener les classes dans les salles de classe ou de voir les enfants retourner dans les garderies ou les écoles primaires et secondaires ne rétablira pas un terrain de jeu déjà inégal. Pour situer nos propres efforts d'intervention dans ce paysage, nous prenons en compte les recommandations formulées par les auteurs interrogés dans cette section et par d'autres. D'une manière générale, les recommandations se répartissent en deux catégories : (1) réimaginer la place et l'importance du service et de l'enseignement dans le travail universitaire, non pas comme secondaires par rapport à la recherche, mais comme égaux en rigueur et en valeur, et (2) créer des communautés d'enseignement pour partager les ressources, fournir un soutien conjoint et partager le travail du service et de l'enseignement.

Górska et al. (2021) affirment que les établissements d'enseignement postsecondaire devraient « reconnaître et valoriser le travail sexué et invisible des universitaires, tel que le soutien émotionnel des étudiants et le travail de soins », notamment en créant des systèmes de « documentation et de signalement de ce travail par le corps enseignant » (p. 1556). systèmes de « documentation et de déclaration de ce travail par le corps enseignant » (p. 1556). Bray, Khamis-Dakwar et Hiller (2020) suggèrent également de réévaluer les critères de titularisation et de promotion. Accorder aux professeurs en pré titularisation plus de temps pour demander la titularisation, afin de reconnaître comment les exigences de la pandémie ont pu leur faire prendre du retard ou perdre l'accès à des sites de recherche, a été une réponse institutionnelle courante dans le cadre du COVID-19. Bray, Khamis-Dakwar et Hiller (2020) recommandent aux établissements d'enseignement postsecondaire « d'investir dans une cartographie plus complète de la façon dont la pandémie a une incidence directe sur les femmes membres du corps professoral et les professeurs de couleur » (par. 9) afin d'offrir des approches plus nuancées à ceux qui sont « les plus susceptibles d'assumer une quantité disproportionnée de services » (par. 7) et suggèrent « d'attribuer une valeur égale à l'éventail

des responsabilités du corps professoral, en reconnaissant la façon dont chacune contribue au succès de l'université » (par. 9). Keith (2023) soutient que le fait d'interrompre le processus de titularisation risque de désavantager davantage les universitaires touchés - dont bon nombre sont des femmes ou des membres de groupes marginalisés - en les obligeant à travailler plus longtemps pour obtenir des postes où ils sont sous-représentés, en raison d'une urgence mondiale qu'ils ne peuvent contrôler (p. 111). Au niveau du programme de journalisme, Keith (2023) préconise également de rendre compte explicitement de la manière dont les enseignants « ont converti rapidement un grand nombre de cours en ligne et ont maintenu de lourdes charges d'enseignement » (p. 111).

Belikov et al. (2021) suggèrent de créer des « programmes de mentorat et des communautés de pratique » qui peuvent inclure le partage ouvert de matériel pédagogique et de formation (p. 11). Au niveau institutionnel, ils recommandent également de mettre en place un développement du corps professoral qui « reconnaît et inclut l'intersection de la vie universitaire et de la vie personnelle de manière significative et positive », de fournir « des ressources et du soutien autour des pratiques antiracistes et indigènes » (p. 11), un financement ciblé pour la recherche sur l'enseignement et l'apprentissage (p. 12) et des efforts ciblés pour lutter contre l'épuisement professionnel chez « les femmes, les soignants et les professeurs noirs, autochtones et de couleur dont les rôles professionnels ont été touchés de manière disproportionnée par la pandémie » (p. 12, citant Calarco 2020). Ces recommandations et le travail universitaire après la pandémie exigent des recherches plus approfondies, en particulier dans le domaine et le contexte de la formation au journalisme. J-Schools Canada s'est efforcé de créer une communauté d'apprentissage nationale parmi les formateurs en journalisme de l'enseignement supérieur en partageant du matériel pédagogique, des études de cas et en organisant des ateliers ciblés sur l'équité, la diversité et l'inclusion, ainsi que sur le journalisme tenant compte des traumatismes. Les publications J-Source et Projet J constituent des foyers vivants pour les travaux en cours sur la formation au journalisme et l'évolution

du paysage journalistique. Cette disponibilité des ressources ne nous dit pas nécessairement comment les éducateurs les ont utilisées, s'ils ont eu le temps de faire des recherches supplémentaires ou de suivre d'autres formations, ou comment ils ont surmonté les sentiments potentiels d'anxiété, de surcharge de travail ou d'isolement. Comme nous l'expliquons ci-dessous, notre objectif est de contribuer à la mobilisation des connaissances en matière de recherche et de renforcer les capacités en vue d'une discussion plus approfondie sur les changements forcés ou nécessaires de la formation au journalisme.

INTERVENTIONS ET MOBILISATION DES CONNAISSANCES

Notre intervention - la proposition, la production et la publication de ce numéro multimédia spécial de *Faits et Frictions* consacré aux pédagogies de la pandémie et à l'enseignement du journalisme - est une intervention de mobilisation des connaissances. À l'automne 2022, nous avons sollicité des propositions de contributions sous trois formes : des articles de recherche scientifique, des commentaires ou des exemples de matériel pédagogique, ou la participation à des tables rondes thématiques qui seraient produites sous la forme d'une série d'épisodes de baladodiffusion. Les membres de notre propre équipe éditoriale travaillent ou ont travaillé en tant que formateurs et formatrices dans le cadre de contrats limités ou à court terme axés sur l'enseignement (et non sur la recherche). Nous nous sommes alors penchés sur les obstacles à la recherche et à la rédaction d'articles universitaires traditionnels en dehors de leur fonction de travailleur. Contrairement au journalisme, une publication scientifique s'attend souvent à voir le travail de l'auteur dans son intégralité avant qu'il ne soit pris en considération, il n'y a pas de paiements, et la soumission complète (ainsi que des mois de travail et de révision) peut toujours être rejetée par les pairs et les rédacteurs en chef. Dans notre domaine, tant de journalistes et d'instructeurs et instructrices contractuels prennent l'initiative de dispenser des cours très pratiques qui ont dû être soigneusement repensés pendant la pandémie.

Nous voulions nous assurer que leurs voix et leurs contributions originales soient incluses dans cette collection. Nous voulions également que les réflexions et les leçons tirées de l'enseignement pendant la pandémie, ainsi que les discussions sur les soins, l'enseignement et le service, soient soumises au même niveau d'évaluation par les pairs que les contributions de recherche plus traditionnelles.

Pour limiter le travail ou les obstacles à l'entrée, notre appel à propositions invitait à soumettre des résumés de 500 mots pour des articles universitaires potentiels, des présentations de 250 mots pour des commentaires proposés, des appels à l'action ou du matériel pédagogique annoté, ou encore une question qui pourrait être abordée dans le cadre d'une table ronde qui alimenterait un épisode de baladodiffusion. L'appel a été publié sur le site web de *Faits et Frictions* en anglais et en français, nous l'avons amplifié via les médias sociaux et nous l'avons envoyé par courriel aux organisations de journalisme et aux directeurs de programmes de journalisme à travers le Canada, en leur demandant de transmettre l'appel aux professeurs à temps plein et à temps partiel. Nous avons également suggéré aux directeurs et directrices de programmes des moyens de soutenir la participation des membres de leur équipe à la revue, notamment en incluant :

- Laisser de l'espace pour les discussions entre professeurs et les propositions de contributions en équipe ou en binôme, tout en s'assurant que les membres du corps professoral à temps partiel sont rémunérés pour leur temps ;
- Partager toute information disponible sur les fonds institutionnels qui pourraient soutenir les enseignants contractuels ou à durée limitée, y compris leur permettre d'embaucher des élèves en tant qu'assistants ou assistantes de recherche ; et
- Tendre la main aux membres de l'équipe dont les contributions aux cours, la planification de la pandémie, le mentorat des étudiants ou les questions critiques étaient remarquables, et leur demander quel soutien de la part de la faculté leur permettrait de répondre à l'appel à propositions.

À l'automne 2022, nous avons organisé des sessions de suivi « demandez-moi n'importe quoi » sur Zoom en anglais et en français pour répondre aux questions des contributeurs potentiels ; la session en anglais comprenait du temps pour que les participants se rencontrent, partagent leurs idées et fassent du remue-méninges. Nos efforts ont abouti à un certain nombre de propositions, bien que nous remarquons que la collection finale - en dehors des épisodes de podcast - est dominée par l'écriture de membres de la faculté de langue anglaise à temps plein actuellement basés en Ontario. Tout au long de l'année 2023, nous avons répondu aux propositions, rencontré les auteurs et examiné leurs projets afin de soutenir le travail en cours. Nous avons coordonné et enregistré des tables rondes au printemps 2023 et recruté deux évaluateurs bénévoles pour chaque article inclus dans ce numéro. Nous avons sollicité le financement et le soutien technique du Conseil de recherches en sciences humaines, de Écoles-J Canada et de l'Université de Carleton. Un membre de notre équipe éditoriale, dont la recherche n'est pas soutenue par une institution, a néanmoins été rémunéré pour une partie de son travail, et nous avons pu former et embaucher des étudiants en journalisme à l'Université Carleton et à l'Université du Québec à Montréal pour contribuer à la production des épisodes de podcast et du journal multimédia.

À l'avenir, nous souhaitons également contribuer à créer un sentiment de communauté, tout d'abord en diffusant du matériel pédagogique testé sur la pandémie - programmes, plans de cours ou descriptions de tâches - et des réflexions qui pourraient inspirer de nouvelles approches à d'autres pédagogues travaillant dans des domaines similaires. Nous avons élaboré des documents d'accompagnement pour chaque épisode de podcast, qui comprennent des ressources pédagogiques et des questions de discussion pour relier chaque épisode de podcast à des articles textuels connexes et susciter des évaluations des opportunités ou des défis spécifiques à l'école et au programme. Nous prenons au sérieux le conseil de Keith (2023) aux écoles de journalisme « d'envisager de codifier - pendant que les souvenirs de la pandémie sont frais - ce qui a fonctionné dans la transition vers

l'enseignement en situation d'urgence afin que les conseils soient disponibles pour les urgences futures. » (p. 111).

CONTRIBUTIONS

Ce numéro spécial multimédia de *Faits et Frictions* est structuré en quatre sections : le changement forcé, les nouvelles approches des nouvelles technologies et de l'enseignement, les innovations en matière de formation au journalisme tenant compte des expériences traumatisantes vécues, et les évaluations de la manière dont la formation au journalisme doit s'étendre pour être plus inclusive.

CHANGEMENT FORCÉ

Cet article d'introduction, l'épisode du podcast « On mentoring, kindness and empathy in teaching and data journalism through the pandemic, » (Mentorat, gentillesse et empathie dans l'enseignement et les données du journalisme à travers la pandémie) et l'article « Creating the new journalism classroom for a future in the balance, » (créer la nouvelle classe de journalisme pour un avenir en équilibre) constituent la première section de ce numéro spécial et posent des questions critiques plus larges sur les héritages pédagogiques de la pandémie. Dans cet épisode du podcast, Chantal Francoeur rencontre des étudiants et le professeur de journalisme Jean-Sébastien Marier pour des discussions approfondies sur la façon dont l'enseignement du journalisme a changé pendant la pandémie. Les étudiants expliquent comment le mentorat les a aidés à naviguer dans l'enseignement en ligne et réfléchissent à des pratiques d'enseignement compatissantes. Leurs réflexions contribuent à ancrer les articles ultérieurs de ce numéro de la revue, en soulignant le rythme du changement et les contributions à la construction de la communauté, tout en soulevant des questions sur les types d'approches qui devraient perdurer au-delà de la pandémie. Dans son article, Adrian Harewood élargit cette conversation en étudiant les intersections entre la pédagogie émancipatrice et la formation au journalisme.

NOUVELLES APPROCHES

La deuxième section de ce numéro est consacrée à l'innovation et comprend un épisode de podcast, trois réflexions, une liste de ressources textuelles et visuelles et un article de recherche. Elle est menée par l'épisode podcast « Technology and changing course delivery through the pandemic » (la technologie et l'évolution de l'enseignement à travers la pandémie). Nana aba Duncan anime une discussion avec Andrea Hunter, Roger Martin et Winston Sih qui explore la manière dont les formateurs et formatrices ont trouvé un équilibre entre l'expérimentation de l'innovation technologique et la mise en valeur des notions de base du journalisme. Leur discussion soulève des questions sur la manière d'aborder les différences d'accès à la technologie (et les différences de familiarité avec la technologie) parmi les étudiantes et les étudiants. La question de savoir comment enseigner à tous, quel que soit leur accès aux ressources, n'est pas entièrement résolue par le retour des élèves dans les salles de presse, car elle concerne les disparités numériques liées à la classe, à la géographie ou à l'expérience. L'épisode est suivi d'une réflexion écrite d'Aphrodite Salas sur l'organisation d'un cours de journalisme en ligne mobile basé sur des solutions et visant à raconter les histoires des communautés malgré la distance. Aphrodite Salas conclut « Retrouver le moral » en partageant un exemple de programme d'enseignement du journalisme multimédia spécifique à la pandémie (p. 70). Dans « How to create a virtual newsroom » (comment créer une salle de rédaction virtuelle), Adrian Ma et Lindsay Hanna partagent également des ressources, en décrivant les plateformes qu'ils ont utilisées pour créer des salles de rédaction virtuelles et hybrides et en incorporant de courtes vidéos qui montrent comment ces outils fonctionnent.

Au-delà de la technologie, dans le commentaire écrit « All together now » (tous ensemble maintenant), Archie McLean évalue le potentiel des nouveaux projets de journalisme collaboratif visant à mettre en relation les étudiants en journalisme et les salles de presse, en invitant les lectrices et les lecteurs à prendre en compte la valeur de la

coopération. Ce faisant, il fournit également une liste de ressources que les responsables de l'enseignement peuvent utiliser dans le cadre de leur propre formation. Dans leur article de recherche intitulé « Fake news and fact-checking » (Fausses nouvelles et vérification des faits), Brooks DeCilia et Brad Clark partagent les résultats d'entretiens avec des journalistes et des éducateurs sur le rôle important de la vérification des faits avant et pendant la pandémie. Leur recherche originale met en lumière les compétences nécessaires aux journalistes en devenir pour contrer la désinformation, ainsi que les défis uniques de l'enseignement du journalisme à une époque où des théories de conspiration liées aux vaccins circulaient et où les étudiants pouvaient être confus quant au rôle des responsables de la santé publique. Dans « A new approach to teaching public health advocacy » (Nouvelle approche à l'enseignement de la mobilisation de la santé publique), un article qui fait le lien entre les études de communication et de journalisme, Kate Mulligan et Robert Steiner réfléchissent à la manière dont la formation au journalisme peut introduire la pensée relationnelle dans une classe de santé publique, jetant ainsi les bases d'un meilleur partage de l'information dans les crises à venir. Leur contribution invite les lecteurs à réfléchir à l'intérêt de mettre en place des cours ou des ateliers de journalisme plus interdisciplinaires.

JOURNALISME TENANT COMPTE DES TRAUMATISMES

La troisième section de ce numéro est consacrée au journalisme tenant compte des traumatismes. Elle est menée par un épisode de podcast qui pose la question de savoir comment les approches journalistiques tenant compte des traumatismes peuvent être enseignées et s'efforce de définir les compétences fondamentales d'un journaliste émergent attentif aux traumatismes. Dans leur discussion, Matthew Pearson, Saranaz Barforoush, Duncan McCue et Kelly Roche analysent les croyances et les approches qui ont surdéterminé les pratiques et l'enseignement du journalisme, et ils se demandent comment la formation au journalisme peut être plus inclusive et contribuer à créer des salles de rédaction plus accueillantes à l'avenir. Dans

l'article de recherche écrite « Simulated solutions » (Solutions simulées), Matthew Pearson présente une étude de cas qui consiste à faire entrer des acteurs dans une classe de journalisme - virtuellement - pour simuler des entretiens traumatisants et donner aux étudiants l'espace nécessaire pour faire des erreurs et façonner leurs propres approches de la réalisation de reportages tenant compte des traumatismes. Grâce à des entretiens de suivi avec les étudiantes et les étudiants, Matthew Pearson donne un aperçu de la valeur de cet exercice et explique comment ou pourquoi d'autres enseignantes pourraient envisager d'employer des pratiques similaires.

BÂTIR UNE COMMUNAUTÉ


Ce numéro spécial se termine par une section consacrée aux questions persistantes sur la manière de favoriser l'appartenance au journalisme et à l'université. Le dernier épisode du podcast, « Teaching anti-oppressive journalism in a time of pandemic fatigue » (enseigner le journalisme anti-oppressif dans un temps de fatigue pandémique), est dirigé par Eternity Martis et Shari Okeke et comprend Adrian Harewood, Asmaa Malik et Duncan McCue. Ce projet étudie la lassitude face à l'oppression parmi les universitaires et les éducateurs des programmes de journalisme canadiens, y compris la « lenteur du changement » qui est une source de frustration. Il revient également sur les espaces que les éducatrices peuvent aménager pour une prise en charge centrée sur l'étudiant. Cet épisode est suivi de notre dernière réflexion écrite sur l'enseignement, « Newsroom notes » (Notes de salle de presse). Dans cet article, Angela Misri fait part de ses efforts pour mettre en place un programme extrascolaire à l'Université métropolitaine de Toronto pouvant réunir des étudiants en journalisme ou non, des journalistes professionnels et un animateur de la faculté pour discuter de sujets qui intéressent les étudiants. Libérées de l'obligation de rendre des devoirs, de gagner des points de participation ou d'autres évaluations de l'instructeur, les sessions fournissent une étude de cas sur la construction d'une communauté post-pandémique en personne.

CONCLUSION

Pour ouvrir ce numéro spécial de la revue et lancer des conversations régulières sur l'enseignement du journalisme après 2020, nous avons passé en revue les études sur le journalisme et la formation au journalisme, ainsi que les études féministes et critiques sur la race, afin de déterminer comment les enseignantes de cycle postsecondaire ont traversé une période de bouleversements forcés. Ce numéro multimédia n'est pas seulement un effort pour enregistrer les expériences de l'enseignement du journalisme pendant la pandémie. Bien que précieux, le projet de décrire les changements apportés aux cours ou aux devoirs, ou les effets de l'abandon des studios de classe pour créer des salles de presse virtuelles ne sont que le début de ce que nous voulons que ce numéro apporte à l'enseignement du journalisme dans les universités canadiennes. En tant qu'urgence mondiale, la COVID-19 a suscité l'innovation, l'introspection et - potentiellement - une série de questions transformatrices dans et sur la formation au journalisme au Canada et dans le monde entier. Il est encore trop tôt pour tirer des conclusions définitives sur l'impact de la pandémie sur la formation au journalisme : nous écrivons cette introduction trois ans et demi seulement après que les universités, les salles de rédaction et d'autres institutions ont fermé leurs portes à travers le Canada, isolant les élèves, les professeurs et les journalistes. Nombre d'entre eux sont encore sous le choc, en deuil, en train d'assimiler les changements apportés à leur façon d'apprendre, d'enseigner, de travailler et de vivre ensemble, ainsi qu'à la manière dont ils peuvent contribuer à leur communauté.

En proposant et en produisant ce numéro spécial de *Faits et Frictions*, nous visons à offrir une vision de l'avenir de la formation au journalisme, dessinée par des professeurs et professeures d'un certain nombre d'établissements d'enseignement supérieur. En créant un espace de réflexion et de partage des réponses à l'enseignement en situation de crise, nous mettons en commun des connaissances qui serviront aux journalistes, aux formatrices et aux étudiants confrontés à de futures situations d'urgence. Les articles, les ré-

flexions et les conversations de ce numéro spécial constituent des points de repère pour les formateurs en journalisme afin qu'ils fassent une pause et réévaluent leur rôle dans la formation des étudiants et étudiantes pour les salles de rédaction et pour le monde. Dans ce numéro, les contributeurs mettent en lumière la manière dont les étudiants ont défendu leur cause en expliquant comment les formateurs peuvent leur donner les moyens d'établir de nouvelles relations, plus solides et plus dignes de confiance, avec les membres du public. Malgré le rétrécissement des salles de rédaction et l'évolution du paysage du journalisme, des médias et de la confiance du public, les auteurs soulignent les promesses de la collaboration interinstitutionnelle et interdisciplinaire et explorent des pistes pour interroger et peut-être repenser les pratiques journalistiques. Ils soulignent également notre responsabilité commune de continuer à prévoir l'inattendu, d'expérimenter les technologies émergentes et d'évaluer la portée et l'impact des failles numériques potentielles. Leur travail - réfléchir, réévaluer, interroger, planifier et imaginer - est intensif en termes de recherche, d'enseignement et de service. Il exige du temps, du soin et une attention permanente aux besoins des étudiants et aux changements dans le domaine du journalisme, ainsi que la reconnaissance, la circulation et l'amplification des innovations et des idées que nos collègues expérimentent dans et en dehors de leurs salles de classe.

Notre approche de l'inclusion d'un éventail de chercheurs, formatrices et praticiens dans ce numéro de la revue est un travail inachevé. Pour revenir aux suggestions que nous avons faites aux directeurs de programmes de journalisme à l'automne 2022, nous espérons voir des efforts continus pour souligner les expériences des éducateurs et des membres du personnel à l'intérieur et à l'extérieur de leurs facultés, pour encourager les collaborations entre les membres des facultés à temps plein et à temps partiel, et pour offrir un financement qui peut soutenir la conduite et l'amplification de la recherche sur la pédagogie du journalisme. Un éventail d'expertises pédagogiques, de recherche, pratiques et communautaires est nécessaire pour poursuivre les discussions entamées dans ce numéro de la revue au-delà de 2023. 

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Balado épisode 1

Changement forcé : Mentorat, gentillesse et journalisme de données en temps de pandémie

Forced Change: Mentoring, kindness, and data journalism during the pandemic

Chantal Francoeur, Université du Québec à Montréal

RÉSUMÉ

Le balado, animé par Chantal Francoeur, met l'auditoire en contact avec des étudiants en journalisme de l'Université du Québec à Montréal qui parlent de mentorat et de médias étudiants; le coordonnateur du programme de journalisme numérique à l'université d'Ottawa, Jean-Sébastien Marier, qui parle de journalisme de données; et l'étudiante de l'université de Carleton, Christianna Alexiou, qui nous emmène dans des réflexions sur une pédagogie empathique et gentille.

ABSTRACT

This podcast, hosted by Chantal Francoeur, brings the audience together with journalism students from the University of Quebec in Montreal who talk about mentoring and student media; the coordinator of the digital journalism program at Ottawa University, Jean-Sébastien Marier, who talks about data journalism; and Carleton University student Christianna Alexiou, who takes us into reflections on empathetic and kind pedagogy.

Des étudiantes sont devenues des mentors pour les recrues. Un enseignant a utilisé les relevés gouvernementaux sur la pandémie pour montrer à la fois comment maîtriser le journalisme de données et développer son esprit critique. Une chercheure et une étudiante de deuxième cycle ont fouillé les notions de gentillesse et d'empathie, pour ensuite les appliquer à l'enseignement du journalisme. Ce sont trois exemples concrets des façons de réagir et de s'adapter à la pandémie, dans trois institutions différentes.

À l'Université du Québec à Montréal, un programme de mentorat a mis en lien des étudiants



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INFOS

Mots-clés : mentorat, médias étudiants, journalisme de données, gentillesse, empathie

Keywords: mentorship, student media, data journalism, kindness, empathy

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novices avec des personnes familières avec le parcours du baccalauréat en journalisme. Le mentorat a permis aux nouveaux étudiants de poser des questions, faire part de leur insécurité et de leurs insatisfactions, de rire et de constater qu'ils n'étaient pas si seuls. Les mentors étant souvent des personnes participant aux médias étudiants, le *Montréal Campus* notamment, la relève a pu prendre sa place et maintenir vivants ces lieux d'apprentissage irremplaçables.


L'étudiante et journaliste bientôt diplômée Fannie Arcand nous fait rencontrer ces mentors et mentorés. Elle nous rappelle aussi que des personnes sont restées à l'écart et ont souffert de l'enseignement à distance. L'isolement a grugé leur être.

À l'Université d'Ottawa, le coordonnateur du programme de journalisme numérique Jean-Sébastien Marier a quant à lui raffiné son enseignement du journalisme de données. Il a par exemple profité des statistiques gouvernementales sur le nombre de personnes infectées pour montrer et démontrer que l'examen rigoureux des chiffres est vital. Il s'est aussi servi de la crise pour insister sur l'importance des mises en contexte : il faut parler des ramifications sociales et éthiques des données. Jean-Sébastien Marier livre le fruit de son expertise et expérience avec générosité et enthousiasme.

À l'Université Carleton, l'enseignante Trish Audette-Longo et l'étudiante Christianna Alexiou ont de leur côté entrepris l'examen des notions de gentillesse et d'empathie : comment les appliquer à l'enseignement du journalisme ? L'originalité de leur quête mène à des stratégies concrètes, de

l'organisation d'une page de cours où les étudiants peuvent s'orienter facilement jusqu'à la création d'outils pédagogiques adaptés. Christianna Alexiou vulgarise de façon détaillée les constats de la recherche en insistant sur le fait que la gentillesse est un engagement, délibéré, conscient.

Le balado ouvre la voie à des discussions sur l'enseignement du journalisme mais aussi à des réflexions sur la pratique. Adopter le mentorat pour éviter que des journalistes juniors se sentent isolés ou pour intégrer des nouveaux journalistes dans les salles de rédaction; s'assurer qu'il y ait des lieux ou des espaces pour poser des questions sans crainte -questions éthiques, déontologiques, questions sur la démarche journalistique; offrir de la formation continue sur le journalisme de données; etc. Le balado rappelle aussi qu'on peut à la fois affiner son esprit critique et adopter l'empathie comme valeur journalistique. L'un n'exclut pas l'autre.

Les journalistes font face à moult revirements et situations inattendues quand ils ou elles se lancent dans un reportage. Savoir y faire face, les mettre à profit, s'adapter avec souplesse font partie des réflexes journalistiques. Le balado montre comment des étudiantes, des enseignants et des chercheuses en journalisme cultivent ces réflexes. 

Chantal Francoeur enseigne l'éthique et la déontologie journalistiques et le journalisme audio à l'Université du Québec à Montréal. Elle a pratiqué le journalisme à Radio-Canada pendant près de 20 ans, aux nouvelles, aux actualités et aux affaires publiques. Ses recherches portent sur les nouveaux formats journalistiques audios, le corps et l'écriture sonore.

Creating the new journalism classroom for a future in the balance: A not so modest proposal for a pedagogy of care, dialogue and critique

Créer les nouvelles salles de classe de journalisme pour un futur équilibré : Une proposition pas si modeste pour une pédagogie de soin, de dialogue et de critique

Adrian Harewood, Carleton University

ABSTRACT

Informed by the work of Paulo Freire, bell hooks, Amílcar Cabral and Grace Lee Boggs, this paper considers the role a journalism education rooted in the liberal arts can play in the age of climate change and COVID-19. By pursuing such an educational path, journalism students can acquire the requisite skills to thrive in a professional newsroom, while contributing to the sustainability of life on earth. The journalism classroom can become a place of imagination which militates against feelings of alienation. It can become a site of solidarity, compassion, and freedom dreams. It is in the classroom where journalism students can learn to question fearlessly, listen deeply, and recognize the value of the stories and critiques of their classmates and instructors. By employing a dialogical method of teaching committed to ending all forms of domination and grounding a pedagogy of care, a classroom ethos can be cultivated that will affirm and restore the humanity of students wounded by the ravages of a global pandemic and change a world in peril.

RÉSUMÉ

S'inspirant des travaux de Paulo Freire, bell hooks, Amílcar Cabral et Grace Lee Boggs, cet article examine le rôle que peut jouer une formation au journalisme ancrée dans les arts libéraux à l'ère du changement climatique et de la COVID-19. En suivant une telle voie éducative, les étudiants en journalisme peuvent acquérir les compétences nécessaires pour s'épanouir dans une salle de rédaction professionnelle, tout en contribuant à la durabilité de la vie sur terre. La salle de classe de journalisme peut devenir un lieu d'imagination qui milite contre les sentiments d'aliénation. Elle peut devenir un lieu de solidarité, de compassion et de

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Keywords: *Journalism, journalism education, liberal arts, pandemic, pedagogy, COVID-19, climate change, care*

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rêves de liberté. C'est dans la salle de classe que les étudiantes en journalisme peuvent apprendre à poser des questions sans crainte, à écouter profondément et à reconnaître la valeur des histoires et des critiques de leurs camarades de classe et de leurs formateurs et formatrices. En employant une méthode d'enseignement dialogique qui s'engage à mettre fin à toutes les formes de domination et à fonder une pédagogie de l'attention, il est possible de cultiver une éthique de la classe qui affirmera et restaurera l'humanité des étudiants blessés par les ravages d'une pandémie mondiale et qui changera un monde en péril.

The COVID-19 pandemic has caused devastation around the world, killing more than 53,000 people in Canada since 2020 and more than 6.98 million people worldwide (World Health Organization, n.d.). The pandemic also has disrupted the daily working lives of post-secondary educators and students. In addition to contending with COVID-19, human beings are facing a series of catastrophic global crises, including climate change, ecosystem degradation and resource depletion that pose chronic risks to their existence (Gurleyen & Hackett, 2016, p. 27). To confront these existential challenges, humans must devise new ways of being. They need a vision of the future that will consider a fundamental shift in their relationship with the earth and their fellow human beings (Boggs & Paine, 1978, p. 4). The central project of humanity at this fraught historical juncture in the 21st century can only be to make the planet sustainable for human life. Human beings must resolve how not to self-immolate and dispense with suicidal habits, like the habitual use of fossil fuel dependent products (Vaillant, 2023). If human society is to achieve that goal, journalism will have a critical role to play in that transformation. As G. Stuart Adam (2001) argues, “journalism is central to democratic life. Its health and the health of public life are intertwined” (p. 316). Journalism matters because of what it can do: a journalism dedicated to truth, accuracy, transparency, and non-discrimination can be a bulwark of democracy (Rosen, 1999, p. 21). It can make powerful institutions accountable, and serve the vital interests of vulnerable local, national, and international communities (McBride & Rosenstiel, 2014, p. 2). As climate change manifests itself in all its dystopian fury, for the sake of humanity journalists cannot afford to be neutral: there is too much at stake for journalists to be mere stenographers (Ward, 2008). As Kelly McBride and Tom Rosenstiel (2014) suggest, journalism should have a point of view (p. 4). That view must be moored to scientific truth. If journalism is to be a core element of an open society, a robust journalism education must be cultivated. As the world inches closer to climate breakdown, there’s a need for a journalism education that focuses on the practical and the abstract (Babic & Sharma, 2023). Journalism educators

must train their students to succeed as working journalists, but more fundamentally equip them to become citizens of the world.

As a journalism educator, I’m preoccupied with the role of my discipline and pedagogy in helping make the sustainable world we need for humans to survive as a species. How can the post-secondary journalism classroom become a site of transformative possibility (Harewood & Keefer, 2009)? How do you create a space of imagination and what Kelley (2003) calls “freedom dreams” which militate against feelings of social alienation? How can the journalism classroom become a model of compassion and healing (hooks, 2003, p. 43)? How can it become a space of liberation, not indoctrination? How can the journalism classroom counteract forces of domination (hooks, 2003, p. 1)?

This paper offers a new direction for journalism education. It identifies an approach to teaching in the classroom that seeks to meet the needs of journalism students living in a fraught moment in global history in which the future of human existence lies in the balance (Ward, 2008). Taking an autoethnographic approach, I argue that by employing a dialogical and dialectical method of teaching grounded in a pedagogy of care, what Martin Luther King (1957) called a “beloved community” can be created within a journalism classroom. This community is rooted in dialogue, dignity, struggle, compassion, and hope (hooks, 2003, p. 35). It is a place where the educator seeks not merely to “transmit but to transform” (Boggs & Paine, 1978, p. 9). This journalism classroom is a sanctuary for liberal arts education where students and their instructors embark on a quest to build a sustainable world and become new people.

A pedagogy of care in the journalism classroom works against dominator culture. As bell hooks (2003) writes, it “resists participation in forms of domination that reinforce autocratic rule” (p. 91). She adds that, “committed acts of caring let all students know that the purpose of education is not to dominate or prepare them to be dominators, but rather to create the conditions for freedom” (p. 92). A pedagogy of care doesn’t seek to indoctrinate students but rather to liberate their critical minds. It is a pedagogy that neither patronizes nor panders. It values compassion, acts with

empathy, and demands accountability (hooks, 2003, p. 92). As devoted practitioners of a pedagogy of care, journalism educators work to ensure that their students master the technical aspects of the craft while receiving a broad liberal arts education. The goal is to help their charges become agents of change and stewards of the Earth. Being a caretaker means you do what's best for "the greater or common good in terms of environmental sustainability" (Carmichael et al., 2023, p. 10). The world's future depends in part on journalists committing themselves to the fight against climate change, climate change denialism and ecosystem degradation.

A dialogical method of teaching is rooted in a liberatory pedagogy and is an epistemological position (Freire, 1993, p. 74). In the dialogic classroom, discipline and rigour prevail, yet the teacher and the student are among equals. The teacher employing a dialogical method seeks to illuminate rather than manipulate their students and demonstrates a willingness to relinquish their position as "the authority" while fulfilling their pedagogical responsibilities. Students and teachers can avoid dogmatism by being dialectical in their thinking. Dialectics is the concept of the continuing evolution of ideas. Dialectical thinking is "thinking about the nature of thinking" (Ho, 2000, p. 1064). The dialectical thinker views issues from multiple perspectives and wrestles with contradictions to generate new knowledge (Ho, 2000, p. 1065).

Brazilian philosopher Paulo Freire notes that "dehumanization is a distortion of the vocation of becoming fully human" (Freire, 1993, p. 26). To Freire the *raison d'être* of the dehumanized subject must be to restore their humanity. As the Asian-American social activist and philosopher Grace Lee Boggs argues, human beings should preoccupy themselves with becoming more human (Boggs, 2016). This suggests that they display the most evolved qualities a human being can — a "fuller humanness" (Murphy, 1999, p. 35). A liberal arts education pushes journalist towards that goal.

LIBERAL ARTS EDUCATION

There has been an ongoing philosophical debate about whether post-secondary education should focus on specialized curricula for specific vocations, or a more general knowledge foundation known as a liberal arts education (Godwin & Altbach, 2016). Over the last century, the debate about what journalism students need to know and how they ought to learn it has centred on whether journalism education should focus on vocational training or the liberal arts (Skinner, Gasher & Compton, 2001). This paper contends that a liberal arts education is best suited for the journalism classroom of the 21st century.

A liberal arts education marries Socrates's belief in the value of the examined life with Aristotle's reflective citizenship (Nussbaum, 1997). To Martha Nussbaum, a liberal arts education "liberates the mind from the bondage of habit and custom, producing people who can function with sensitivity and alertness as citizens of the whole world" (Nussbaum, 1997, p. 8). It imparts fundamental skills including critical thinking and effective communication that are essential for democratic citizenship and participation. It celebrates compassionate imagination, values improvisation, promotes independent thinking, and seeks to produce creative and engaged citizens with broad interests and a range of aptitudes who are not tethered to habit or custom. A liberal arts education strives for breadth and depth of knowledge, recognizes the interconnectedness of the human project, champions global citizenship and acknowledges the value of a multidisciplinary approach in a world of complexity. As Godwin and Altbach suggest,

Major global challenges like climate change and public health crises, cannot be resolved with disciplinary knowledge in a vacuum. Instead they require critical leaders, broad thinking, and problem solving strategies that can only be provided by a combination of disciplinary lenses. (Godwin & Altbach, 2016, p. 21)

An emancipatory journalism classroom seeks to restore the humanity of students wounded by the ravages of COVID-19, providing them with the gumption to confront the world's existential challenges.

ROLE OF JOURNALISM IN MAINTAINING THE STATUS QUO

Journalism has claimed to comfort the afflicted and afflict the comfortable (Zerbisias, 1993). Yet, as John Pilger (2007) argues, mainstream journalism has often served to affirm the powerful and the institutions they run, while giving short shrift to the plight of “the wretched of the earth” (Fanon, 2021). Marginalized communities are often dehumanised in the mainstream media through the distortion or omission of their stories (Bayoumi, 2023). Indeed, usually the mainstream media’s “view from the ground [has] value only if... reinforced [from that] on high” (Pilger, 2007, p. 1). Noam Chomsky (1989) buttresses Pilger’s claims, asserting that while the mainstream media purports to be in service to the public good, it protects the privileged “from the threat of public understanding and participation” (p. 26). Mainstream news reporting “in the West” tends to parrot the line of the economically powerful and “conform to the stream of disinformation from Washington and London” (Pilger, 2007, p. 2). Some innocent people who are killed are “worthy victims,” others are not (Bayoumi, 2023). Some massacres are “worthy of our compassion,” others are not (Pilger, 2007, p. 2). Some atrocities can be admitted, acknowledged, and referenced but others are “superficially recorded, let alone documented, let alone acknowledged” (Pilger, 2007, p. 4). The mainstream media seems able to extend solidarity to some, not all. There’s often a noticeable silence when it comes to exposing the imperial atrocities and excesses of Western powers.

MY PEDAGOGICAL AND JOURNALISTIC JOURNEY TO HERE

I was born into a family of educators and writers who were community activists. My parents,

John and Hyacinth Harewood, were columnists for *CONTRAST* – the largest circulation English-language Black newspaper in Canada in the 1970s and 1980s. At a time when stories about Black people in the White Canadian mainstream press were often about sports or entertainment, or centred on pathology, *CONTRAST* and other Black Canadian community newspapers like Ottawa’s *Spectrum* and Montreal’s *Community Contact* represented Black people in multiple dimensions. They served as unapologetic defenders of the interests of Black communities (Walters, 2011, p. 190). One only need compare how the cases of deadly police violence against Black individuals like Buddy Evans, Albert Johnson, Anthony Griffin, Lester Donaldson, Wade Lawson, Presley Lesley, Vincent Gardner, Marcellus François and Raymond Lawrence were covered in the Black Canadian press and the White mainstream press in the 1970s, ’80s and ’90s (Walters, 2011, p. 173). Whereas the White mainstream press often failed to convey the full humanity of the Black men shot by police, the Black Canadian press painted a fuller picture of who they and their families were.

Much of the history of Black American and Black Canadian journalism has been about advocacy (Washburn, 2006, p. 6). Black Canadian newspapers like the *Canadian Observer* and Black American newspapers like the *Chicago Defender* and the *Pittsburgh Courier* employed journalism as a weapon of power to defend the rights and interests of Black people. Black newspaper trailblazers like Ida B. Wells and the *Canadian Observer*’s publisher J.R.B. Whitney tried to shield Black communities from dehumanizing and deadly attacks launched by members of the dominant White community (Mathieu, 2010, p. 102). They used journalism to chronicle Black life, highlighting community triumphs and tragedies, and telling quotidian stories about the miraculous and the mundane. They offered counternarratives to the dominant accounts of stories presented in White mainstream papers (Giddings, 2008, p. 173). As Cheryl Thompson and Emilie Jabouin (2021) suggest, Black Canadian newspapers like the *Canadian Observer* and the *Dawn of Tomorrow* served as outlets of resistance and promoters of Black Canadian culture. Journalistic work featured in

Black Canadian newspapers has often been restorative and empowering for racially marginalized communities struggling to carve out space in a confining world (Thompson & Jabouin, 2021).

CONTRAST championed African liberation, social justice, and social change domestically and internationally (Armstrong, 2016). It highlighted Black freedom struggles in Apartheid South Africa and Zimbabwe, and provided context to events like the 1979 revolution in Grenada. Several years before Grenada's Revolution, *CONTRAST* highlighted the persistent resistance to the autocratic regime of then Prime Minister Eric Gairy in a way mainstream Canadian papers did not. It devoted significant coverage to what the newspaper alleged was academic racism propounded by the polarizing University of Pennsylvania urbanologist and visiting professor Edward Banfield on the campus of the University of Toronto in March 1974. Banfield, a former advisor to U.S. President Richard Nixon, was expected to speak to a crowd of 200 people but was prevented from doing so by members of the Students for a Democratic Society and their supporters. It documented the activities of the White supremacist organization the Western Guard. In its inaugural edition in 1969, *CONTRAST* featured coverage of the Sir George Williams Affair, then the largest student demonstration in Canadian history, in which Black, Brown and White students occupied the downtown Montreal university for nearly two weeks to protest the systemic racism they insisted was endemic at the institution (Forsythe, 1971). In the 1980s *CONTRAST* editors lambasted British Prime Minister Margaret Thatcher's supine position on South Africa and called for sanctions against the Apartheid regime (Manna, 1989, p. 4). Witnessing my own parents' involvement with the Black press in Canada as columnists for *CONTRAST* alerted me to how journalists could use their platforms to shape the political discourse and affect change in the society.

The Black Canadian press invariably recognized the humanity of Black people by telling stories that foregrounded their complexity. This was in stark contrast to legacy newspapers like the *Toronto Sun*, the *National Post* and the *Globe and Mail* and columnists like Peter Worthington, Con-

rad Black, Margaret Wente and McKenzie Porter, who frequently displayed contempt for Black people and their communities. Indeed, Toronto Sun columnist McKenzie Porter habitually wrote patently racist pro-Apartheid articles in the newspaper, expressing his support for South Africa's White supremacist regime:

Left-lib denunciations of South African policy spring from the illusion that all men are equal. If the Whites of South Africa enfranchised the primitive Black majority social chaos would ensue. Within a decade the only civilized nation on the African continent would collapse. [see Bueckert, 2018a]

He later added, "although tens of thousands of African-born Blacks have been educated in Western Europe and North America most have acquired only a veneer of civilization" (see Bueckert, 2018b). In a July 24, 1985 column, Porter once again dipped into his satchel of White supremacist bromides and wrote, "for reasons palpable to every reader of history... the average South African black, clad though he may be in collar and tie, still embodies some vestiges of a recent Stone Age past" (see Bradburn, 2018). Porter would later opine that Archbishop Desmond Tutu was "not very bright" (see Bradburn, 2018). Tutu, in fact, possessed three academic degrees, including one from the University of South Africa and King's College London, and was awarded the 1984 Nobel Peace Prize.

In 1994, a 23-year-old White hairdresser named Georgina "Vivi" Leimonis was gunned down outside a trendy Toronto café, Just Desserts, during a botched robbery. The predominantly White mainstream news coverage of the Just Desserts shooting highlighted how race was "made" by some of Canada's most widely read newspapers and journalists, to pathologize and demonize Black people (Benjamin, 2003). In their survey of how Canada's English language press trafficked in racial bias and contributed to the racialization of crime, Henry and Tator (2002) concluded that, "the media have constructed Jamaicans as people from a crime-ridden and poverty-stricken country ... who consistently present Canadian society

with myriad social problems” (p. 168). The alleged Just Desserts shooters were Black and of Jamaican descent, and they were eventually convicted of Leimonis’s murder. More than 50 per cent of the articles written about the Just Desserts shooting linked it to various social problems and the race of the convicted individuals in the case (Brown, 1999). In the shooting’s aftermath, federal politicians referenced mainstream news reports to assist in their amendment of the Immigration Act (Bill C-44), which made it easier to deport landed immigrants with criminal records. The bill was implemented less than three months after the Just Desserts killing (Barnes, 2009, p. 443). Deportations to Jamaica increased by 36 per cent between 1993 and 1994 (Barnes, 2009, p. 440). Of the 355 deportation cases in Canada between July 1995 and December 1997, 39 per cent of the people deemed to be a danger to the Canadian public were exiled to Jamaica (Falconer & Ellis, 1998).

I came to journalism not because I sought a career in the industry. Like my idealistic fellow members of a maverick McGill University student organization in the late 1980s and early 1990s, the Black Students Network, I was committed to changing the world. At the time, we were reading stories written in the mainstream press that misrepresented Black people, and betrayed a worldview rooted in prejudice and contempt (Henry & Tator, 2002). Campus journalism, in the form of university student newspapers like the McGill Daily and radio stations like CKUT-Radio McGill, enabled us to intervene, to present a counternarrative and challenge the status quo. In our quest to unearth and fully represent the stories of people from our communities, journalism became an instrument of power, as it had for generations of Black journalists confronting the depredations of anti-Black racism and capitalism’s contradictions (Cooper, 2000).

I never studied journalism at a post-secondary institution. My journalism education happened primarily at four Canadian campus community radio stations where I hosted and produced current affairs programming focused on the Black Canadian and African diasporic communities: CKLN-Radio Ryerson; CKUT-Radio McGill; CHUO-Radio University of Ottawa; and, CKCU-Radio Carleton.

I also participated in community building projects that introduced ordinary community members to media production (Wagg, 2004). Influenced by the 15 years I spent working within the non-mainstream community radio structure, my journalistic project has sought to democratize, decolonize, and disrupt conventional newsrooms so that a greater range of our communities’ stories could be told. Community radio stations have incorporated decolonizing, democratizing and disruptive practices in a variety of ways (King et al., 2016, p. 211). They promoted social inclusion and empowered communities through media access and production (Correia, Vieira & Aparicio, 2019). At CKUT-Radio McGill, where I worked as the station manager between 1996 and 1999, station decisions were made by consensus within an administrative body that represented staff and volunteers. This approach to sharing power was an attempt to implement an inclusive, non-hierarchical way of decision-making. The more than 300 members of CKUT were a diverse bunch, representing dozens of ethno-racial and religious communities, and class backgrounds. Over three decades I’ve been an organizer and advocate for progressive change within Canadian newsrooms (Canadaland, 2020). As a professional journalist I spoke out about the lack of ethno-racial and class diversity within the spaces I worked.

THE HISTORY OF RACIST TROPES IN NORTH AMERICAN JOURNALISM

The pervasiveness of racist tropes in American and Canadian mainstream media over the centuries have amounted to a protracted misinformation and disinformation campaign (Kumanyika, 2018). These recurring distortions and deceptions have taught Americans and Canadians about the imagined inferiority of Indigenous and other racialized peoples (Anderson & Robertson, 2011, p. 11). Highlighting these tropes that have shaped public consciousness speaks to the influence journalism can have, and the need for a journalism education that adopts a pedagogy of care and centres the humanity of all people.

One of the most virulent anti-Black publica-

tions to emerge in the early part of the 19th century in North America was the *New York Enquirer*. Founded in July 1826, the paper was edited by Mordecai Noah, a journalist and diplomat. Noah attacked Black men relentlessly accusing them of lacking integrity and courage. He questioned the chastity of Black women, supported slavery, and opposed the emancipation of slaves. He referred to Black men as “an abominable nuisance,” and complained that Free Blacks in the city “swell our list of paupers” and “are indolent and uncivil” (Washburn, 2006, p. 17). In response to *The New York Enquirer’s* slander, a group of Free Blacks met in New York City to discuss how to “counteract Noah’s Anti-Black campaign” (Washburn, 2007, 17). Out of this meeting emerged a ground-breaking publication. On March 16, 1827, *Freedom’s Journal* became the first Black newspaper in North American history (Washburn, 2007, 17). Newspapers were now sites of possibility where Black people could read about themselves and be affirmed and celebrated. Even their daily enterprises, however seemingly mundane, were now acknowledged. Their humanity was seen.

The first Black Canadian newspaper was launched in Canada West in 1851. *Voice of the Fugitive* agitated for the abolition of slavery and organized the uplift of the Black community. Founded by Henry Bibb, a formerly enslaved man from Kentucky, and his free-born wife, Mary Bibb, the paper sought to be a champion of the Black Canadian community, which at the time it was under attack by the White news media. Throughout the 1850s, Canada West’s Black population was on the rise. The Fugitive Slave Law in the US caused thousands of Black American fugitive slaves to cross the border in search of safety. Although Canada presented itself as a haven for the formerly enslaved, historian Afua Cooper (2000) argues that White public opinion generally was opposed to the Black presence in Ontario and to Black migration (p. 305). White Canadians, many of whom were themselves recent British emigrants, tolerated Blacks scattered across Canada and the eastern colonies, but mass migration of Blacks into Canada was typically regarded with disdain. Governor General Elgin wrote that because of the Fugitive Slave Law of 1850, Canada would likely be

“flooded with Blackies” (Cooper, 2000, p. 306). In White Canadian mainstream newspapers in the mid-19th century, Black people were depicted as undesirable settlers, rapists, and lunatics (Cooper, 2000, p. 307). The *Hamilton Spectator* in the years 1851-1853 presented Black folks as criminals and suggested “slavery was the best thing for them” (Cooper, 2000, p. 308). The *Toronto Colonist* called for a poll tax to be applied to all Blacks (Cooper, 2000, p. 308). Historian Jason Silverman has noted that:

As a vehicle of public opinion newspapers were quickly imposed by Canadian whites for catharsis that is in lieu of an illegal physical attack, it was much easier and convenient not to mention legal to launch a written assault upon Black fugitives... Letters editorials and advertisement all revealed a blatant and burgeoning negro-phobia on the part of White Canadians... The more readily apparent the fugitive became in Canadian society, the more intense and vehement the anti-Black sentiment became in the White Press... With few friends in the White Press the fugitive slaves could hope for at best ambivalence and at worst vicious racist propaganda. (Silverman, 1985, p. 54)

Mainstream journalism’s anti-Black racism problem persisted into the 21st century. On July 4, 2004 the *Lexington Herald-Leader* issued the following clarification on its front page: “It has come to the editor’s attention that the *Herald-Leader* neglected to cover the civil rights movement. We regret the omission” (Blackford & Minch, 2004). As the United States marked the 40th anniversary of the signing of the Civil Rights Act of 1964, the second-largest circulation newspaper in Kentucky was apologizing for its failure to adequately cover one of the seminal social movements in the nation’s history.

The truth was that those in charge of the paper at the time had chosen largely to ignore the sit-ins and marches that were regular features of 1960s social and political life in Lexington. Like many newspapers across the US South, the *Herald-Leader’s* strategy throughout the civil-rights

era had been to downplay the movement. Indeed, its documentation of the entire civil rights movement was so scant, that when some journalists at the *Herald Leader* tried to conduct research for coverage of the 50th anniversary of the landmark 1954 Brown versus Board of Education US Supreme Court decision, they couldn't find any stories in the paper's archives about what had happened locally (Blackford & Minch, 2004). Throughout the 1950s and 1960s the newspaper and its journalists were more committed to upholding White supremacy than truth and accuracy.

Robert Picard (2015) notes that while journalists extol the virtues of their profession, the self-styled usefulness of their role is debatable. The often-repeated notion that journalists "speak truth to power" presumes "they know what is true, that power listens, and that journalists don't have power and aren't part of the power system" (Picard, 2015, p. 5). As they embark on training young journalists, journalism's modern-day educators must be mindful of the historical harm journalism has caused, particularly to marginalized communities through its sins of omission and commission (Anderson & Robertson, 2011, p. 14).

JOURNALISM EDUCATION AND THE LIBERAL ARTS

As an academic discipline, journalism has been around for about 160 years. The first university journalism courses in the United States were offered in the 1860s (Folkerts, 2014). The first school of journalism, École Supérieure de Journalisme, was founded in 1899 in Paris, France. The first journalism school in the United States was established at the University of Missouri in 1908 (Dunn, 2018). By 1920, journalism schools or departments had been launched in universities across the United States, which quickly established itself as a major centre for journalism education in the world. Canada's first journalism school opened in 1945 at Carleton University. Numerous scholars have identified the liberal arts as playing a critical role in journalism education (cf. Adam, 2001; McCall, 1987; Lindley, 1984; Dennis, 1986; De Mott, 1984; Merrill, 1962; McCombs, 1974).

Two of journalism education's pioneering

figures in North America, Joseph Pulitzer and Willard Bleyer, both venerated the liberal arts in the early 20th century. Pulitzer, the crusading publisher and founder of the Columbia Journalism School, regarded journalism as an art that played a critical role in democratic life. While he championed the creation of a school of journalism that would teach students "the best methods of fact-gathering, representation, and judgement" (Adam, 2001, p. 333), Pulitzer believed journalists were, at their core, citizens. He wanted journalism students to study democracy and train themselves in the liberal arts to prepare them for the daily work of journalism. Bleyer, founder of the University of Wisconsin's journalism school, was an advocate of "integrating journalism within the liberal arts" whereas his counterpart at the University of Missouri, Walter Williams, emphasised hands-on training in a real-world environment (Reese, 1999, p. 72). Bleyer insisted journalism was integral to the success of democratic government and the welfare of the society. He felt the university could best prepare students for a career in journalism by providing them with a broadly based education (Bronstein & Vaughn, 1998, 17).

Mencher (1990) regards journalism as embodying Enlightenment values and manifesting the best of a liberal education in its use of a rational scientific approach. To Adam, the value of a liberal arts education is that it prepares the journalism student for life as a public citizen (Adam, 2001, 317). He adds that liberal arts disciplines promote ways of knowing that contain the methods used "to form consciousness, to make sense of things" and to make journalistic things (Adam, 2001, p. 335). Peter Parisi notes that a liberal arts education "preserves truth by perpetually subjecting conventional assumptions to critical analysis" (Parisi, 1991, p. 5). To Anderson (2014), the current crises facing human beings are so perilous that journalism education should avoid becoming hyper-focused on imparting basic journalistic skills and concentrate on helping emerging journalists engage in more critical reflection.

Not all journalism scholars support an expanded role for the liberal arts in educating journalists. Some see it as stifling the work of the journalist. They worry that journalism students will become

bogged down by thinking needlessly complicated thoughts, instead of writing (Meyer, 1986). These critics regard the fascination with the liberal arts in journalism education as debilitating. To them, it introduces a surfeit of academic, theoretical, and pedantic elements to what should be simple, straightforward journalistic practice. Lance muses that “the heady perfume of aesthetics” might “cripple the student’s news sense” (Lance, 1961, 87). (Medsker, 1996) argues for a strictly vocational approach to the study of journalism. She insists the value of journalism education lies in its the ability to do journalism, not to think about or critique the institution of journalism (Medsker, 1996).

Advocates of a liberal arts education cite its role in deepening democratic citizenship, promoting independent thinking and producing engaged citizens of the world (Nussbaum, 1997, p. 7). A liberal arts education should encourage journalism students to read widely, think deeply and write clearly. It should stimulate their narrative imaginations, hone their critical reasoning skills, and embolden them to pose incisive questions (Nussbaum, 1997, p. 10). Journalism graduates of liberal arts-focused programs should be nimble of mind and interdisciplinary in their intellectual approach (Nussbaum, 1997).

bell hooks suggests that critical thinking’s lodestar is the “longing to know” (hooks, 2010, 7). It is the inveterate desire “to understand how life works,” and to pursue knowledge not for transactional purposes, but for knowledge’s sake (hooks, 2010, p. 7). hooks insists that thinking ought to be a pleasurable activity (hooks, 2010, p. 8). For the journalism instructor, employing what hooks calls “engaged pedagogy” (hooks, 2010, p. 8) is about restoring the journalism student’s will to think. It means retaining a radical commitment to openness which involves accepting the possibility of being proven wrong. This pedagogical ethic, endorsed by hooks’ mentor, Paulo Freire, demands the full participation of the student and the teacher (Freire, 1993, 56). The instructor must then regard the student as a collaborator. Their collective goal must be “mutual humanization” (Freire, 1993, 56).

THE STUDENT AND THE TEACHER: CONFRONTING AND OVERCOMING DEHUMANIZATION

The teacher’s mission must never be to think for her students. To Jean Paul Sartre (1939), the goal should not be to merely fill students with knowledge. Rather, the teacher ought to shepherd her students through the process of learning how to think, developing their critical consciousness, pursuing truth, and preparing them to confront the contradictions of the world (hooks, 1994, p. 13). A teacher seeks to engage, motivate, and inspire her students, and help them to learn how to build community while militating against cynicism, defeat, and despair (hooks, 2003, p. xv).

In *Pedagogy of the Oppressed*, Brazilian theorist Paulo Freire critiques “the narrative character” of the teacher-student dynamic in the classroom (Freire, 1993, p. 52). He notes that in this conventional master-pupil relationship, the master, or teacher, is the omniscient narrating subject who imparts knowledge in the student, or pupil, who is the meek listening object. The teacher’s role, in this scenario, is to pour knowledge, or the content of the teacher’s narration, into the empty vessel — the docile student. Freire’s concern is that the reality the narrating teacher portrays is “motionless, static, compartmentalized, and predictable” (Freire, 1993, p. 52). He calls this “the banking conception of education” as it is akin to making a deposit at a bank (Freire, 1993, p. 53). The problem with the model is that it promotes passivity in the student, as they relinquish their power and are acted upon like an object, rather than acting like a subject who can impose themselves on the world. To the student, reality then becomes something which cannot be changed. To Freire this is dehumanizing because it denies the student their agency and ability to imagine a different world.

Freire advocates for a new classroom dynamic. He wants to reorder the space so that the teacher and the student approach each other as equals. In Freire’s (1993) classroom of solidarity “education must begin with the solution of the teacher-student contradiction, by reconciling the poles of

the contradiction so that both are simultaneously teachers and students” (p. 53). He argues “that education can only be liberatory when everyone claims knowledge as a field in which we all labour” (Freire, 1993, p. 53). This means that all members of the classroom, regardless of their station, have responsibilities. Freire proposes an emancipatory, problem-posing conception of education that encourages interrogation, values dialogue, and ends dehumanization.

A journalism professor who practices a pedagogy of care recognizes that his students aren’t submissive objects but active, self-assured subjects. They are not subordinates, but equals. He understands that as learners, journalism students are human beings with ideas, needs, and dreams. His job is to engage them in the classroom (Freire, 1993). Journalism teachers must recognize that students process information in many ways. Journalism students must realize that teachers are themselves in the process of becoming. Instructors must employ strategies to keep students’ attention and understand that their role as facilitators in the classroom is multifaceted: to entertain, educate, enlighten, and edify.

bell hooks (2003) speaks about caring teachers being “enlightened witnesses for [their] students” with whom they stand in solidarity and seek to serve their needs (p. 89). As part of my pedagogy of care I stressed to students attending my classes at the height of the COVID-19 pandemic the importance of self-care. I set aside time at the beginning and end of class for conversations about how they were coping with living through the largest global public health crisis in a century.

EDUCATION AS THE PRACTICE OF FREEDOM

The journalism classroom must become a site of struggle where ideologies of domination are dismantled. The patriarchal exclusion of women, along with the erasure and distortion of the histories of Indigenous and racialized peoples are examples of the harm caused by domination in the classroom. Knowledges which, for example, suggested Africa was a continent without history have been employed to justify colonial theft and abuse.

Some of the leading philosophers of the En-

lightenment in the 17th and 18th centuries including John Locke, Jean Jacques Rousseau and Immanuel Kant believed Black and Indigenous peoples were inferior to White Europeans. In 1845 Hegel (2000) wrote that Black Africans were a “race of children that remain immersed in a state of naiveté” (p. 38). He insisted that Black individuals existed outside of history and that to be without history meant they lacked personhood. Montesquieu (1949) justified Negro slavery by virtue of their flat noses, their blackness from head to foot, and their lack of common sense. The ideas of these prominent philosophers have been taught in post-secondary institutions for hundreds of years and have shaped the worldview of generations of teachers and their students, including those in journalism. These works and philosophers embodied what hooks (2003) calls “White supremacist patriarchal capitalist values” (p. 1). If education is the practice of freedom, then it must work towards ending domination.

RADICAL CHANGE AND HUMAN RESILIENCE

As Brian Murphy (1999) notes, radical change and even the threat of radical change is usually considered to be a source of trauma (p. 82). Despite having to endure unexpected catastrophic events like war, the death of loved ones and natural disasters, human beings have proven themselves to be resilient, and managed to cope, survive, and even “thrive” on change. At the height of the COVID-19 pandemic, classes at the university where I teach were held online. While each of my classes had a set agenda, I decided to take a less structured, more improvisatory pedagogical approach to teaching. My goal was to make the online classroom sessions as dynamic as possible. I wanted the students in my virtual classroom to be intellectually challenged, while remaining engaged and having fun. As hooks (1994) has suggested, we should celebrate when students feel a sense of excitement in the classroom. Some students expressed concern about what seemed to them a haphazard approach to teaching that veered from the stated plan. I tried to show the students through the consistent demonstration of my teaching competence that they could trust me. I watched their

moods and tried to respond to their individual needs. Sometimes it was clear COVID-19 was taking its toll on their mental health, and they needed to talk. So, I allowed for extended classroom discussion. My primary objective was to connect with students and reduce their anxiety, sense of alienation and social isolation.

Engaged, caring teachers may remind students that change is part of the human condition, and that life is in perpetual motion. They may implore them to avoid becoming wedded to any so-called fixed reality. The current moment is but a phase. Students should not be “impatient for certainty” (Boggs & Paine, 1978, p. 58). They must understand that new sets of contradictions will always emerge. This is not a reason to lament. It is merely the historical process at work. There is no final answer.

THE CLASSROOM: A PLACE OF LISTENING, UNDERSTANDING, COMPASSION AND COMMUNITY

The classroom is a space of possibility where students and teachers can learn about understanding, communication, compassion, and community. As American educator Ron Scapp suggests, the teacher can create a classroom dynamic in which students learn to appreciate the value of listening and paying attention to others (hooks, 1994, p. 150). One of the responsibilities of the teacher is to help create an environment where students learn that in addition to speaking, it is important to listen respectfully to others. This doesn't mean that we listen uncritically and that there are no limits to individual expression in a classroom. But it does mean taking seriously what people have to say (hooks, 1994, p. 150).

The act of listening to another person's story involves entering into communion with that individual (Manyozo, 2016). It's a sign of tolerance, respect, and an affirmation of their humanity. As Freire (1996) argues, being tolerant is an ethical and political duty. It is through tolerance that we learn about the possibilities of “doing things and learning things with different people.” Listening is an act of solidarity. It “is a recognition that other human beings are equally rational, intelligent, and

equally competent to contribute to dialogues and discourses that we are part of” (Manyozo, 2016, p. 958). Listening is labour and requires an investment of time and energy. Listening deeply with intention is a discipline which can create space for genuine exchange and help build enduring relationships. Listening is also a sign of humility. When we listen to others, we entertain the possibility of our own fallibility. We gain expertise in the art of listening by doing it (hooks, 1994, p. 150). Practicing matters.

For the journalism student, listening is essential. It is arguably the indispensable skill that one can learn in journalism school. In the classroom, students can be alerted to the value of listening not just to their professors, but to their peers (hooks, 1994, p. 150). Students must be disabused of the notion that it is their teachers alone who are worthy of their attention. All members of the classroom community deserve to be seen and listened to (hooks, 1994, p. 151). Everyone has a story to tell.

A LESSON: DELIVERING AND RECEIVING CRITIQUE

Critique is part of the daily routine in a professional newsroom. The goal of critique is to enlighten and to change consciousness (Russian & Illouz, 2019, p. 177). Journalists who aspire to work there must become comfortable with the practice of giving and receiving critical feedback. “Feedback can be conceptualised as information regarding aspects of one's performance or understanding, provided by an agent” (Dijks, Brummer & Kostons, 2018, p. 1258). As Freire suggests, one has an ethical duty to subject oneself to intellectual scrutiny. One must open oneself to criticism, develop humility and the ability to admit when one is wrong (Freire, 1998, p. 98). Entering a dialogical relationship means one opens oneself to the world and recognizes one's “unfinishedness” (Freire, 1998, p. 121). Both the journalism teacher and student must recognize their inherent fallibility. Learning how to deliver and receive criticism is central to the project of creating a journalism classroom community grounded in a pedagogy of care. As all classroom members will eventually have their work critiqued, it is in their individual

interest to treat their peers as they would like to be treated.

In a video journalism class I taught, I assembled about 25 students in the school's television studio. Each student was given the task of reporting a breaking news story live to camera while their peers watched in real time. All presentations were recorded and then critiqued by members of the class, all of whom were seated in a semi-circle. Students admitted their nervousness and most acknowledged they'd never participated in a similar activity. I explained the value of having one's work publicly assessed by one's peers and suggested the experience would prepare them for what they'd encounter in a professional newsroom. Students responded positively to the activity.

What was palpable throughout the session was the respect students had for each other. They listened closely to their classmates. They seemed to sense the shared vulnerability people felt and thus treated each other with sensitivity and consideration. The care they had for each other was made clear by the gentle, measured tone they used when critiquing one another. They noted the strengths of each presentation, while not shirking their responsibility of offering critical feedback. They provided their classmates with constructive criticism praising their efforts, when warranted, while also identifying areas needing improvement. As the professor, I facilitated the process and tried to be aware of the different needs of the personalities in the room.

It's my contention that students lose focus and "tune out" during lectures due to the predictability of the journalism classroom routine. Students will be engaged in a class if they feel valued and can contribute to it in a material way (Barkley, 2020, p. 103). One way to foster classroom engagement is to build an active culture of critique. Through the group critiquing activity, students gained an appreciation for the rich pedagogical possibilities found in critical exchanges with their peers. They learned that they need not depend exclusively on their professor for instruction, and that their classmates had vital insights to offer about their journalistic practice.

PREPARING FOR THE FUTURE

As learners, students must be encouraged to take risks. The act of risk-taking may be a disconcerting notion for those students who may have been instructed throughout their schooling to conform, defer and obey. To take a risk is to expose oneself to the possibility of failure. Ultimately, growth depends though on your willingness to risk (Boggs, 2016).

In a graduate class I taught called *Race and Diversity*, I discussed the significance of representation in media. At the time, I was still working as the anchor of the public broadcaster's local 6 o'clock news program. I told the students that in the early 2000s I had donned the African/Caribbean cornrow hairstyle while guest hosting a nationally broadcast television show on CBC (Canadian Broadcasting Corporation) Newsworld called *Hot Type*. At the time, it was uncommon for a Black male broadcaster like me to wear what would then have been considered an unconventional hairstyle on CBC. I told students I'd consciously worn my hair that way to send viewers a message that people who looked like me belonged everywhere, even hosting a highbrow literary show on network television. I emphasized the importance of taking risks and doing things that daunted them. I then mentioned that I'd often considered wearing African clothing on the newscast instead of the standard European suit and tie but hadn't followed through. The sole Black student in the class immediately called out my hypocrisy and challenged my failure to wear African attire on air. The student's bold truth-telling inspired me to replace my standard European threads with African stylings on the newscast. The student pushed me to make the theory I propounded in class my practice as a journalist in the studio.

CHALLENGING THE WORLD AND OURSELVES

Our experience in the broad framework of the daily struggle we wage has shown us that whatever difficulties the enemy may create, the

aforenamed is the most difficult struggle for the

present and the future of our peoples. This struggle is the expression of the internal contradictions in the economic, social, and cultural (therefore historical) reality of each of our countries. (Cabral, 1979, p. 121).

Amilcar Cabral was one of Africa's foremost anti-colonial leaders in the 1960s and 1970s, and a protean figure of the Black Radical Tradition. He was a liberation philosopher, poet, agronomist, leader of the independence movement of Guinea Bissau and Cape Verde, and a moral force. His writings and political leadership influenced the global Pan-Africanist movement and the Black Freedom Movement in the US (Manji & Fletcher, 2013). The revolutionary struggle for freedom and independence that Amilcar Cabral waged in Guinea Bissau and Cape Verde, like Freire's efforts in education, was a struggle against domination – capitalist imperialist domination (Cabral, 2016, p. 160). Cabral's crusading life provides a model for journalism educators and students. It reminds them that whatever their station, they're accountable for their actions and inaction. Cabral argues, "Here and there even among responsible workers, there has been a marked tendency to let things slide" (Cabral, 1965). He adds, "this battle against ourselves- no matter what difficulties the enemy might create – is the most difficult of all, whether for the present or the future of our peoples" (Cabral, 1966). According to Cabral, like Freire, no one should be above criticism. Everyone has a duty of care. Human beings and indeed journalism educators and students must engage in a struggle with themselves and the world. The goal always should be to change it.

CONCLUSION

Journalism can help strengthen the health and welfare of communities. Given the raft of existential crises confronting human beings including cataclysmic climate change, journalism education has a critical role to play in safeguarding humanity's future. Journalism students require an education rooted in the liberal arts that will equip them with the skills to contribute not just to the efficient running of a newsroom, but more critically, to the sustainability of life on earth. It is in this

classroom that they will learn to listen more deeply and recognize the value of the stories of their classmates. The classroom must become a place of accountability, where both the teacher and the student are wholly engaged in a dialogue in which they teach and learn from each other. A pedagogy of care must be the norm for all instructors in the classroom, as should a commitment to embracing flexibility and change, practicing spontaneity, and utilizing imagination. A new kind of education and dialogically based teaching practice, in which traditional hierarchies are dismantled, and domination abolished, must be adopted to build the classroom of the future and the new world that human beings need to thrive and ultimately survive. ■

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Podcast episode 2

Forced Change: Technology and changing course delivery through the pandemic

Changement forcé : La technologie et l'évolution de l'enseignement à travers la pandémie

Nana aba Duncan, Andrea Hunter,
Roger Martin and Winston Sih

ABSTRACT

Educators around the world know well how stressful it was to be suddenly forced to migrate their courses online during the COVID-19 pandemic. This episode of the Forced Change podcast explores how Canadian journalism instructors teaching radio, television and multimedia courses at post-secondary institutions adapted to moving to virtual environments from in-person environments, which often rely on replicating elements of physically collaborative newsrooms. An academically diverse panel of educators from Carleton University, Concordia University, and Toronto Metropolitan University discuss their initial difficulties in adjusting to the circumstances, how they simulated studio environments while working remotely, shifting their pedagogical approaches and uses of digital tools, and managing student mental health. The episode serves as both a record of how we managed things in the past as well as a roadmap for how we might approach another pandemic.

RÉSUMÉ

Les éducateurs du monde entier savent à quel point il était stressant d'être soudainement contraint de migrer leurs cours en ligne pendant la pandémie de la COVID-19. Cet épisode du balado Changement forcé explore la façon dont les professeurs et professeures de journalisme canadiens qui enseignent la radio, la télévision et les cours multimédias dans des établissements d'enseignement postsecondaire se sont adaptés au passage à des environnements virtuels à partir d'environnements en personne, ce qui implique souvent de reproduire des éléments de salles de rédaction en coopération réelle. Un panel d'enseignants de l'Université Carleton, de l'Université Concordia et de l'Université métropolitaine de Toronto, issus de milieux académiques divers, discutent de leurs difficultés initiales à s'adapter aux circonstances, de la façon dont ils ont simulé



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ARTICLE INFO

Keywords: journalism, podcast, COVID-19, radio, television, online, pandemic, multimedia, virtual learning, podcasting, sound, technology, audio

Mots-clés : journalisme, balado, COVID-19, radio, télévision, en ligne, pandémie, multimédia, apprentissage virtuel, podcasting, son, technologie, audio

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des environnements de studio tout en travaillant à distance, de la modification de leurs approches pédagogiques et de l'utilisation d'outils numériques, ainsi que de la gestion de la santé mentale des étudiants. L'épisode sert à la fois d'archives sur la façon dont nous avons géré les choses dans le passé et de feuille de route sur la façon dont nous pourrions aborder une autre pandémie.

The immense pressure of being forced to suddenly migrate the instruction, discussions and activities of an in-person course to a functioning online format which serves students well – in the wake of a dangerous airborne disease – is a stress understood by educators around the world. For Canadian and international post-secondary journalism educators working during the COVID-19 pandemic of 2020, this stress included the re-evaluation of pedagogical approaches, concerns about technological instruction and the use of digital tools for media-related practices, and managing fluctuating states of students' mental health. As examples, Audette-Longo and Crowther (2021) refrained from their regular practice of instructing students to conduct interviews in person for safety reasons, prompting a re-examination of their constructivist pedagogical approach of guiding students to act as professional journalists. Weeks after the pandemic began, Wilcox and McLean suggested (2020) instructors use their skills as journalists to adapt to the unprecedented change. In Wilcox's podcasting course she delivered key concepts in the form of a short podcast including raw files, scripts and mixes in order for students to understand the elements of its production. Finally, some students found their journalism instructors to be lacking in compassion during the pandemic, and others felt their stress was due to being unduly pressured by instructors (Olsen, Olsen and Røsook-Dahl, 2022, p. 12). Due to challenges like these, UNESCO published a guide (2023) to assist instructors on how to manage teaching online with "whatever resources they have at hand", including strategies for designing audio and TV production courses.


Topics of reimagining course content, adjusting delivery methods and rethinking relationships

with students are all featured in "Technology and what we changed in the pandemic," the second episode of the *Forced Change* podcast. Three years after the COVID-19 pandemic erupted, it is important to look back, discuss and analyze the impact of the disruption in journalism education from multiple angles. This episode serves as such a reflection, focusing on the academically diverse perspectives of post-secondary journalism educators who teach radio and television. Most importantly, this episode simultaneously represents a record and a roadmap, highlighting both how we managed things in the past as well as how we might approach another pandemic.

"Technology and what we changed in the pandemic" features four Canadian journalism educators who teach radio, television and multimedia courses as they discuss the process, difficulties and mindset shifts of adapting to a virtual environment. In response to this issue's call for proposals, three of those educators submitted questions and comments related to technological change. As such, the editorial team decided to combine their contributions as a focus for an entire podcast episode. The fourth educator served as the host and moderator.

LOOKING FORWARD

Two other episode treatments should be considered in future discussions. First, we should consider an episode focused solely on what to do the next time we have to endure another disruptive period that forces us into virtual environments, including how we might address technological inequities and the heightened stress of emergency conditions. Secondly, it would be instructive for journalism educators and practitioners alike to hear an episode featuring students speaking to students about the impact of the change in instruction, as well as approaches to mental health. In this particular treatment there is high value in the podcasting format as a contribution to original knowledge (Agrba, 2022). Scholarship presented in written words can be "limited in their ability to register the visceral experience of suffering and resilience" (Harter, 2019). Hearing, for example, the inflections and emotions of students describing

psychologically difficult periods they experienced during their studies will inform educators in a way they might not understand in text. 

[Watch the full panel discussion here.](#)

Nana aba Duncan is an associate professor and Carty Chair in Journalism, Diversity and Inclusion Studies at Carleton University's School of Journalism and Communication. She is the host and senior producer of the *Forced Change* podcast, the episode's moderator, and a member of the editorial team on this special issue of *Facts and Frictions/Faits et Frictions*.

Dr. Andrea Hunter is an associate professor and chair of the Department of Journalism at Concordia, and worked for many years as a journalist with CBC Radio One. Her research focuses on inclusive journalism and pedagogical practices. Her question was, "How do you teach a live radio class online?" Hunter wanted to "explore the challenges of taking a radio newsroom class, so entrenched in the physical realities of space, into the online Zoom room" (2023). In the podcast she also focuses on how she managed student stress inside and outside the classroom.

Roger Martin is the IT coordinator at Carleton University's School of Journalism and Communication and the senior producer for capitalcurrent.ca, the school's flagship student publication. His question explored how journalism educators can acknowledge the close integration of technology and journalism and learn to embrace technology so students can graduate as journalists who are ready to thrive in the digital age (2023). In the podcast he also describes the approach he thinks journalism educators should take when integrating technology into their teaching and curriculum as well as the realities of inequitable access to equipment and high-speed internet.

Winston Sih is a lecturer at Toronto Metropolitan University's School of Journalism, and a multi-platform broadcast journalist specializing in technology and travel. In his submitted commentary, he aimed to explore how technology changed the way he teaches broadcast news in the classroom through the pandemic, as well as tools that have endured or failed (2023). In the podcast he also discusses the direction of technology shifts and how they are mirrored in the industry.

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Commentary and course outline

Getting their mojo back: A solutions approach for first-year journalism students

Aphrodite Salas, Concordia University

ABSTRACT

Production skills are critical in multimedia journalism classes. Traditionally taught in a hands-on way, the pandemic forced many teachers to replace in-person multimedia instruction with Zoom sessions and instructional videos. Predictably, students in journalism programs across the country struggled to keep up. This commentary will describe how first-year journalism students at Concordia University were asked to report on “what is working and why” in relation to the pandemic in their home communities. This solutions-oriented shift in the central reporting question positioned students differently in relation to the news they were covering and produced a more personalized, engaged perspective on social impacts of the pandemic.

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Salas, A. (2023). *Getting their mojo back: A solutions approach for first-year journalism students*. *Facts and Frictions: Emerging Debates, Pedagogies and Practices in Contemporary Journalism* 3(1), 66-69. doi: [10.22215/ff/v3.i1.06](https://doi.org/10.22215/ff/v3.i1.06)

The course in question, *Intermediate Multimedia* (JOUR 209), is a first-year workshop designed to introduce students at Concordia University to multimedia journalism and is focused on shooting, writing, editing, and producing several pieces throughout the semester. Offered in the winter term, the course builds on its fall semester pre-requisite, *Introduction to Multimedia* (JOUR 207), which is almost entirely dedicated to technical training on equipment including but not limited to Zoom multi-track recorders, DSLR cameras and professional HD camcorders which are loaned out to students from the Communications and Journalism Equipment Depot. In the Fall 2020 semester, with the depot closed and most classes online, *Introduction to Multimedia* (JOUR 207) focused on mobile journalism training and required students to use their smartphones for news production (or their own DSLRs, if they had one). A dedicated media instructor compiled a list of software, apps, and equipment recommendations. The media instructor also created instructional videos and organized virtual drop-in TA hours for the duration of the semester. Workshops and tutorials for video editing were offered on DaVinci

Resolve (free), Apple Final Cut Pro (\$300 plus at the time) or Flixier (free tier, subscription-based model), and students were able to choose which software they wanted to train on and use. After working on technical skills for several months in the fall semester, *Intermediate Multimedia* (JOUR 209) provides the space for students to continue using all the new equipment and software while shifting focus to editorial values and skills. We have continued to use this model, noting that both courses are very important for our students, and must be constantly revised to make sure that what they learn will be transferable to internship and work opportunities.

There are typically 20-25 students per class in three sections of *Intermediate Multimedia* (JOUR 209). In January 2021, I taught two sections and worked with another professor, Corinne Smith, who taught the third section. For context, at the end of 2020, the university announced that the winter break would be extended by a week, recognizing that “many students are experiencing increased stress and fatigue, caused by the challenges and isolation of studying remotely, as well as feelings of uncertainty about the future...

extraordinary times call for extraordinary measures.” The challenges for us as teachers were obvious: we would need to find a way to re-engage an entire first year cohort of exhausted, demotivated students while still dealing with all the restrictions of the pandemic at the time, which included a lockdown and city-wide curfew in Montreal as of 8 p.m. (anyone out after that time risked a \$6,000 fine). Our work was daunting, considering we were trying to reimagine a journalism production course where students needed to pitch, produce, and report audio, video, and digital stories in their own communities. Thankfully, over the course of the semester the lockdown regulations loosened, allowing students the opportunity to venture out and shoot various aspects of their multimedia projects. Still, everyone seemed completely burnt out and defeated. We didn’t want to ignore the pandemic; this was the story of their lives. But we wanted to change the narrative somehow to see if we could help them become re-engaged and excited about what they were learning.


Our solution was to shift the question around the pandemic to focus on “what is working and why,” in relation to local communities. We based this on some excellent resources posted on the Solutions Journalism Network, in particular an article with the headline “24 Questions to Frame your Solutions Reporting on COVID-19,” which suggested reporters try framing their stories on pandemic problem areas in a different way, and to explore how people were responding to solve specific issues they were facing. We introduced this approach at the beginning of the semester and gave the students a list of suggested questions they could choose from. The idea was for the students to spend a considerable amount of time researching their subject matter, then pitch and produce an audio story, a photo gallery, and a video story to answer different aspects of their chosen question. Finally, they would produce a multimedia website to combine the stories at the end of the semester. Examples of the questions (some of which are in the Solutions Journalism Network article) included: What is working to counter anti-Asian racism? What is working to combat social isolation for seniors? What is working to help people with special needs to access adequate health and safety services/resources? What is working to keep young

children engaged in school? The students proved to be extremely resourceful in seeking out original stories full of inspiring characters. In this case, it seemed that introducing a different, solutions-oriented approach was an effective antidote to the depressing realities of the pandemic at that time.

When the semester was over, students were sent an optional survey to find out how they felt about the way the class was taught. Many said that they appreciated being given an option for a clear framework for their stories during such logistically challenging times. Others noted that researching one question throughout the semester allowed them to dig a little more to highlight different aspects of societal solutions, with the appropriate multimedia treatment. Others indicated that they felt this approach encouraged a more personalized, engaged perspective on social impacts of the pandemic. One student came up with her own question: “What is working to help the Montreal special needs community in the pandemic?” In class, the student explained she was motivated to focus on this community because she “felt it was important to share stories of inclusion during the pandemic,” and that she “felt capable of covering some pretty powerful advocates for the Montreal special needs community, who were working especially hard in this time of global crisis” (classroom communication, April 2021). Another student chose to focus on sports, and his question was, “what is working to support the mental and physical health of athletes during the pandemic?” He said that part of the reason he chose this topic was because as an athlete, he felt part of a forgotten community, and wanted to find more encouragement amidst his own despair (classroom communication, April 2021). Overall, the shift in the central reporting question allowed the students to report and to reflect, something that seemed to help them become more engaged throughout some of the darkest days of the pandemic.

In terms of course delivery, like many of my colleagues, the pandemic period was my first time teaching in an online environment. One of the most significant challenges was to connect with each student in a personal way to make sure none slipped through the cracks. At the beginning, students joined online classes with smiles and their videos turned on, but as the weeks and months

passed, their engagement slipped. When it came time to re-design the multimedia class in January 2021, instead of requiring weekly online participation as a group, I decided to offer each class a mix of asynchronous and synchronous materials and meetings. I prepared readings, annotated PowerPoints, and video lectures that students could access at any time and offered an optional weekly “check-in” on Zoom that occurred during class time. This was extremely effective, and I found that more than half of the class attended the weekly session to discuss the readings, upcoming assignments and troubleshoot any issues they were experiencing with production, theory, or equipment. I found that mixing asynchronous and synchronous materials and meetings worked well because students could pace themselves, absorb the material on their own time and reach out weekly or only for group meetings. I also incorporated three or four smaller online group story meetings that were mandatory and found that students were much

more likely to engage in discussion, peer review and debate when the online sessions were limited to four or five students. This meant that while time spent on course delivery almost doubled, it proved to be worthwhile because the learning outcomes for our students stayed strong. 

Aphrodite Salas (she/her) is an associate professor in the Department of Journalism at Concordia University. She is also part of the leadership team for Concordia’s “Electrifying Society,” a \$123M research grant to electrify and decarbonize communities.

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SYLLABUS

This course is being offered asynchronously with some mandatory synchronous activities. This means:

- Students can access weekly course content through Moodle at any time of day.
- Students do not have to attend weekly online classes at a set time, although there will be weekly optional group chats via Zoom.
- There are three mandatory story meetings throughout the semester.
- There will also be two mandatory workshops on fighting disinformation, and one final mandatory screening meeting.
- Students are required to keep up with the course content each week, which will involve watching annotated PowerPoint lectures and/or videos and doing weekly readings.
- Students are required to complete assignments and upload each one through Moodle.

COURSE OUTLINE:

Week 1	Introduction to Multimedia
Week 2	Multimedia Frameworks & Solutions Journalism <i>Multimedia Critique Due</i>
Week 3	Researching Stories Story meetings (mandatory, maximum 5 students per group, sign up on Moodle and come with your audio pitch)

Week 4	Interviewing & Audio Script Writing <i>Research Assignment Due</i>
Week 5	Voice Training
Week 6	Photojournalism & Caption Writing <i>Audio Assignment Due</i>
Week 7	Photojournalism continued Visual Journalism: Storyboarding & Story Structure Story meetings (mandatory, maximum 5 students per group, sign up on Moodle and come with your photo gallery pitch)
n/a	Reading Week
Week 8	Visual Journalism: Script Writing <i>Photo Assignment Due</i>
Week 9	Visual Journalism: Script Writing continued Story meetings (mandatory, maximum 5 students per group, sign up on Moodle and come with your video gallery pitch)
Week 10	Troubleshooting Video Assignment & prep for Website Assignment
Week 11	Journalists for Human Rights Workshop, Part I (mandatory online attendance) “Fighting Disinformation through Strengthened Media Preparedness” <i>Video Assignment Due</i>
Week 12	Journalists for Human Rights Workshop, Part II (mandatory online attendance) “Fighting Disinformation through Strengthened Media Preparedness”
Week 13	Final Class Screening with Guest Speaker (mandatory online attendance) <i>Website Assignment Due</i>

COURSE REQUIREMENTS:

Due Week 2:	Multimedia critique	5 marks
Due Week 4:	Research assignment	15 marks
Due Week 6:	Audio assignment	20 marks
Due Week 8:	Photo assignment	20 marks
Due Week 11:	Video assignment	20 marks
Due Week 13:	Website assignment	20 marks

Commentaire et plan de cours

Retrouver le moral : Une approche axée sur les solutions à l'intention des étudiantes et étudiants de première année en journalisme

Aphrodite Salas, Université Concordia

RÉSUMÉ

L'apprentissage des compétences en production constitue un aspect essentiel des cours de journalisme multimédia. Ces compétences sont normalement enseignées dans le cadre de cours pratiques, mais la pandémie a forcé de nombreux professeurs à remplacer les formations multimédias données en personne par des séances sur Zoom et des vidéos pédagogiques. Sans surprise, partout au pays, les étudiantes des programmes de journalisme ont eu du mal à s'adapter. La présente chronique décrit les résultats d'une initiative ayant consisté à demander aux étudiantes et étudiants de première année en journalisme de l'Université Concordia de rapporter « ce qui fonctionne et pourquoi » dans leur communauté pour faire face à la pandémie. Cette nouvelle orientation axée sur les solutions que nous avons donnée à la question de départ des reportages a permis aux étudiants de se positionner différemment quant aux sujets qu'ils pouvaient couvrir et de formuler des commentaires plus personnalisés et plus engagés sur les impacts sociaux de la pandémie.

INFOS

Mots-clés :

Enseignement du journalisme, étudiante de premier cycle, étudiant de premier cycle, multimédia, journalisme de solutions, pandémie

APA citation :

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Faits et Frictions: Débats, pédagogies et pratiques émergentes en journalisme contemporain 3(1), 70-74. doi:

[10.22215/ff/v3.i1.07](https://doi.org/10.22215/ff/v3.i1.07)

Le cours dont il est question, *Intermediate Multimedia* (JOUR 209), est un atelier de première année qui constitue une introduction au journalisme multimédia; au cours du trimestre, les étudiantes et étudiants sont appelés à tourner, rédiger, monter et produire plusieurs reportages. Offert au cours de la session d'hiver, le cours fait suite à un préalable offert au trimestre d'automne, *Introduction to Multimedia* (JOUR 207), qui consiste presque entièrement en une formation technique sur le matériel utilisé en journalisme multimédia, notamment les enregistreurs multipistes Zoom, les appareils photo reflex numériques et les caméscopes HD, que les personnes étudiantes peuvent normalement emprunter au dépôt de matériel de communication et journalisme de l'Université. Au trimestre d'automne 2020, alors que le dépôt était fermé et que la plupart des cours se donnaient en ligne, la formation offerte dans le cours *Introduction to Multimedia* (JOUR 207) a surtout porté

sur le journalisme mobile : les étudiants devaient utiliser leur téléphone intelligent (ou leur propre appareil photo reflex numérique s'ils en possédaient un) pour la production de nouvelles. Une personne enseignante dévouée a dressé une liste de logiciels, d'applications et de matériel recommandés. Il a également créé des vidéos pédagogiques et organisé pour tout le trimestre des plages horaires permettant aux étudiants de consulter des assistants d'enseignement sans rendez-vous. Des ateliers et des tutoriels en montage vidéo ont également été offerts sur DaVinci Resolve (gratuitement), Apple Final Cut Pro (300 \$ et plus à cette époque) ou Flixier (gratuit moyennant un abonnement), et les étudiants pouvaient choisir le logiciel avec lequel ils voulaient obtenir leur formation et qu'ils souhaitaient utiliser. Faisant suite à une formation de plusieurs mois sur les compétences techniques au cours du trimestre d'automne, *Intermediate Multimedia*

(JOUR 209) donne aux étudiants la possibilité de continuer d'utiliser le nouveau matériel et les nouveaux logiciels tout en acquérant des compétences rédactionnelles et en production de contenu. Nous avons continué d'utiliser ce modèle pour nos cohortes de première année, car les deux cours sont très importants pour nos étudiantes et étudiants; ils doivent être constamment revus pour s'assurer que la matière apprise est transférable en milieu de stage ou de travail.

Le cours *Intermediate Multimedia* (JOUR 209), divisé en trois volets, compte normalement de 20 à 25 étudiants par classe. En janvier 2021, j'ai enseigné deux volets et collaboré avec une autre professeure, Corinne Smith, qui a enseigné le troisième. Rappelons qu'à la fin de l'année 2020, l'Université a annoncé que le congé des fêtes serait prolongé d'une semaine, en expliquant que les difficultés que présentaient les études à distance et l'isolement qui en découlait avaient entraîné chez de nombreux membres de l'effectif étudiant un accroissement du niveau de stress et de fatigue ainsi qu'un sentiment d'inquiétude face à l'avenir, et que la période exceptionnelle que nous vivions nécessitait la prise de mesures extraordinaires. Le défi qui se présentait alors à nous, membres du corps professoral, était évident : nous allions devoir trouver une façon de motiver à nouveau une cohorte entière d'étudiantes et étudiants de première année exténués et découragés, tout en tenant compte des restrictions liées à la pandémie, soit un confinement général et un couvre-feu en vigueur sur le territoire montréalais à partir de 20 h (toute personne se trouvant à l'extérieur était passible d'une amende de 6 000 \$). C'était là un immense défi, car il s'agissait de remanier un cours de production journalistique où les étudiants devaient proposer, produire et présenter des reportages audio, vidéo et numériques portant sur leur propre communauté. Heureusement, au cours du trimestre, les mesures de confinement se sont assouplies et les étudiants ont pu s'aventurer à l'extérieur et tourner plusieurs aspects de leurs projets multimédias. Malgré cela, ils semblaient tous complètement exténués et découragés. Nous ne voulions pas faire abstraction de la pandémie, qui était un sujet de reportage unique. Mais nous tenions en quelque sorte à changer le discours


pour voir si nous pouvions les aider à retrouver un sentiment de motivation et d'enthousiasme face à ce qu'ils apprenaient.

Notre solution a été de changer la façon d'aborder la pandémie et de nous demander « ce qui fonctionne et pourquoi » en relation avec les communautés locales. Nous nous sommes appuyés sur d'excellentes ressources publiées sur le site Solutions Journalism Network, plus particulièrement sur un article intitulé « 24 Questions to Frame your Solutions Reporting on COVID-19 », dans lequel on suggérait aux journalistes d'aborder leurs reportages sur les problèmes générés par la pandémie sous un autre angle en explorant les façons dont les gens réagissaient et trouvaient des solutions aux difficultés qui se présentaient à eux. Nous avons introduit cette approche au début du trimestre et donné aux étudiants une liste de questions parmi lesquelles ils pouvaient choisir. Le but était de faire en sorte que les étudiants consacrent beaucoup de temps à la recherche entourant leur sujet, puis proposent et produisent un reportage audio, une galerie de photos et un reportage vidéo répondant aux différents aspects de la question choisie. Ils devaient ensuite créer, pour la fin du trimestre, un site Web multimédia combinant les différents reportages. Les questions (dont certaines sont suggérées dans l'article du site Solutions Journalism Network) étaient notamment les suivantes : Qu'est-ce qui fonctionne pour contrer le racisme anti-asiatique? Qu'est-ce qui fonctionne pour combattre l'isolement social des personnes âgées? Qu'est-ce qui fonctionne pour aider les personnes ayant des besoins particuliers à accéder à des ressources et à des services adéquats en santé et sécurité? Qu'est-ce qui fonctionne pour aider les jeunes enfants à demeurer motivés à l'école? Les étudiantes et étudiants ont fait preuve d'une grande ingéniosité dans la recherche d'histoires originales et de personnages inspirants. Il semble donc que le fait de proposer une approche différente et axée sur les solutions ait été un antidote efficace aux déprimantes réalités de la pandémie.

À la fin du trimestre, les étudiantes et étudiants ont reçu un sondage facultatif leur demandant de donner leur opinion sur la façon dont le cours s'était déroulé. Nombre d'entre eux ont dit avoir

apprécié la possibilité de choisir un cadre clair pour leur reportage, dans un contexte caractérisé par de nombreux obstacles d'ordre logistique. D'autres ont rapporté que le fait de consacrer tout le trimestre à des recherches sur une seule question leur avait permis d'approfondir leur sujet et d'exposer des solutions sociétales dans toute leur complexité en y apportant un traitement multimédia approprié. D'autres encore ont indiqué que cette approche les avait incités à adopter un point de vue plus personnalisé et plus impliqué sur les impacts sociaux de la pandémie. Une étudiante, a proposé sa propre question : « Qu'est-ce qui fonctionne pour aider la communauté des personnes ayant des besoins particuliers pendant la pandémie? » Elle a expliqué qu'elle souhaitait se pencher sur cette communauté parce qu'elle trouvait « important de faire circuler des histoires d'inclusion pendant la pandémie » et qu'elle se sentait « en mesure de couvrir certains importants défenseurs des droits de la communauté des personnes ayant des besoins particuliers, qui travaillent d'arrache-pied en cette période de crise mondiale » (intervention dans le cadre du cours, avril 2021). Un autre étudiant a choisi de s'intéresser aux sports, et sa question était « qu'est-ce qui fonctionne pour favoriser la santé physique et mentale des athlètes pendant la pandémie? ». Il a dit avoir choisi ce sujet en partie parce qu'en tant qu'athlète, il avait l'impression de faire partie d'une communauté oubliée, ce qui l'avait incité à rechercher des sources d'encouragement pour contrer son désespoir (intervention dans le cadre du cours, avril 2021). En général, ce changement d'angle dans la question de départ des reportages a permis aux étudiants d'effectuer une réflexion au cours du processus, ce qui a semblé les aider à s'investir davantage dans le cours durant certains des jours les plus sombres de la pandémie.

Pour ce qui est de l'enseignement, comme nombre de mes collègues, je n'avais jamais donné de cours en ligne avant la pandémie. L'une des principales difficultés a été d'établir la communication avec chaque étudiante et étudiant de façon personnelle pour m'assurer que personne ne tombe entre les mailles du filet. Au début, les étudiants participaient aux cours tout sourire en activant

leur caméra, mais au fil des semaines et des mois, leur enthousiasme s'étiolait. Par conséquent, lorsque nous avons entrepris de remanier le cours de multimédia en janvier 2021, au lieu d'exiger une participation en ligne hebdomadaire de l'ensemble du groupe, j'ai décidé d'offrir à chaque classe une combinaison d'exposés et de rencontres asynchrones et synchrones. J'ai préparé des listes de lectures, des présentations PowerPoint annotées et des exposés vidéo auxquels les étudiants pouvaient accéder au moment de leur choix et j'ai offert une séance hebdomadaire facultative sur Zoom à l'heure habituelle du cours, à laquelle les étudiants pouvaient prendre part pour faire le point. Cette formule s'est révélée extrêmement efficace, et j'ai pu constater que plus de la moitié de la classe a choisi de participer à ces séances hebdomadaires pour discuter des lectures et des travaux à effectuer ainsi que pour régler d'éventuelles difficultés touchant la production, la théorie ou le matériel. J'ai conclu que la combinaison d'exposés et de rencontres asynchrones et synchrones donnait de bons résultats parce qu'elle permettait aux étudiants de progresser et d'assimiler la matière à leur propre rythme en ayant le choix de prendre contact chaque semaine ou seulement lors des rencontres de groupe. J'ai également prévu trois ou quatre plus petites rencontres en ligne obligatoires sur les reportages et constaté que les étudiants étaient beaucoup plus portés à prendre part aux discussions, aux évaluations par les pairs et aux débats lorsque les séances en ligne ne comptaient que quatre ou cinq personnes. Ainsi, même si le temps consacré à la prestation des cours a presque doublé, cet effort en a valu la peine parce que les résultats en matière d'apprentissage sont demeurés favorables. 

***Aphrodite Salas** est professeure agrégée au département de journalisme de l'Université Concordia.*

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SYLLABUS

Ce cours est offert en mode asynchrone et comporte quelques activités obligatoires en mode synchrone :

- Chaque semaine, les personnes étudiantes peuvent accéder **en tout temps** au contenu du cours dans Moodle.
- Les personnes étudiantes ne sont **pas** tenues de prendre part à des cours à heure fixe chaque semaine, mais des **discussions de groupe hebdomadaires facultatives** sont prévues sur Zoom.
- Trois rencontres obligatoires sur les reportages sont prévues au cours du trimestre.
- Deux ateliers obligatoires sur la lutte à la désinformation et une rencontre finale obligatoire consacrée au visionnement des travaux sont également prévus.
- Les personnes étudiantes sont tenues de prendre connaissance du contenu du cours chaque semaine : elles doivent donc regarder les présentations PowerPoint annotées et les vidéos, et faire les lectures hebdomadaires.
- Les personnes étudiantes doivent effectuer les travaux demandés et les téléverser dans Moodle.

PLAN DE COURS :

1 ^{re} semaine	Introduction au multimédia
2 ^e semaine	Cadres multimédias et journalisme de solutions <i>Remise du texte critique sur le multimédia</i>
3 ^e semaine	Recherches pour les reportages Rencontres sur les reportages (obligatoires, maximum de cinq personnes par groupe, inscription dans Moodle et présentation de votre proposition de reportage audio)
4 ^e semaine	Entrevues et rédaction du texte pour le reportage audio <i>Remise du travail de recherche</i>
5 ^e semaine	Entraînement de la voix
6 ^e semaine	Photojournalisme et rédaction de légendes <i>Remise du reportage audio</i>
7 ^e semaine	Photojournalisme (suite) Journalisme visuel : scénarisation par images et structure du reportage Rencontres sur les reportages (obligatoires, maximum de cinq personnes par groupe, inscription dans Moodle et présentation de votre proposition de galerie de photos)

n/a	Semaine de lecture
8 ^e semaine	Journalisme visuel : rédaction de scénario <i>Remise du reportage photo</i>
9 ^e semaine	Journalisme visuel : rédaction de scénario (suite) Rencontres sur les reportages (obligatoires, maximum de cinq personnes par groupe, inscription dans Moodle et présentation de votre proposition de galerie vidéo)
10 ^e semaine	Résolution de problèmes pour le projet vidéo et préparation du travail de création de site Web
11 ^e semaine	Atelier : Journalistes pour les droits de la personne, partie I (participation en ligne obligatoire) « Combattre la désinformation grâce à une meilleure préparation des médias » <i>Remise du projet vidéo</i>
12 ^e semaine	Atelier : Journalistes pour les droits de la personne, partie II (participation en ligne obligatoire) « Combattre la désinformation grâce à une meilleure préparation des médias »
13 ^e semaine	Présentations finales avec personne conférencière invitée (participation en ligne obligatoire) <i>Remise du projet de création d'un site Web</i>

EXIGENCES DU PROGRAMME

À remettre à la 2 ^e semaine:	Critique multimédia	5 points
À remettre à la 4 ^e semaine:	Travail de recherche	15 points
À remettre à la 6 ^e semaine:	Projet audio	20 points
À remettre à la 8 ^e semaine:	Projet photo	20 points
À remettre à la 11 ^e semaine:	Projet vidéo	20 points
À remettre à la 13 ^e semaine:	Projet du site Web	20 points

Resource list

How to create a virtual newsroom

Comment créer une salle de rédaction virtuelle

Adrian Ma and Lindsay Hanna, Toronto Metropolitan University

ABSTRACT

An essential dimension of the journalism school experience is the hands-on training that takes place in studio courses and workshops. Learning to troubleshoot and adapt in real-time situations is as important as gaining experience with industry-standard equipment. As useful as video conferencing platforms like Zoom and Google Meet have been for some forms of remote teaching, they are not ideal solutions to replicate the collaborative experiential learning that happens in our campus newsrooms and broadcast studios. Through much exploration and experimentation with different digital platforms, instructors and technical staff at the Toronto Metropolitan University School of Journalism were able to continue leading live TV and radio news courses and real-time training workshops while our campus largely remained shuttered from Spring 2020 and into 2021. We sought out tools that were agile, accessible and as user-friendly as possible. Many of these tools have proven to be so effective and versatile that we continue to use them even as students return to classrooms, offering more hybrid approaches to broadcast journalism education. In this commentary, we discuss some of these tools and show how they work in short videos, with the goal of supporting other journalism or media instructors building collaborative virtual newsrooms and studios simply and quickly.

RÉSUMÉ

Une dimension essentielle de l'expérience des études en journalisme est la formation pratique qui a lieu dans les cours et les ateliers en studio. Apprendre à résoudre des problèmes et à s'adapter à des situations en temps réel est aussi important que d'acquérir de l'expérience avec les équipements standard de l'industrie. Aussi utiles que soient les plateformes de visioconférence telles que Zoom et Google Meet pour certaines formes d'enseignement à distance, elles ne constituent pas des solutions idéales pour reproduire l'apprentissage expérimental collaboratif qui se déroule dans les salles de rédaction et les studios de radiodiffusion de nos campus. Grâce à de nombreuses explo-

ARTICLE INFO

Keywords: *Technology, teaching, virtual, remote, broadcast, journalism, multimedia, newsroom, news*

Mots-clés : *Technologie, enseignement, virtuel, à distance, journalisme, radiodiffusion, multimédia, salle de rédaction, actualités*

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rations et expérimentations avec différentes plateformes numériques, les instructeurs et le personnel technique de l'école de journalisme de l'Université métropolitaine de Toronto ont pu continuer à diriger des cours de nouvelles télévisées et radiophoniques en direct et des ateliers de formation en temps réel alors que notre campus est resté en grande partie fermé à partir du printemps 2020 et jusqu'à la fin de l'année 2021. Nous avons cherché des outils réactifs, accessibles et aussi conviviaux que possible. Nombre de ces outils se sont révélés si efficaces et polyvalents que nous continuons à les utiliser même lorsque les étudiants sont retournés dans les salles de classe, offrant des approches plus hybrides de l'enseignement du journalisme de radiodiffusion. Dans ce commentaire, nous discutons de certains de ces outils et montrons comment ils fonctionnent dans de courtes vidéos, dans le but d'aider d'autres formateurs en journalisme ou en médias à créer des salles de rédaction et des studios virtuels collaboratifs de manière simple et rapide.

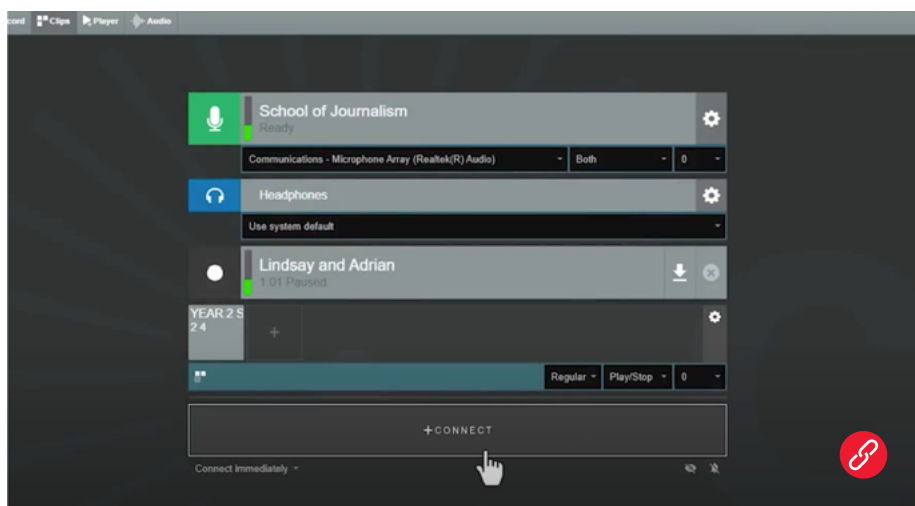
An essential dimension of journalism education has been the hands-on training and experiential learning that takes place in broadcast studios and campus newsrooms. By using industry-standard equipment and producing multi-platform stories in a newsroom environment, students gain critical technical skills, but also the valuable experience of collaborating in teams, troubleshooting unexpected issues and responding to sudden shifts in editorial direction, which happens often in daily news reporting (Finberg, 2014). These experiences can significantly improve journalism students' confidence in their abilities and help them feel more prepared to step into the workforce (Burns, 2017).

When the pandemic forced us to shut down our studios and meeting spaces in Spring 2020, we pivoted to video conferencing platforms like Zoom and Google Meet. But as useful as they may have been for some forms of remote teaching, they were not ideal solutions to replicate a real-life newsroom experience.

In preparation for the online-only Fall 2020 semester, our technical staff and instructors identified several agile, accessible and user-friendly platforms that helped them continue to lead live news broadcasts and real-time studio training workshops. These programs have proven to be so serviceable that we continue to use them as integral parts of our teaching and production even. An essential dimension of journalism education has been the hands-on training and experiential learning that takes place in broadcast studios and campus newsrooms. By using industry-standard equipment and producing multi-platform stories in a newsroom environment, students gain critical technical skills, but also the valuable experience of collaborating in teams, troubleshooting unexpected issues and responding to sudden shifts in editorial direction, which happens often in daily news reporting (Finberg, 2014). These experiences can significantly improve journalism students' confidence in their abilities and help them feel more prepared to step into the workforce (Burns, 2017).

as we have returned on-campus. Both instructors and students have found these platforms to have minimal learning curves, as they effectively replicate familiar aspects of in-person studio and newsroom experiences.

In this list below, we highlight four platforms we have used to create an effective virtual broadcast newsroom, along with tips on how to achieve the most optimal results. The accompanying video clips will also provide a visual walkthrough of the programs' user interfaces and outputs. Please note that any references to subscription costs are in Canadian dollars and were up-to-date as of the submission of this article in 2023.



TMU instructors used Cleanfeed for newscasts and podcasts. Viewing time: 01:05

A MOBILE RADIO STATION: CLEANFEED

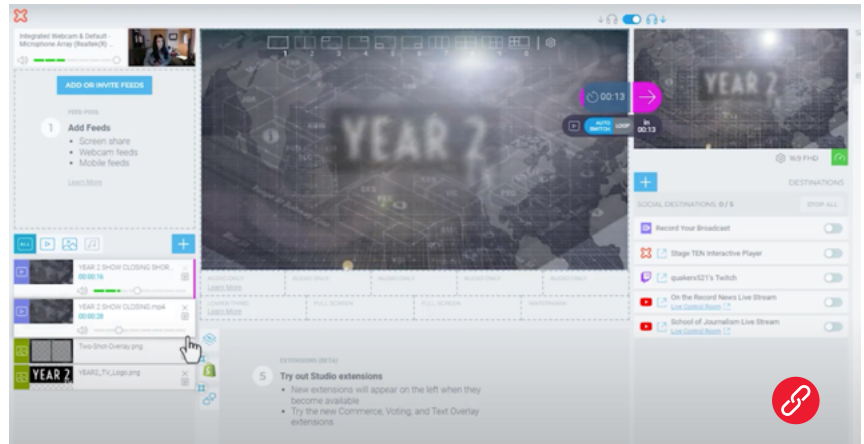
When it came to finding a solution for live radio and podcasting, we looked for a platform with a simple, user-friendly interface that would work well for desktop and mobile users while still capturing broadcast quality audio. Cleanfeed really fit the bill. It's a virtual multitrack recording studio that our staff and students found effective for handling every radio broadcasting scenario we encounter, from a breaking news report that throws to a reporter in the field to a panel discussion with multiple guests calling in from around the world. Producers have access to a cleanly designed mixer layout that allows them to play or loop pre-loaded audio clips, bring in live

audio signals and make adjustments to the volume on the fly. Guests can connect using their computers via the internet or dial-in with their phone. Cleanfeed records broadcast quality multitrack audio, allowing producers to make more specific edits after the recording wraps. The platform also integrates with popular video chat programs, including Zoom and Microsoft Teams, which opens up more recording options and flexibility. There is a limited version of Cleanfeed that is free to use, but unlocking its full features (including the all-important multitrack recording functionality) does require a subscription. We found the annual subscription fee of approximately \$360 to be reasonable and a manageable addition to our technology budget.

KEY TIPS

- In working with our students, we saw that having access to a microphone of reasonable quality made a significant difference in audio quality. While Cleanfeed works well with smartphones and mobile devices, having a dedicated microphone they could reposition produced far more optimal results. During the pandemic, students who took on the semester-long roles of radio reporters and producers were sent USB microphones to use.
- Testing your audio inputs is vital, particularly before a live broadcast. Have your guests connect prior to the broadcast to identify any potential signal problems, issues with their microphone or excessive background noise.
- Cleanfeed is, by design, a minimalist interface where users can focus purely on the audio. However, during an in-person studio interview, the interaction between the interviewer and the producer can make a substantial impact on the quality of the segment itself, particularly in a live context. Producers help to keep track of timing and can offer visual cues to the

interviewer. Cleanfeed does not offer that visual connection, making it even more important for the host to be aware of the time and to have a solid script in place prior to the recording.



*TMU instructors used Stage TEN to assemble and stream newscasts.
Viewing time: 01:3001:05*

A VIRTUAL TV STUDIO: STAGE TEN

Stage TEN is a video content delivery studio for broadcasting and recording live, interactive shows. We were looking for a remote solution to give our students the experience of producing and delivering a variety of TV news formats, including lineup-based daily news shows, current affairs interviews and more lifestyle and entertainment-based programming, in a live environment. Stage TEN impressed us with its versatility. Up to five hosts and guests can simultaneously join the remote studio. Technicians can splice in pre-recorded video packages, voiceovers, live feeds and edit graphic overlays in real-time. Stage TEN is streamable to more than 30 content platforms, including YouTube, Facebook and Twitch. It also includes audience interaction tools, allowing viewers to comment or add reactions directly on your stream. You can also deploy polls and have viewers interact in real-time.

Besides Stage TEN's many high quality production features, we found the platform to be quite user-friendly. Participants simply join by

clicking on a link shared by the director and granting the application access to their microphone and camera, keeping the process as simple and familiar as working with Zoom. Similar to a physical TV studio environment, the director has access to a preview builder where they can prepare content before sending it to the live program monitor. It also includes a live chat feature so the director can communicate with hosts and guests privately. Using Stage TEN, our team was able to seamlessly produce daily and weekly news shows with our upper level classes without ever setting foot in our campus studios.

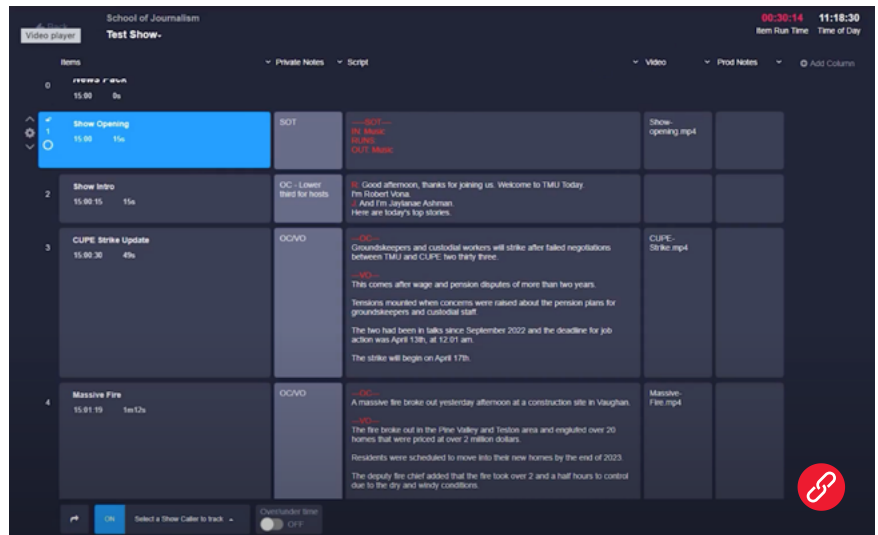
The platform does have an annual subscription fee of \$950, but we felt it was fairly reasonable given Stage TEN's wealth of features.

KEY TIPS

- The biggest challenge for our students was having access to a strong enough internet connection for seamless video streaming. Being within close proximity to your Wi-Fi source without physical obstructions between you can help, as would sticking with the 5Ghz band. We would also suggest not using proxy servers while running Stage TEN.
- Purchasing a Wi-Fi signal booster can help amplify your internet signal and generally costs less than \$50.

A REMOTE INEWS ALTERNATIVE: SHOFLO

Shoflo is a real-time collaborative tool to create rundowns for broadcasts and other live productions. Utilizing industry-standard templates, instructors and students can create lineups and customize them to meet the particular needs of a class or program. The application is browser-based, making it easily accessible on both Mac and PC operating systems. This allows for remote



TMU instructors used Shoflo to build rundowns for broadcast programs.
Viewing time: 01:25

access from any location. The entire class or team is able to work in conjunction to produce and track the show's rundown from anywhere.

Rundowns can include columns for start time and duration, graphics, video, audio presenter script and director notes. While items can't be automatically launched in your broadcasting platform, Shoflo does provide a trackable rundown for your productions. Rundown templates can be created for each course to customize for particular shows and productions. Like the popular news industry iNEWS system, Shoflo rundowns can track item times and show durations. Shoflo also offers a prompter app that can be synced with rundowns and then shared remotely with presenters. All script changes appear in real-time and give the presenter the ability to control the scrolling.

The system does come with a heftier annual fee compared to the platforms we mentioned previously — approximately \$6,000 for a custom license — which makes it more appropriate for larger programs or schools in which multiple departments could share access. However, it does offer an experience similar to traditional industry rundown applications like iNews that cost more.

KEY TIPS

- Creating templated rundowns for particular classes or shows will save time and help maintain consistency from week to week. This helps set expectations for stu-

dents in terms of the type of content needed and ensures technical staff have the correct elements and commands to direct a broadcast or production.

- A free alternative to setting broadcast rundowns would be to use Google Docs and Google Sheets, which are easy to share amongst multiple collaborators and allow users to see real-time edits. There are tutorials and templates you can search for online that walk you through the process. This method doesn't come with the same live technical support or automated features that platforms like Shoflo offer, but it gets the job done. It also provides a back-up plan if your rundown software ever becomes inoperable during a broadcast.

AN INTERACTIVE DIGITAL NEWSROOM: GATHER

One of the most hyped technological developments in recent years has been the metaverse. The concept of people interacting with each other using avatars in integrated, 3D virtual worlds offers many intriguing possibilities for social media, entertainment and education (Kye et al., 2021). However, a misconception about the metaverse is that it necessitates the use of virtual reality headsets and high-end computers. In actuality, metaverses have existed for decades in the form of mass multiplayer video games, including *Second Life* and *Worlds of Warcraft*. Metaverses can exist as simple, 2D environments that only require a basic phone or computer to access. When the pandemic closed our campuses, we wanted to see whether we could somehow replicate the experience of working in a newsroom office for our students. While video chat platforms like Zoom and Google Meet offered the solutions of breakout rooms, the interactions didn't feel very organic. Instead, we experimented with the metaverse platform Gather, which allowed us to build virtual spaces in which people could meet and collaborate.



TMU instructors used Gather to replicate the experience of working in a newsroom. Viewing time: 01:23

The aesthetic of Gather is that of a retro 8-bit video game, like Nintendo in the 1980s. It's whimsical but also purposeful, as the low-resolution graphics means that people can use the platform with minimal computing power. In Gather, we built a newsroom-style office with designated sections for different content units but also common spaces where people were free to circulate and engage in different conversations. We had virtual TVs in the wall link to YouTube videos if we wanted to screen some specific content or load in a video workshop tutorial. We also added some fun touches like a water cooler, office plants and other familiar trappings of the in-person work experiences we were now denied. In our exploration of Gather, we found the most important feature was the ability to seamlessly move from person-to-person and group-to-group for video chats. Rather than jumping from one breakout room to another, using Gather, one could have more natural-feeling conversations in different parts of the newsroom. It's extremely easy to get started with Gather as well, as the platform requires no coding knowledge and is built on a straightforward drag and drop user interface, allowing someone to create virtual spaces within minutes of signing up.

We're excited to continue exploring the potential of Gather, particularly how we could create and link together multiple virtual spaces, each with its own unique theme or purpose. This could allow us to create virtual spaces for different content units or mastheads, while allowing students to drift


freely between each, encouraging more collaboration. Gather is free to use for up to ten users, but will require a monthly subscription (starting at \$100 month) to unlock its full array of features. A customized enterprise license for up to 500 users can be arranged by contacting the company.

KEY TIP

- While Gather’s lo-fi graphics render smoothly on most systems, if you find your computer’s performance lagging or have visual motion sensitivity, switch on the “Reduce Motion” feature. This will limit the amount of animation that is displayed on your screen.

CONCLUSION

Although these tools were adopted largely because of our sudden and unexpected shift to entirely virtual teaching, we continue to use them throughout our various courses, workshops and masthead operations. Students have said our approach of combining both in-person and virtual studio experiences has contributed to a more flexible learning environment, allowing them to engage in professional experiences while giving them more optionality to maximize their time and learning preferences.

These platforms have helped us adapt to the reality that many more people, such as the guest experts we feature in daily news, are working remotely with regularity. There’s far less need now to travel to a physical studio to record a quality interview, and these technologies provide a more polished experience than the standard video conferencing tools. From a teaching perspective, using virtual studio tools has also enabled us to introduce and reinforce the development of broadcast skills in larger, cohort-based classes by offering a digital solution to the physical limitations of in-person studio space. By building a hybrid newsroom, we’ve been able to optimize the production of daily news in more versatile, agile ways, which is something the news media industry itself continuously strives to do. 

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Commentary

All together now: Why the future of Canadian journalism education needs collaboration – and lots of it

Tous ensemble maintenant : Pourquoi le futur de l'enseignement du journalisme canadien a besoin de collaboration – et beaucoup de collaboration

Archie McLean, Mount Royal University

ABSTRACT

Many journalists were trained in a milieu where competition, often fierce, was the norm. But recently, in the face of urgent technological, economic and existential crises, newsrooms are collaborating with former competitors and other civic organizations in ways they may not have previously considered. Similarly, Canadian journalism educators are leading collaborative efforts on large and small scales. There is no clear road map yet for these partnerships, but there is a growing body of research and practice that suggest collaboration can help with the quality of investigative journalism and connect with communities in new and liberating ways. For educators who wish to incorporate real-world collaboration in their classrooms, there are resources available to help with both the theory and skills needed to work well with others.

RÉSUMÉ

Beaucoup de journalistes ont été formés dans un milieu où la compétition, même féroce, était la norme. Mais récemment, face à des crises technologiques, économiques et existentielles, les salles de presse collaborent avec d'anciens concurrents et d'autres organisations civiques d'une manière qu'elles n'auraient peut-être pas envisagée auparavant. De même, les formateurs canadiens en journalisme mènent des efforts de collaboration à petite et grande échelle. Il n'existe pas encore de feuille de route claire pour ces partenariats, mais de plus en plus de recherches et de pratiques suggèrent que la collaboration peut contribuer à la qualité du journalisme d'enquête et connecter aux communautés de manières nouvelles et libératrices. Pour les formateurs désirant incorporer une collaboration réelle en classe, il y a des ressources disponibles afin d'aider à la fois la théorie et les compétences nécessaires pour travailler bien ensemble.

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Competition is deeply ingrained in the practice of journalism. Getting the big scoop, writing a front-page exclusive, nabbing a sought-after interview are all ideas that have driven reporters' work for decades and remain part of newsroom practice and journalistic culture. However, since the pandemic, newer journalistic values of collaboration, cooperation and innovation are becoming ingrained in newsroom culture, supplementing or

replacing those competitive instincts.

While the COVID-19 pandemic accelerated some negative industry trends such as mistrust in media and industry layoffs, it also had positive effects for journalists, including the widespread use of collaborative technologies such as video conferencing and remote-work. Enabled by technology and pushed by cultural and economic forces, journalists are working together in new and exciting

ways. This commentary seeks to present context for those changes and present some resources for journalism educators who wish to go deeper into their own collaborations, either with traditional news outlets or non-traditional partners such as not-for-profit organizations.

In Canada, aside from a few beats at a few national news outlets, the days of cutthroat competition are gone. Newsrooms are shrinking in the midst of a fast-changing and much-diminished market for news. Most city halls and legislatures have few if any daily reporters and resources are spread thin in every news outlet. Across the country, the number of working journalists has shrunk to 10,500, roughly half the number who were working in 2001 and in Alberta, the current number of journalists is just 750 (Fletcher, 2022). This trend toward fewer reporters and newsroom resources combined with a lack of investment in training, has meant less investigative reporting overall and fewer journalists covering their communities. This ongoing financial and labour crisis has been compounded by an even greater crisis of trust in news media, which has plummeted around the world and prompted an overdue reckoning about journalism's epistemological foundations around who journalists work for, speak for, or what a different future could look like (Callison and Young, 2020; Clark, 2022). Journalism educators, meanwhile, have been forced by these same factors to interrogate long-held pedagogical and journalistic practices. Scholars began looking more closely not just at audiences journalists are serving in their work but also "who journalism isn't serving" (Callison and Young, 2020, p. 4).

The post-pandemic trend toward collaboration is perhaps most clearly seen in health reporting, which often requires specialized science and data journalism skills beyond the expertise of many newsrooms. As we've seen, health reporting also requires trust and an understanding of the community in order to be effective. In Philadelphia, Wenzel and Crittenden (2023) used focus groups to document the work of three community journalism initiatives — *Resolve Philly*, *Germantown Info Hub* and *Kensington Voice* — as they sought to cover the pandemic for their communities, which

are primarily Black and Latinx. All three outlets collaborated with each other as well as other community and public health organizations to provide accurate, trusted, actionable information to their audiences. They found *Resolve*, a city-wide collaborative outlet, was key in linking smaller storytelling networks, at a city-wide level (p. 250). This use of existing collaborative partnerships to cover the pandemic was also seen in South America, where a number of digital outlets used their existing networks of journalists, health experts and scientists to cover the pandemic in new and collaborative ways (Dixon, 2021).

COLLABORATION AS KEY

These emerging news organizations support a growing body of literature that suggests collaboration and partnerships show a way forward for many news organizations, in terms of reporting resources, raising money, engaging communities and building trust. Definitions of collaborative journalism have changed over time with emerging practice and theory. One study of multimedia convergence in formerly-siloed newsrooms sought to place collaborations on a continuum, with a state of "coopetition," in which newsrooms both cooperate and compete with each other at the centre of the scale (Dailey et al., 2005, p. 152-153).

Anderson (2013) meanwhile distilled newsroom collaboration into three categories: sharing resources for production and distribution; collaborating to produce content; and hyperlinking (p. 108). Based on observations at not-for-profit newsrooms in Wisconsin and Minnesota, Konieczna (2018) built on this typology, outlining four categories of "sharing behavior" which manifested themselves in journalistic partnerships. These were: sharing though distribution; collaboration; commenting in other outlets' stories; and being "mentioned," similar to hyperlinking (p. 118-153). The Centre for Collaborative Media at Montclair State University in New Jersey, defines collaborative journalism more broadly on their website as the practice of "executing journalistic endeavors using a cross-entity approach," which leaves more room for non-traditional partnerships, such

as sharing data, technology or fundraising. This paper focuses more on traditional partnerships between journalism students and news organizations, but there is a range of both typologies and practices that frame this discussion.

Whatever the definition, collaborative journalism is growing around the world, with more than 900 collaborative projects documented since 2018 (Montclair State University n.d.). Many of these have been investigative series and indeed research has shown that pooling resources and expertise among formerly competitive or siloed newsrooms can provide benefits for in-depth, public interest reporting (Sambrook, 2018). Most prominent among these collaborations is perhaps the International Consortium of Investigative Journalists' publication of the leaked Panama papers in 2016 or collaborative investigative journalism done by ProPublica and its partners in the United States. Recently, two Canadian investigative startups — the Investigative Journalism Bureau based out of the University of Toronto and the non-profit Investigative Journalism Foundation — launched with collaboration and partnerships as prominent parts of their missions. Other news organizations like the *Green Line*, in Toronto, are collaborating with community partners to cover issues in new, more collaborative ways.

But more than just reporting, collaboration has also proven effective for other parts of the news business, including fundraising (Lenfest Institute for Journalism, 2022) and increasing audience engagement and reach (Murray, 2022). This collaboration beyond content has been less explored in Canada, but may offer opportunities for embattled local news publishers and others. This overall openness to cooperating extends to collaboration with other newsrooms but also to other non-traditional partners such as NGOs and civil society organizations (Stonbely & Siemaszko, 2022), which are growing in number.

JOURNALISM EDUCATORS LEADING THE WAY

Just as newsrooms have been pushed into more and deeper partnerships, so have Canadi-

an journalism educators, who have long sought to link their teaching to the outside world and to explore different pedagogical approaches (Gasher et al., 2016). Collaboration has an extensive history in Canadian journalism education, but the pandemic (as with many trends) sped up those efforts.

In 2022, three of the four nominees in the Canadian Association of Journalists Student Award of Excellence were published as part of editorial partnerships, with the *Globe and Mail*, *Maison-neuve* and *the Tyee* respectively. The previous year's winner was also a collaboration between UBC and *Ricochet* as was the 2012 winner, published with the *Toronto Star*.

A comprehensive examination of the successes and failures of collaborations in Canadian journalism education is beyond the scope of this commentary, but offers opportunities for future research and discussion. In particular, a better understanding of non-traditional partnerships and their intricacies would be useful. But even a brief survey of projects, both large and small, is inspiring. Some recent examples, most of which started after the pandemic, include (listed here in alphabetical order),

- **Carleton University:** [They Were Loved](#) was a pandemic collaboration coordinated by Carleton University's Future of Journalism Initiative and Maclean's. Journalism students from across the country worked virtually to tell stories of people who died in the first wave COVID. In total, the project published hundreds of short obituaries produced by students across the country.
- **Concordia University:** Researchers and students at Concordia University have partnered with key members of the Kiashe Zaaging Anishinaabek-Gull Bay First Nation to explore "methods of slow, collaborative journalism as a response to Call to Action 86" (Salas & Stevens, 2021, p. 57). Some of the resulting work has been broadcast and published on [CTV News Montreal](#). As well, Concordia University's former Institute for Investigative Journalism coordinated a number of im-

portant collaborative projects, including Tainted Water, which was nominated for a Michener Award in 2019 and [Broken Promises](#) about drinking water quality in Indigenous communities.

- **Humber College:** [Surviving Hate](#) is a collaborative project coordinated by Humber College's StoryLab that seeks to document hate crimes and incidents across the country with a focus on anti-Indigenous racism. Partners include a number of academic institutions, as well as media partners such as Canada's *National Observer*, the *Toronto Star*, TVOntario and *J-Source*.
- **Toronto Metropolitan University:** [The Local News Data Hub](#) is a newly launched startup at Toronto Metropolitan University that brings together students, journalists, faculty and industry partners. The lab provides data journalism resources and stories to local newsrooms while also teaching students new skills.
- **UBC:** [UBC's Global Reporting Centre](#) tells stories by working with local journalists and international media partners including NBC News and the *Globe and Mail*. The school's [Reporting in Indigenous Communities](#) course has partnered with Indigenous communities and broadcast their work in partnership with the CBC.
- **University of Victoria:** The Climate Disaster Project is an ongoing collaboration based at the University of Victoria that helps climate survivors share their stories and better train journalists to cover these stories. Work from the project has been published in [the Tyee](#), among other outlets.

RESOURCES FOR EDUCATORS AND COLLABORATORS


Partnerships all have their challenges, including the cultural and practical differences between newsrooms, classrooms and boardrooms. As these collaborations push beyond traditional partners,

educators and students will need to navigate new relationships and practices. Thankfully, that work has already begun and in addition to the projects listed above, there is a growing body of practical tips and tools for collaborators (listed in alphabetical order below). Many of these tools can help educators who may be partnering for the first time and are unsure where to begin.

- **The Center for Collaborative Journalism** remains the best place to find resources, tools and community. Along with their [database](#) of global projects, they host an annual [conference](#) and publish [regular research reports](#) and panels. They also have a number of useful [tip sheets and guides](#).
- **The Citizen's Agenda** isn't a collaborative guide, but rather a [step-by-step recipe](#) for using community and partner engagement to better inform campaign coverage. The tool was developed in the United States by Jay Rosen and partners, but the principles apply elsewhere.
- **Decolonizing Journalism: A Guide to Reporting in Indigenous Communities** (McCue, 2022) is an indispensable resource for educators and journalists reporting in Indigenous communities, or more accurately with Indigenous communities.
- **International Journalists' Network** has an excellent [Collaborative Journalism Toolkit](#) which includes case studies and guides for journalists and educators.
- **Facet** offers a [workbook](#), available in English, French and Spanish, for planning and managing the details and logistics of editorial collaborations.
- **ProPublica** is one of the original investigative collaborators and still an outstanding resource for this kind of work. They describe their collaborative [Data Journalism Guide](#) as their way of "giving away all of our secrets" (Glickhouse, 2019).

CONCLUSION

In his 2010 article, *Newspapers and Thinking the Unthinkable*, media theorist Clay Shirky observed the end of print media and predicted the next few decades of journalism would be marked by experimentation, of new models forming and failing and moving forward. He argued, “No one experiment is going to replace what we are now losing but over time, the collection of news experiments that do work might give us the journalism we need” (p. 104).

Indeed, journalists and educators must continue to explore partnerships with a spirit of urgency, experimentation and good humour if we wish to create better journalism. Educators have a key role to play in teaching the theory and background, but also by modeling these positive partnerships in the classroom and beyond. These partnerships also offer opportunities for deeper study particularly in areas related to classroom management, process and student engagement. Practices and ethics around these collaborations will continue to evolve, but they offer hope that journalism can find its way through its current crises by linking arms with people and groups that share our values. 

Archie McLean is a professor of journalism and digital media at Mount Royal University in Calgary.

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Fake news and fact-checking: Combating misinformation and disinformation in Canadian newsrooms and journalism schools

Les fausses nouvelles et la vérification des faits : Combattre la désinformation et la mésinformation dans les salles de rédaction et les écoles de journalisme au Canada

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ABSTRACT

This exploratory study investigates how the global COVID-19 pandemic spotlighted fact-checking to combat misinformation and disinformation in Canadian journalism. Specifically, this work investigates how Canadian journalists and journalism educators may be approaching fact-checking (both ante hoc, or editorial, and post hoc) to respond to more forms of misinformation and disinformation. Through expert in-depth interviews ($n = 14$) with Canadian journalism educators, reporters, and newsroom leaders, this analysis sketches an initial understanding of the place of fact-checking in Canadian journalism practice and pedagogy. This initial study offers five tentative findings from our expert interviews: **(1)** while the COVID-19 pandemic highlighted the need for more fact-checking, Canadian journalists and journalism educators believe the worldwide health crisis was not the sole trigger for an increased focus on fact-checking in Canadian journalism and journalism education; **(2)** over the last decade, Canadian journalism schools may have increased their focus on fact-checking and verification teaching; **(3)** while Canadian newsroom leaders want their journalists to have solid fact-checking and verification skills to combat concerns about information integrity, they are concerned about the skills new graduates bring to the job; **(4)** Canadian journalists and journalism educators believe ante hoc or editorial and post hoc fact-checking should play a more significant role in Canadian journalism; and **(5)** while there is concern about the efficacy of post hoc fact-checking (whether it corrects misconceptions), Canadian journalists and journalism educators appear committed to the practice because of normative and democratic ideals surrounding truth and information integrity. Moreover, this exploratory inquiry highlights the essential democratic work of Canadian journalism to combat misinformation and disinformation.

RÉSUMÉ

Cette étude exploratoire examine comment la pandémie mondiale de la COVID-19 a mis en lumière la vérification

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des faits pour combattre la désinformation et la désinformation dans le journalisme canadien. Plus précisément, cette étude enquête sur comment les journalistes, formateurs et formatrices en journalisme canadiens pourraient aborder la vérification des faits (à la fois ante hoc, ou éditoriale, et post hoc) pour répondre à la multiplication de la désinformation et de la mésinformation. Grâce à des entretiens approfondis ($n = 14$) avec des formateurs et formatrices en journalisme, des journalistes et des responsables de salles de rédaction, cette analyse esquisse une première compréhension de la place de la vérification des faits dans la pratique et la pédagogie du journalisme au Canada. Cette première étude pro-

pose cinq conclusions provisoires tirées de nos entretiens avec des experts : **(1)** si la pandémie de COVID-19 a mis en évidence la nécessité de renforcer la vérification des faits, les journalistes et les formateurs et formatrices en journalisme canadiens estiment que la crise sanitaire mondiale n'a pas été le seul élément déclencheur d'une plus grande attention portée à la vérification des faits dans le journalisme et la formation en journalisme au Canada ; **(2)** au cours de la dernière décennie, les écoles de journalisme canadiennes ont peut-être mis davantage l'accent sur l'enseignement de la vérification des faits et de la vérification ; **(3)** alors que les dirigeants des salles de rédaction canadiennes souhaitent que leurs journalistes possèdent de solides compétences en matière de vérification des faits afin de lutter contre les préoccupations relatives à l'intégrité de l'information, ils s'inquiètent des compétences que les nouveaux diplômés apportent au travail ; **(4)** les journalistes et les formateurs et formatrices en journalisme canadiens estiment que la vérification des faits ante hoc ou éditoriale et post hoc devrait jouer un rôle plus important dans le journalisme canadien ; et **(5)** alors que l'efficacité de la vérification des faits post hoc suscite des inquiétudes (corrige-t-elle les idées fausses ?), les journalistes canadiens et les enseignants et enseignantes en journalisme semblent attachés à cette pratique en raison des idéaux normatifs et démocratiques qui entourent la vérité et l'intégrité de l'information. De plus, cette enquête exploratoire met en lumière le travail démocratique essentiel du journalisme canadien dans la lutte contre la désinformation et la mésinformation.teurs et formatrices en journalisme, des journalistes et des responsables de salles de rédaction, cette analyse esquisse une première compréhension de la place de la vérification des faits dans la pratique et la pédagogie du journalisme au Canada.

Just like the waves of illness and death that came with the global COVID-19 pandemic, swells of misinformation and disinformation¹ crested with alarming frequency during the global health crisis, leading the World Health Organization (WHO), in fact, to declare an “infodemic” — “the rapid spread of misleading or fabricated news” (World Health Organization, 2020, p. 1) — in addition to the worldwide transmission of respiratory disease. Like the contagious virus, hoaxes about the disease’s origins spread in the pandemic’s initial days. As lockdowns and public health restrictions intensified, falsehoods about the advance of the disease and its prevention circulated wildly. Anti-vaccine misinformation and disinformation, propagated wildly through social media by bad actors, pollut-

ed the global public sphere, hampering efforts to combat the pandemic (Carey et al., 2022; Everts & Greenberg, 2020; Jamison et al., 2020). An alliance of dozens of global fact-checking organizations, in fact, found more than 10,000 dubious claims and narratives about COVID-19 (Poynter Institute, 2023). The consequences of all this erroneous information were material and troubling with some Canadians accepting ludicrous conspiracy theories linking 5G cellular technology to coronavirus (Bellemare & Nicholson, 2020) and a sizable proportion of the population refusing to get vaccinated (Canada, 2023). The Council of Canadian Academics notably concluded that the misinformation about science and health during the pandemic left “individuals and society vulnerable to exploitation and threaten[ed] our ability to work together to address shared challenges” (Canadian Council of Academics, 2023, para 2).

Many Canadian journalists and news organizations reacted to the spike in misinformation and disinformation about COVID-19 with increased fact-checking. CBC News’ English and French services, for instance, both intensified their fact-checking efforts to combat COVID-19 disinformation (Fenlon, 2020). Specifically, as part of the Poynter Institute’s International Fact-Checking Network (IFCN), Radio-Canada’s Décodeurs began offering both an online resource and weekly television series that fact-check dubious claims on social media (CBC Radio-Canada, 2021). During the pandemic, the Canadian Association of Journalists offered virtual fact-checking² and verification training³ (Canadian Association of Journalists, 2020). Additionally, the Future of Journalism Initiative at Carleton University’s School of Journalism and Communication produced a comprehensive editorial fact-checking guide in 2022 (Truth in Journalism, 2023).

Fact-checking, of course, has always been a part of Canadian journalism. Inherent in good journalism is the idea that journalists check and verify the information they publish — and scrutinize their sources. As Shapiro et al. (2013) found, Canadian journalists deploy a diversity of verification strategies “at times mirroring social scientific methods (source triangulation, analysis of primary data sources or official documents, semi-participant observation), and different degrees of reflexivity or

critical awareness” about their practices (p. 657).

In recent years, fact-checking journalism has emerged as a genre with prominent international players such as Factcheck.org, Full Fact, and Chequeado. While the proliferation of digital misinformation and disinformation sparked a global rise in systematic and branded fact-checking (Amazeen et al., 2018), journalism’s propensity to challenge or counter dubious claims has a long and storied history (Graves, 2016; Graves, Nyhan, & Reifler, 2016). The reform-minded muckraker journalists of the progressive era, including Nellie Bly, Julius Chambers and Ida Tarbell, exposed corruption and wrongdoing with their fact-based reporting. In Canada, investigative journalism also has a long history of challenging powerful interests, including infiltrating criminal networks, exonerating the wrongly accused and even bringing down governments (Rosner, 2008). The Vietnam War and the Watergate scandal that forced Richard Nixon from the White House in 1974 sparked a dramatic repositioning of journalists from objective (just the facts reporters) to critical (interpretive and analytical storytellers) in both the United States and Canada. Canadian journalists moved from “being the handmaidens of politicians to being their harshest critics” in this era (Taras, 1990, p. 54). In recent years, Donald Trump’s rise to the highest office in the United States in 2017 elevated the prominence of fact-checking. Two years into his presidency, The Toronto Star’s Daniel Dale (2019) documented more than 5,000 false statements by the U.S. president. News stories during Trump’s presidency regularly stated that the U.S. leader’s claims are “patently false” or represent “a false claim” (Adair, 2016).

Considerable U.S.-based scholarship documents fact-checking efforts and potential impact in that country (see, Graves, 2016 for an overview). Taylor and DeCillia (2021) detail nascent efforts by Canadian journalists to combat misinformation and disinformation with fact-checking. Similarly, Mayerhöffer et al. (2022), using data from the international 2021 Media for Democracy Monitor, describe how newsrooms around the world – including in Canada – are countering false information with fact-checking, digital verification tools and even regulatory initiatives. While DeCillia (2018) found that Canadian journalists covering Canada’s

military mission in Afghanistan between 2006-2009 frequently impeached – or fact-checked – the preferred government and military leader framing of that war, there is a deficit of research about fact-checking in the Canadian context. A search of Web of Science – a multidisciplinary index of scholarly journals and conference proceedings – found only DeCillia’s 2018 scholarly analysis of fact-checking in Canadian journalism. A similar search using Scopus – an independent abstract and citation database – revealed no scholarly output about fact-checking in Canadian journalism. Additionally, this work highlights the critical work journalists are doing to combat misinformation and disinformation. Considerable scholarship (see, for example, Benkler et al., 2018; Farkas & Schou, 2020; Bennett & Livingston, 2021) documents the threat misinformation poses to liberal democracy.

This exploratory study attempts to sketch a tentative understanding of the potentially crucial democratic role Canadian journalists are playing in pushing back on post-truth politics and falsehoods. Using data from semi-structured, in-depth interviews with fourteen journalism experts, this study seeks to interrogate the interplay between journalism practice, education, and the use of fact-checking as an antidote to misinformation and disinformation. It offers preliminary insights into fact-checking’s place in the curricula of journalism schools, as well as the verification skills newsroom leaders want to see in j-school graduates. Finally, the authors explore the data to offer some observations on how normative notions of journalism’s role in democracy factor into how journalists view the efficacy of fact-checking. The following sections lay out the theoretical foundations of this exploratory study to better position our methodology, research questions, analysis, and findings.

COVID, JOURNALISM AND FACT-CHECKING

Even before the pandemic, the rise of mis/disinformation gave credence to the notion of a “post-Truth era” (Pérez-Escobar et al., 2023, p. 77). The emergence of Donald Trump as a political force in the United States, the European Union referendum in the United Kingdom (Brexit), and the rise of fact-eschewing, populist leaders in Brazil (Bolsonaro), Turkey (Erdogan), and India

(Modi), all supported this argument (p. 77). Social media's penchant for circumventing fact-checkers, exacerbated by algorithms promoting rage, emotion and division, further undermined attempts at truth-telling, even as reality-based media continued to shrink. However, when the coronavirus was confirmed as a sweeping global health risk in early 2022, the discourse around health measures and policies soon included information that was patently false, and often maliciously manipulated by bad actors.

Very early on, health care leaders, government officials, journalism scholars, and journalists identified a concurrent crisis of communication associated with the pandemic. The World Health Organization's (WHO) director-general, Tedros Adhanom Ghebreyesus, warned the international community that "We're not just fighting a pandemic; we're fighting an infodemic" (*The Lancet*, 2020, para 1). The term "infodemic" quickly found its way into the vernacular and the literature (Singer, 2023), though some authors revised the term slightly to "disinfodemic" (see Posetti et al., n.d.), and "misinfodemic" (see Chou, Gaysynsky, & Vanderpool, 2021) to describe the relentless waves of falsehoods, conspiracy theories, pseudoscience and propaganda spreading (like a disease) on social media. As the world-leading medical journal, *The Lancet*, advised, "A state of affairs cannot continue where, for example, the very existence of the COVID-19 pandemic is denied" (*The Lancet*, 2020, para 5). The ramifications for life-saving policy measures were so dire the WHO engaged 1,300 "infodemic managers" to tackle health-related misinformation globally (World Health Organization, 2022). The ethical imperative for journalism was similarly apparent. A group of academics and journalists teamed up to call out Fox News for news reporting that "endangered" its audience (Krause, et al., 2020). In a letter to the owners of Fox News, the Murdoch family, the group accused the news organization of "dereliction of duty" and cited "false statements downplaying the prevalence of COVID-19 and its harms" as well as "misleading recommendations" on protective measures such as "untested drugs" and "false assessments" of public health measures (*Journalism Professors & Journalists*, 2020, para 2).

The impact of the COVID infodemic on the news industry was captured well in a comprehensive survey by the International Center for Journalists and the Tow Center for Digital Journalism. The study covered a range of issues, such as the failure by employers to provide workers with safety equipment to prevent the disease, the challenges of remote work, mental health struggles, and the uptick in personal attacks and harassment directed at news correspondents. Among the most significant findings, however, was the "barrage of disinformation and misinformation" flowing through "politicians, elected officials, government representatives and State-orchestrated networks" (Posetti et al., n.d., p. 3). Respondents to the study identified "advanced verification and fact-checking (67%) as an area of journalism practice requiring 'urgent' attention" (p. 6). Other studies through the pandemic also recognized the value of fact-checking as a corrective force against misinformation and disinformation (See Krause et. al., 2020; Chou et al., 2021; Singer, 2023).

Whether inaccurate information is being spread intentionally or not determines whether it falls under the categories of misinformation or disinformation. The American Psychological Association (APA) provides a concise and clear definition of the two based on that premise: "Misinformation is false or inaccurate information — getting the facts wrong. Disinformation is false information which is deliberately intended to mislead — intentionally misstating the facts" (American Psychological Association, 2022, para. 1). Researchers at the Reuters Institute note this distinction but, given the challenge in discerning a motive to deceive, opt to use the term misinformation solely to characterize false information (Simon et al., 2020, para. 31). Regardless of the nomenclature, the imperative for journalists, given professional and ethical norms, is to represent the truth through a process of verification.

Journalism's relationship with truth has been fraught. Nietzsche famously asserted "there are no facts, only interpretations" (Nietzsche, 1954 [1873], p. 45). To be sure, truth remains a contested — and much debated — notion (Foucault, 2004). In this vein, arguments rage amongst journalists, scholars and the wider public about the utility and propriety of fact-checking and objectivity in jour-

nalism (Cunningham, 2003). The practice, Graves (2013a, 2016, 2017) argues, challenges traditional understanding of objective/observational reporting (Streckfuss, 1990; Lippmann, 1995 [1920]; Schudson, 2001; see also Ward, 2015). Calling so-called “balls and strikes” moves beyond the typical observational he said/she said/they said of traditional newsgathering, “enact[ing] a deliberate critique of conventional reporting and its practice of objectivity” (Graves, 2016, p. 9). Deciding what is true and what is not true, requires judgment. “Journalism that challenges public statements,” writes Graves (2016, p. 242), “makes it harder in practice for reporters to claim a clear separation from political actors.” Nonetheless, amid a global health crisis journalists had ample empirical data to rely on such as vaccination statistics, infection and death rates, and scientific literature on the efficacy of “treatments” such as hydroxychloroquine, ivermectin, or the use of hairdryers and saunas to prevent COVID-19 (Dunlop et al., 2020). Fact-checking efforts by news media were regarded by researchers as “a reliable way to identify timely pieces of misinformation,” while recognizing “their professional work necessarily involves various selection biases” (Simon et al., 2020, para 13).

Journalism, in essence, is a “discipline of verification” (Kovach & Rosenstiel, 2014, p. 79), whereby reporters present “facts” and “the truths about facts” (Rosenstiel & Kovach, 2023). Fact-checking takes many forms, including the internal vetting and editing of journalists’ work by peers or editors. This editorial – or ante hoc – fact-checking attempts to spot mistakes or incorrect information before publication, and has been a long-established practice, predating the post-truth era by decades. As the Truth in Journalism Fact-Checking Guide helpfully explains, the ante hoc approach “independently verifies every factual statement included in the story and flags any necessary corrections” (Baker & Fairbank, 2022). The *New Yorker* magazine, of note, began “to mercilessly check facts” after a 1927 error-filled profile of the poet Edna St. Vincent Millay led to a defamation lawsuit threat (Dickey, 2019).

Post hoc fact-checking, on the other hand, seeks to establish the veracity of assertions made by sources or organizations after those assertions

have been disseminated to journalists and/or the public. It represents an authentic expression by journalists to expose the truth and correct false or dubious statements present in the public domain. A quick example would be the assertion by Donald Trump in 2016 that he had won a “historic” and “massive landslide” victory over Hillary Clinton in the U.S. presidential election. Journalists reviewed past presidential races and challenged the veracity of that claim by noting out of 58 previous ballots, 37 candidates received larger margins of victory than Trump (Seipel, 2016, para. 9). In the post-truth era, news organizations increasingly dedicate space or on-air segments to fact-checking, even assigning individual journalists to the task, such as Canadian Daniel Dale, who left the *Toronto Star* as a Washington D.C.-based fact-checker to work for CNN. For the most part, post hoc fact-checking organizations focus on topics that are in the public interest, usually made by politicians or celebrities. All fact-checking news services are underpinned by normative ideals of an informed public making decisions in a democracy. The co-founder of FactCheck.org, in fact, wanted the website to be “a resource for those citizens who honestly are bewildered and confused and looking for help in sorting out fact from fiction” (Graves, 2013b, p. 137).

According to Benkler, Faris and Roberts (2018), “deciding what is true and what is not true, requires judgment and skill, especially in a period marked by misinformation spread by malicious actors” (p. 265), as was the case during the pandemic. Proponents of journalistic fact-checking liken their efforts to science’s rigorous methods and procedures, “constantly inventing, discarding, and refining theories to explain the confusion of the contemporary world” (Dobbs, 2012, p. 3). Borel (2018) defines fact-checking as “a watchdog endeavour that checks information after it has already been published” (p. 1). Uscinski and Butler (2013) describe fact-checking as the process of “comparing” the statements of elites “to ‘the facts’ so as to determine whether a statement about these topics is a lie” (p. 163). Fact-checking also represents part of the decades-long interpretive turn in journalism (Schudson, 1982; Zelizer, 1993, 2017; Barnhurst & Mutz, 1997), whereby analysis, interpretation and assertive reporting is woven

into the coverage (Hallin, 1986, 1992; Barnhurst, 2003; Fink & Schudson, 2014). Schudson (2013), notably, observes that in the 2000s there was increased emphasis on “truth-telling” and “policing of publicly relevant lies,” producing both “new venues” such as FactCheck.org and PolitiFact.com and “systematic procedures for holding accountable both governmental leaders and those who aspire to elective political office” (p. 169).

The 1970s saw a profound repositioning of news organizations from objective (“just the facts” reporters) to critical (interpretive and analytical storytellers) in both the United States and Canada (Taras, 1990). “The working hypothesis almost universally shared among correspondents,” opined investigative journalist Edward Jay Epstein, “is that politicians are suspect; their public image probably false, their public statements disingenuous, their moral pronouncements hypocritical, their motives self-serving, and their promises ephemeral” (1973, p. 215). This compunction to fact-check was, arguably, later compounded by journalism’s failure to adequately interrogate the Bush White House’s fabricated justification for invading Iraq (Bennett et al., 2007). Skeptical reporting and fact-checking became the “antidote to the stenographic reporting that helped the Bush Administration build its case for the war in 2002 and 2003” (Graves, 2016, p. 62).

While fact-checking gained public prominence in the 1990s with broadcasters increasingly scrutinizing the truth of political campaign commercials (Bank, 2007; Papper, 2007; Graves et al., 2016), the practice morphed into the current cynosure of political reporting and its emphasis on “accountability” (Pittner, 2014; Graves & Konieczna, 2015). It is important to note, however, that fact-checking is not strictly a U.S. phenomenon. Journalists around the world have also turned to fact-checking as a mainstream means of holding decision makers accountable and countering misinformation and disinformation (Mayerhöffer et al., 2022). In the United Kingdom, for instance, Full Fact has checked and corrected facts in the news and social media since 2009 (Full Fact, 2023). In Canada, several small fact-checking operations — Radio-Canada, Canada Fact Check, and AFP Canada — have also attempted to counter

mis-disinformation and challenge dubious claims in a systematic way similar to U.S.-based organizations such as Factcheck.org. For example, AFP Fact Check’s website is filled with stories related to the pandemic, including one that refutes social media claims that Canadian singer Celine Dion’s diagnosis of Stiff-Person Syndrome was the result of COVID vaccinations (Pacorel, 2022).

Recent manifestations of digital journalistic fact-checking flow from practices pioneered by online blogs and social media platforms. Early in the World Wide Web’s history, Snopes.com emerged as an online fact-checking organization focused on investigating urban legends. Factcheck.org — a non-partisan and nonprofit website — began in 2003 to challenge political spin with the aim of cutting “the level of deception and confusion in U.S. politics” (FactCheck.org, 2022). The website, dedicated to monitoring the factual accuracy of political actors, was launched by long-time journalist Brooks Jackson and Annenberg Public Policy Centre Director Kathleen Hall Jamieson (Graves, 2016). The emergence and growth of the internet allowed these organizations to specialize exclusively in fact-checking in a way traditional media never had. PolitiFact.com launched as a collaboration between the Tampa Bay Times and the Congressional Quarterly in 2007 (Graves, 2016). The emergence of Factcheck.org and PolitiFact.com institutionalized and mainstreamed fact-checking practices in journalism (Spivak, 2011; Mantzarlis, 2017). Of note, the number of newspaper articles using “fact-checking” or variants of the term grew “dramatically” between 2008-12 (Graves et al., 2016, p. 8).

Ideally, news fact-checking equips democratic citizens with accurate information, making them more resilient to withstand misinformation and malicious disinformation (Humprecht et al., 2020). While a well-informed Canadian public remains ideally desirable, trust in the country’s news media has declined in recent years. The latest Oxford University-based Reuters Institute Digital News Report found that only 42 per cent of Canadians say they trust the news media (Brin & Charlton, 2022). This erosion in trust coincides with more than seven in ten Canadians saying they worry about false information or fake news

(Edelman, 2022, p. 8). Trust in news, as Ström-bäck and colleagues stress (2020), remains crucial in democracy because “even a perfectly informative news is of little democratic use if citizens... do not trust the news” (p. 139). It is not clear if fact-checking as a journalistic practice increases trust in news. Accuracy – along with the other core tenets of journalism including fairness, balance, and completeness – remains a crucial variable in people’s faith in journalism (American Press Institute, 2016). A series of online field experiments found that fact-checking did improve news trust, but “only when defense of journalism stories [and opinion pieces and editorials] were also present” (Pingree et al., 2018, p. 1). Recent experimental research in Australia, however, concluded that fact-checking can erode trust in news media (Carson et al., 2022).

The evidence about the corrective impact of journalistic fact-checking on audiences is equally mixed, though research during the pandemic suggests more positive outcomes. While fact-checking seeks to verify information in reporting with the hope that “truth and transparency can help people be better informed and equipped to navigate harmful misinformation” (Poynter Institute, 2023), a scholarly debate rages about the efficacy of fact-checking (Fridkin et al., 2015). Some studies suggest fact-checking can correct misinformation (Garrett et al., 2016; Barrera et al., 2019; Walter et al., 2020; Altay et al., 2023), but other research finds that the corrective practice does not fix public misconceptions (Carey et al., 2022; Pereira et al., 2022). A recent meta-analysis (Walter et al., 2020) of the fact-checking effect concluded that the journalism practice does produce “significantly positive overall influence on political belief,” yet the influence wanes or weakens over time when so-called “truth scales” akin to PolitiFact’s TRUTH-O-METER are part of the corrective information. Research on dis- and misinformation in the pandemic seems less ambiguous. Singer (2023) points out that “once a falsehood has entered today’s unfettered and interconnected information sphere, attempts to ‘correct’ it yields effects that can be positive” (p. 336), while Krause et al. (2020) underscore the value in fact-checking as a better-received means of risk mitigation

(p. 1052). The caveat these studies offer, though, is the “volume and seeming indestructibility of misinformation, particularly on social media” (Singer, 2023, p. 336). The scholarly literature demonstrates both the importance and ongoing emergence of fact-checking in global journalism. This exploratory study, however, seeks to better understand the Canadian and educational context of the practice, building off some of the pandemic research cited here. Therefore, this work proposes five research questions:

RQ1: *What role, if at all, did the global COVID-19 pandemic and explosion of misinformation and disinformation play in the awareness and teaching of fact-checking in Canadian journalism schools and newsrooms?;*

RQ2: *How have Canadian journalism educators re-tooled their teaching to focus on fact-checking, data journalism, science journalism and specialized health journalism?;*

RQ3: *What kinds of fact-checking training or skills do Canadian newsroom leaders want from journalism students and graduates?;*

RQ4: *What role can editorial/ante hoc and post hoc fact-checking play in Canadian news?; and*

RQ5: *Do Canadian journalists and journalism educators think fact-checking actually works? In other words, does fact-checking correct the public’s perceptions of misinformation and disinformation?*

SOME BRIEF NOTES ON METHODS

In order to answer this study’s research questions, we conducted semi-structured, in-depth interviews with more than a dozen (n = 14) Canadian journalists, newsroom leaders and journalism educators with a mind to producing a “deeper interpretation” of fact-checking in Canadian journalism⁴ (Flick, 2006, p. 150). Interviews with experts operate “like night-vision goggles, permitting us to see that which is not ordinarily on view and examine that which is often looked at

but seldom seen” (Rubin & Rubin, 2005, p. vii). Our interviews offer a description of the practice of fact-checking in Canadian journalism and journalism education (Kvale, 1996). We purposely chose semi-structured interviews with the expectation that the method would elicit “expert knowledge” about fact-checking (Flick, 2006, p. 165). For this exploratory work, expert, in-depth interviews offered a clear entry point to answer our research questions by targeting key working journalists, journalism leaders and educators to offer “crystallization points” of insider knowledge about fact-checking in newsrooms and J-schools (Bogner et al., 2009, p. 2). Moreover, experts, as Elster (1998) observed, provide insight into the causal mechanisms of social practices such as fact-checking. Given this, we approached our interviews with three functions in mind: (1) assessment: to understand the shared meaning journalism experts have about fact-checking in Canada; (2) aggregation: to use experts to bring together, collect and reduce the complexity of the real-world journalism practice of fact-checking to a tentative understanding of the phenomenon; and (3) affirmation: to confirm and disprove prior theory and empiricism about fact-checking in Canadian journalism (von Soest, 2023).

An interpretive constructivist philosophy underpinned our approach to interviewing. As researchers – and longtime journalists – we were cognizant of our “cultural assumptions” that could influence and inform the types of questions we asked and how we might interpret our data (Rubin & Rubin, 2005, pp. 229-230). While Meuser and Nagel (2009) warn that expert interviews can lead interview subjects to offer lectures, of sorts, about the phenomenon being studied, we did not encounter any teaching. Our study’s topic guide/schedule (see Appendix A) flowed from this study’s theoretical underpinnings and research questions about fact-checking. Our semi-structured interview guide facilitated meaningful dialogue with all our participants. Our professional reputations as journalists and journalism educators put us on equal footing with our participants. The interview guide – with its open-ended questions – provoked thoughtful and expansive responses.

We recruited our participants using a snowballing approach (a non-probability sampling/recruitment technique where existing participants suggest possible future interview subjects). We began by contacting journalists, newsroom leaders and journalism educators we know. This led to other participants. We often concluded our interviews with ‘who else should we interview?’ We were mindful of representing the diversity of Canadian newsrooms and J-schools. Our 14 experts⁵ reflect a reasonable diversity of demographics, experience, and newsrooms (broadcast, digital, legacy and alternative news media).⁶ Table 1 offers a breakdown of our expert interviewees and a count of the participants who chose to be anonymous. Generally speaking, qualitative in-depth interviews research should seek to interview as many participants as possible or until the researchers reach saturation or the point when adding further participants does not offer greater insight. Moreover, “more interviews do not necessarily imply quality or more detailed understanding” (Gaskell, 2007 p. 43). Cognizant of this – and the time constraints of this special issue of *Facts and Frictions* – the researchers felt that we stopped hearing revelations or new themes around 12 interviews.

TABLE 1: BREAKDOWN OF INTERVIEW PARTICIPANTS

Category	Anonymous	Total
Journalists	1	4
Newsroom leaders	4	5
Journalism educators	3	5
Total	8	14

In line with our university’s Human Research Ethics Board (HERB) and in compliance with the Government of Canada’s Tri-Council Policy Statement’s (TCPS2) commitment to the welfare and privacy of research participants, the experts we interviewed had the choice of being anonymous or having their names attached to their words. Our recorded interviews ranged from 50 minutes to 70 minutes. Participants received transcripts of their interviews for verification and correction.

The data from the interviews was systematically analyzed to identify the themes and meaning conveyed in the interviews (Braun & Clarke, 2006; Rubin & Rubin, 2005). We used the qualitative analysis software NVivo to “deal with the inherent messiness of the text,” to code the interview data for commonalities and themes (Guest et al., 2012, p. 53). Our iterative analysis identified several themes (or nodes) that connected to our research questions. While some have dismissed thematic analysis as “airy fairy,” not “real research,” or unscientific, we were systematic in our approach and in coming to conclusions. We read and re-read the data (Flick, 2009) with a mind to discovering consistent themes that, in turn, informed this study’s “broader overall ‘story’” or findings (Braun & Clarke, 2006, p. 92) about fact-checking in Canadian journalism and jour-

nalism education. Table 2 identifies the 11 themes (and their definitions) that emerged from our thematic analysis, their prevalence (high, medium, or low) and their connection to this study’s research questions. See Appendix B for detailed definitions and key words associated with each theme.

To be sure, all hermeneutic inquiry is not generalizable or predictive. The knowledge claims of this exploratory research are, of course, qualified. This initial research project aims to sketch an outline of the practice and pedagogy of fact-checking in Canadian journalism. As noted earlier, there is a deficit of scholarly work about fact-checking in the Canadian context. This work, for lack of a better term, attempts to map the terrain. Having noted that limitation, we contend our expert interviews and subsequent thematic analysis illuminates an unclear part of journalism practice in Canada,

TABLE 2: THEMES IDENTIFIED IN THEMATIC ANALYSIS OF IN-DEPTH, EXPERT INTERVIEWS

Themes and short definition	Prevalence	Research question(s)
1. Importance (the value of fact-checking in Canadian journalism)	High	RQ1, RQ5
2. Role in education (fact-checking practice and pedagogy taught in journalism schools)	High	RQ1, RQ2, RQ3, RQ5
3. Pandemic (the relevance of fact-checking sparked by the pandemic)	Moderate	RQ1, RQ2
4. Misinformation and disinformation (the growing need for fact-checking because of increased misinformation and disinformation)	High	RQ1, RQ2
5. Fact-checking skills in journalism education (the importance of fact-checking in journalism education)	High	RQ1, RQ2, RQ3
6. Fact-checking skills (specific skills required by journalists and journalism graduates)	Low	RQ2, RQ3, RQ4
7. Critical thinking (the intellectual rigor required to combat misinformation and disinformation)	Low	RQ2, RQ4
8. Methodology and process (best practices for fact-checking)	Moderate	RQ3, RQ4
9. Normative ideals (idealized role of fact-checking in public discourse and democratic society)	High	RQ1, RQ5
10. Efficacy (do journalistic fact-checks work?)	Moderate	RQ5
11. Student reception (how students feel about fact-checking education)	Moderate	RQ2, RQ3, RQ5

offering an initial tentative understanding of the journalism practice of fact-checking. Our findings are consistent with other exploratory scholarship published in this journal (see, for example, Leask et al., 2023). We are also transparent about our goals and theoretical underpinnings. As the coming pages make plain, our data analysis is logical. We connect our description and analysis to theory and the 11 themes from our thematic analysis identified above. Moreover, our interpretations and arguments are open to critical engagement and debate. We welcome critique – and suggestions for further research in this area. We offer these preliminary findings as a springboard to more in-depth research, which we return to in our conclusion. For the purpose of clarity, we blend our findings with a discussion of the theoretical implications in the following section.

FINDINGS AND DISCUSSION

By means of a roadmap, the coming section answers each of our five research questions in order. Each research question is also connected to the themes that emerged from our analysis of our in-depth expert interview data. Patterns were evident in the interview data, producing the themes reported as findings (Braun & Clarke, 2006). The quotes included in the coming pages were selected because they vividly or succinctly reflect the key themes identified during our research's thematic analysis of our interview data.

RQ1: *What role, if at all, did the global COVID-19 pandemic and explosion of misinformation and disinformation play in the awareness and teaching of fact-checking in Canadian journalism schools and newsrooms?*

Five themes – importance, role in education, pandemic, misinformation and disinformation, and skills in journalism education – help inform this section's findings and analysis. The consensus among our interviewees is that fact-checking has been a well-established practice for some time, growing in prominence with the emergence of the post-truth era and global rise of populist politics in the years just before the COVID-19 pandemic. Archie McLean, a longtime journalist and current associate professor of journalism at Mount Royal

University, stressed that Donald Trump's election as president of the United States crystallized, in his mind, the importance of fact-checking in journalism and journalism education as a means of combating false claims. This sentiment was echoed numerous times by the experts we interviewed.

Allison Baker, the head of research at *The Walrus* and co-author of the Truth in Journalism's Fact-Checking Guide, said the political landscape and the pandemic pushed fact-checking into the mainstream of public attention, giving the journalistic practice more "cultural awareness." Our interview data also suggest that the novel coronavirus led many Canadian journalism schools and newsrooms to embrace fact-checking in a more meaningful and enthusiastic way, given the challenges to established science, medical experts, and the spread of dis- and misinformation associated with COVID-19. Cecil Rosner, who led newsrooms and investigative units at CBC, including *The Fifth Estate*, captures this well:

A lot of false messaging was circulating during the pandemic, but even more fundamental than that, the whole rise of social media gave rise to the accelerated spread of falsehoods. You combine a serious health emergency with the war in Ukraine, you combine it with absolutely anything important, and you'll get a lot of disinformation floating around and the need for fact-checking. So, I'm not sure I would point to the pandemic as the key, as the thing that's sort of launched it in the current era, but it was one of the factors.

Rosner added that, unlike in the United States where well-funded or endowed organizations often support fact-checking, there hasn't been the same investment in Canada. "Not a lot of big news organizations," said Rosner, "are willing to make that investment on a full-time basis."

In the case of journalism schools, several educators expressed a similar sentiment, suggesting that fact-checking measures have long been a feature of their curriculum, but gained importance in the years since the Trump presidency. For journalism schools, the challenges around covering COVID-19 and its associated conspiracy theories

created an additional opportunity, and a need, to teach fact-checking skills. In some cases, this was picked up with a renewed commitment to verification in existing courses, whereby educators “re-tooled” curriculum with a focus on evaluating the veracity of statements and data provided by various sources. A professor from a university in Western Canada noted that COVID-19 brought a new sense of urgency: “When you start seeing people sharing misinformation about vaccines or homemade cures, I think that that really brought home the notion of, oh, maybe this is something that is not just about lying politicians, it is just much bigger” (Interview 1).

The pandemic also forced instructors to deploy fact-checking on a few occasions right in the middle of classes. One instructor described a situation where she had to combat misinformation when “a handful of students” were caught up in conspiracy theories, and “so I almost overcorrect to say, do you know what the public health officer’s role is? Do you know the ethics that guide them? And so that was always a bit of a struggle” (Interview 1). Another journalism educator similarly felt compelled to shift her focus when considering COVID-19 discussions in class, “I feel like, as an instructor, that I’m going back to the very bare bones, to the basics, I’m just having to go back to what is a fact, define a fact,” she explains. “And never before had I ever had to do that, [in the past] we just jumped right in knowing what facts are, what opinions are, the difference between the two” (Interview 12). Given the skepticism in some segments of the public, journalism instructors recognized a need for greater transparency in the reporting process, and fact-checking for faculty and students became “more public facing.”

Most news leaders in this study acknowledge that COVID-19 did challenge their organization’s approach to newsgathering. Drew Anderson, *The Narwhal’s* prairies reporter, observed how so many people “through fear, confusion, or any number of things, really got sucked into these rabbit holes, and we’re seeing the repercussions of that.” Another longtime journalist turned editorial leader noted that at a time when society is served by “fewer and fewer journalists” there are “more sources of misinformation and disinformation,”

and politicians who are eager to use those messages for “their own ends without much regard for the broader social and political implications” (Interview 8). Some felt they should have seen some of the challenges to COVID-19 coverage coming, given the politicization of information through the Trump era. “Who would’ve thought, pre-COVID, that masks would divide society in the craziest of ways,” one news executive observed. “COVID was a moment that I think we probably didn’t handle well as journalists, nor did the politicians, nor did science. Because we were all so taken aback by it” (Interview 6). For others, the pandemic seemed to underscore the public service component of fact-checking for audiences struggling to make sense of a dire and complicated health scenario: “Any type of fact-checking generally gives people the tools to discern what information they can trust and what they can’t, which is, I guess, a very obvious answer” (Interview 13).

Consistent with the sociology of news literature (Tuchman, 1978; Gans, 1979, 2003; Shoemaker & Reese, 2014) and fact-checking (Dobbs, 2012; Graves, 2016), many of our experts interviewed for this research linked fact-checking to normative notions of journalists’ role in democracy. Journalism educator Archie McLean, for instance, worries about the tsunami of false information spreading on social media and other platforms undermining democracy. The president of the Canadian Association of Journalists (CAJ), Brent Jolly, also highlighted the “paramount” importance of fact-checking in maintaining a “common factual foundation.” Jolly wonders how citizens, without an agreed upon set of facts, can “have a conversation about anything, let alone come to some kind of agreement or consensus.” In fact, many of the journalists, including Anderson, mentioned their concerns about the growing propensity of Canadian politicians to be sources of misinformation and disinformation coinciding at the same time with dwindling newsroom resources and layoffs in the industry. Anderson also stressed what he called the “extra noise” from social media polluting our public sphere, adding that journalists are needed more than ever to simplify and filter information. Moreover, one longtime journalist and newsroom leader stressed the importance of journalists hold-

ing politicians to account for their misleading and untruthful claims. “Unverified truth claims in public life,” said this journalist, “need scrutiny and there’s not enough of it” (Interview 9). The news producer, with decades of experience in Canada and internationally, added that all too often data and information get weaponized by bad actors, making it crucial that journalists do an effective and rigorous job rebutting false information so that the lay public, who doesn’t have the skills and time to do the work, gets truthful information to make informed democratic decisions (Interview 9). Having sketched a preliminary understanding of the importance of fact-checking in Canadian journalism, the next section turns to how journalism educators appear to be teaching fact-checking.

RQ2: *How have Canadian journalism educators re-tooled their teaching to focus on fact-checking, data journalism, science journalism and specialized health journalism?*

To answer this research question, we draw from seven themes, including the role of education, pandemic, misinformation and disinformation, skills in journalism education, fact-checking skills, critical thinking, and student reception. Our interview data suggest that most journalism programs incorporate fact-checking into their curricula as segments or “modules” of existing courses. A few schools have stand-alone, fact-checking courses or training, such as Toronto Metropolitan University (TMU) where students can take a course in editorial or ante hoc fact-checking. Janice Neil, Associate Professor at TMU’s School of Journalism and former chair, recalls how *Reader’s Digest* offered funding for the program’s existing fact-checking efforts, and a specific fact-checking course was relaunched in 2019. “We saw the light,” Neil says. Allison Baker supports specific courses dedicated entirely to fact-checking in journalism schools if they are properly developed. Baker adds it is best for students to experience fact-checking firsthand, as “there’s only so much you can learn in a classroom, and you’re going to be faced with these larger ethical challenges depending on the story that you’re working on.” One veteran journalist turned educator called the current obses-

sion with fact-checking curious given that she felt fact-checking was a part of her decades-long journalism practice and teaching. Having said that, the journalism professor conceded there is a growing “need to equip the journalist with enough information and the skills... to properly check all of the assertions that are laid over them day after day after day” (Interview 4).

In some cases, perhaps without departmental directives, instructors are finding ways to “carve out” space in existing courses to devote to the practice: “It’s not built in. So, I do use Snopes and FactCheck.org. I start there, and I talk about things that they see on social media and how easy it is, a lot of times, to do a simple fact check” (Interview 12). However, the potential for standalone courses seems to be emerging as a highly valued approach, with several programs taking that route, to the point where one educator observes that “it seems like it’s going in the right direction... people are starting to agree and making sure that it’s getting taught again. Which is nice,” said Viviane Fairbank, who at one time headed Research at *The Walrus* magazine.

Skills that support or augment fact-checking are also gaining greater currency, it appears, in journalism schools, according to the data. This includes courses dedicated to data analysis, investigative journalism, and specialized beats for reporting on the environment, climate crisis, science, and health. This is true of TMU, according to Janice Neil. “We have science and health reporting core electives on the books that – until the pandemic – were offered every second year, but now [they are] offered every year.” Other schools have added data journalism courses or are including data analysis in existing classes. At the same time, there was recognition among educators that the news industry itself is under-resourced. “The trends in journalism, just the economic currents are taking us away from specialization, away from beat reporting more towards the commodification of news,” said Mount Royal University’s Archie McLean. “I see much more the need for beat reporters and experts and people who are experts in an area who can communicate well to the public. Those people are unicorns, and we need more of them. Unfortunately, the economic trends in jour-

nalism are taking us away from those specialized kinds of people.”

This exploratory study’s data suggest newsroom leaders largely support a more focused approach to journalism education that includes fact-checking, data analysis skills and science. Almost all our journalism educators suggested graduates often lack the necessary “critical thinking” required to work effectively as a journalist today, though defining the term varied broadly. Some described it as the persistence to keep asking questions, or skepticism, while others saw it as the ability to check their own personal biases when reporting. One interviewee suggested students need to get past the familiar trope that journalists cannot do math, a mindset that emerges for some in journalism school. Longtime CBC News producer and manager Cecil Rosner points out that maybe it is time for journalism programs to partner with other departments on campus to develop additional expertise. “[Students] know words, and white-balancing your camera, and all the things you need to do to be a good journalist, but you don’t need any expertise in anything else – that makes no sense to me,” he states. “It makes reporters sitting ducks, for being duped.”

Theoretically, the retooling of journalism education dovetails with the “interpretive turn” in journalism (Schudson, 1982; Zelizer, 1993, 2017; Barnhurst & Mutz, 1997), whereby journalists prize analysis, interpretation, and assertive reporting. Moreover, journalism schools’ increased emphasis on fact-checking aligns with modern journalism’s emphasis on “truth-telling” and “policing of publicly relevant lies” (Schudson, 2013, p. 169) and the explosion of digital fact-checking services such as FactCheck.org and PolitiFact.com. But as the coming section makes clear, this study suggests there are concerns amongst Canadian news leaders about the skills that recent journalism graduates bring to their newsrooms.

RQ3: *What kinds of fact-checking training or skills do Canadian newsroom leaders want from journalists?*

All the working journalists and newsroom leaders interviewed for this study wanted journalists with

a tool kit full of fact-checking skills needed to combat misinformation and disinformation. Drawing from five themes – role in education, skills in journalism education, fact-checking skills, methodology and process, and student reception – our expert interviews identified one broad and three specific skills that newsroom leaders want their journalists to possess. All the newsroom leaders interviewed for this study stressed that they look to hire journalists who are curious and critical thinkers. Specifically, when it comes to pushing back on misinformation and disinformation, our interview data suggest that newsroom leaders want:

- Verification skills to quickly identify false and malicious information;
- Data journalism and basic statistics knowledge; and
- A robust understanding of the process or methodology for both post hoc and ante hoc fact-checking.

Considerable fact-checking and information literacy training emphasizes the importance of critical thinking (Hattingh et al., 2020). The Canadian Association of Journalism’s online Misinfo 101: How to Identify and Report on Misinformation, in fact, emphasized that critical thinking is the “most important skill” in fact-checking work. The workshop – rolled out during the height of the pandemic – emphasized the necessity of slowing down and taking a “step back” when reporting to critically appraise sources and their motivations (Canadian Association of Journalists, 2020). Our data suggest that some newsroom leaders worry about the lack of critical thinking skills possessed by recent journalism school graduates. One experienced newsroom manager highlighted concerns about deficiencies surrounding basic scientific and mathematical literacy. Moreover, this newsroom leader was troubled by a new journalist who assumed a connection between correlation and causation. This news executive also highlighted a deficiency around critical thinking and curiosity:

It’s really hard to take a kid straight out of school..., especially undergrad. I feel

like [these recent graduates] are much too confident in their own opinions or analysis of the world... and who is a good source and who is believable and who isn't. (Interview 6)

Another newsroom manager echoed these sentiments but added that critical thinking often improves with time on the job. "You learn more over time and get better over time," adding that she's watched many young journalists get better at research, asking questions and being skeptical of dubious claims (Interview 8). Cecil Rosner also noted the importance of critical thinking and the need for specialized or beat reporters, stressing that "the journalists who will do the best jobs are the ones that are knowledgeable about the things that they're covering:"

You need reporters, you need journalists who are very well versed in a whole bunch of topics and who therefore can't be taken advantage of by people who might want to push a message onto them. It's a combination of that. I don't want to discount the fact that you also need a team because it's true that no matter how many experts you have in your newsroom, there's always going to come a subject area in which no one has that expertise and so you... then need the critical thinking skills of a team or of people in your newsroom, who can who have... good skills [for] digging into the veracity of anything.

In addition to these higher cognitive functions, this study suggests newsroom bosses also want recent graduates to possess specific digital and analogue fact-check skills.

Journalism leaders and journalists all emphasized the importance of having solid fact-checking skills to quickly identify false and malicious information. These skills range from online digital investigation skills such as geolocation and the authentication of user-generated materials to tracing people's digital footprint to more traditional reporting associated with working both confidential sources and on-the-record sources.

One newsroom leader wanted recent graduates to be able to discriminate between reliable and unreliable sources of information. Moreover,

this news manager stressed the importance of using online tools to quickly authenticate photos, documents and information that need verification. The same manager also wanted journalists that could find and analyze publicly available data – and an "ability to drill down, to understand the complexity of data sets that are out there and to be able to run those data sets" into meaningful and impactful stories (Interview 6). News leaders interviewed for this research also want journalists who have a robust understanding of the process or methodology for post hoc fact-checking used by organizations such as PolitiFact, FactCheck.org, Snopes, and *The Washington Post's* Fact Checker. Additionally, both a journalism educator and two professional editorial (ante hoc) fact-checkers emphasized the importance of possessing the skills used by in-house fact-checkers who authenticate stories before being published. Having outlined skills and training that newsroom leaders and journalists want from their journalists, the coming section expands on the potential role imagined for fact-checking in Canadian news.

RQ4: *What role can editorial/ante hoc and post hoc fact-checking play in Canadian news?*

This exploratory study suggests that Canadian journalists and journalism educators imagine a robust role for post hoc fact-checking in Canadian news, emphasizing that the rise in digital misinformation/disinformation required a rigorous and systematic process to verify information and scrutinize suspect statements made by public officials. The data associated with this research question comes from three themes – fact-checking skills, critical thinking, and methodology and process – that emerged from our thematic analysis of our in-depth interviews. The head of the Canadian Association of Journalists, Brent Jolly, said fact-checking could possibly "redefine news and journalism as a trusted source of information in a post pandemic world." Veteran journalist and newsroom leader Cecil Rosner suggests legacy news media need to prioritize fact-checking and investigative reporting and "move away from [the] kind of thinking that the bread and butter of everything they do is daily news, agenda-driven news, and reallocating resources to ascertaining the truth of various

things,” he argues. “A big organization [such as] the CBC [could] easily do that if it really wanted to.” Our interview data point to a pressing need for post hoc fact-checking in Canadian news.

Intriguingly, our interviews also suggest the potential crucial role for more editorial or ante hoc fact-checking. Allison Baker and Viviane Fairbank, who both headed (at different times) the fact-checking department at the *Walrus* magazine, stressed the need to expand the teaching and practice of ante hoc/editorial fact-checking. Fairbank and Baker created the Truth in Journalism (TIJ) Fact-Checking Guide as part of their Michener-L. Richard O’Hagan Fellowship for Journalism Education aimed at examining best practices for fact-checking. As the guide notes, editorial fact-checking can, of course, increase accuracy, but also address “broader issues of trust and inclusion” by linking the practice...

...to questions of equity and inclusion – including whether some voices are treated as more authoritative than others. In the post-truth era, when many have become more conscious of the fragility of “objectivity,” it is important for journalists to learn how to acknowledge the close relationship between accuracy and ethical practice (Baker & Fairbank, 2022).

In our interviews with both Baker and Fairbank, the two ante hoc fact-checking experts emphasized the need to expand that form of fact-checking in Canadian journalism and journalism education, highlighting the so-called “Two-Layer Principle” whereby facts are determined in two steps: first, reporting; and later verifying. Fairbank contends this systematic approach, used by ante hoc fact-checkers, not only helps produce better – more accurate – journalism, but can also help reporters think through the evidence or corroboration they need to satisfy fact-checkers who scrutinize their stories.

You... need to know what those two layers look like in principle and... what questions you should be asking yourself in order to verify the information you are reporting on in order to be a good journalist. I think it should be taught in journalism school

a lot more. It should be... talked about in newsrooms a lot more.

Fairbank and Baker also highlighted how the iterative process of editorial fact-checking makes stories not only more accurate, but more polished. The writing and storytelling often benefit from this editing process, Baker said. Fact-checking, she added, “emphasizes the sort of the democratic underpinnings of journalism and the fact that... journalism is inherently collaborative.” Working with several people on a story boosts the overall quality of the piece “because everybody brings something different to the process” and also points out the journalist’s “blind spots” and biases.”

Accuracy, of course, remains a key pillar in people’s trust in news (American Press Institute, 2016) and one of the motivators for many journalism and journalism teachers to keep at fact-checking, despite doubts about its impact on correcting the imprint of misinformation and disinformation. These values are, of course, connected to normative notions of why journalists and journalism educators appear committed to fact-checking despite questions about its efficacy, as the following section outlines.

RQ5: *Do Canadian journalists and journalism educators think fact-checking actually work?*

Our exploration of this research question relies on five of our interview themes – importance, role in education, normative ideals, efficacy, and student reception. Our exploratory study’s data suggest that most Canadian journalists and journalism educators doubt – at some level – the efficacy of fact-checking, but they also remain committed to the practice as a normative expression of pushing back against mis- and disinformation in Canada’s democratic system. As detailed in this study’s conceptual framework, there is no scholarly consensus on whether – and how – fact-checking works (Fridkin et al., 2015). As noted above, some evidence suggests fact-checking does work (Altay et al., 2023; Barrera et al., 2019; Garrett et al., 2016; Walter et al., 2020), while other studies question the impact of the journalistic practice on correcting misinformation (Carey et al., 2022; Pereira et al., 2022). Our in-depth interviews

echoed this scholarly debate, seemingly discouraged by the inconclusive evidence about whether fact-checking makes a difference. Echoing Benkler et al. (2018), one newsroom leader we interviewed acknowledged that fact-checking is not as effective as it might have been before social media, the current multi-channel media ecosystem, and the ubiquitous filter bubbles in which many people wrap themselves. Yet, like the others we interviewed, this longtime journalist remains committed to the practice, stressing that there are sometimes fact-checks that push through all the noise and resonate with audiences: “You know, once in a while, I sort of feel like, oh, we are getting through” (Interview 6).

In fact, all the journalists and journalism educators interviewed for this study, despite their trepidations about the corrective ability of fact-checking, steadfastly insist they will keep teaching and producing both post and ante hoc fact checks. Brent Jolly, head of the Canadian Association of Journalists, acknowledges fact-checking cannot be the sole solution to misinformation and disinformation – but it can, he argues, play a crucial role in “helping the public to decipher what’s accurate and what’s not.” As well, our expert interviews suggest that there is an important potential role that fact-checking can play in boosting the credibility of news at a time when public confidence is falling. “The act of doing it is important and the act of teaching students is important,” said Mount Royal University journalism professor Archie McLean, adding that sometimes it feels like “throwing a pebble into the ocean.”

This one fact check may not matter, but... the alternative is to throw your hands up. I think it’s important to be in the fight, and especially as a journalism school and as people who teach young people about information, I feel like we can’t just throw our hands up... I think we have a responsibility to try it, even though in my darkest hours sometimes... it feels like a losing battle.

These sentiments, of course, echo normative democratic ideals about the role of journalism in keeping citizens informed (Tuchman, 1978; Gans, 1979, 2003; Shoemaker & Reese, 2014) and

fact-checking’s role in information integrity in democracy (Dobbs, 2012; Graves, 2016). The idealized function of Canadian news media flows from liberalism, whereby journalists are watchdogs and truth-speakers who serve democracy by keeping citizens informed (Ward, 2015; Taylor & DeCilia, 2021). In this monitorial role, journalists act as truth tellers educating the public (Christians et al., 2009). This study highlights the potentially important democratic role Canadian journalism is playing in combating misinformation and disinformation.

CONCLUSION

This exploratory study sheds some light on fact-checking (both editorial/ante hoc and post hoc) in Canadian journalism and journalism education. It attempts to begin to fill a scholarly deficit and contributes, in a preliminary way, to our understanding of fact-checking in Canadian news.

This study also highlights the potentially important democratic role Canadian journalists are playing in combating misinformation and disinformation. Our study suggests: **(1)** COVID-19 pandemic highlighted the need for more fact-checking, but the worldwide health crisis was not the sole trigger for the increased practice and instruction; **(2)** over the last decade, Canadian journalism schools have increased their focus on fact-checking; **(3)** Canadian newsroom leaders want their journalists to have solid fact-checking skills to combat concerns about information integrity; **(4)** Canadian journalists and journalism educators believe ante hoc (editorial) and post hoc fact-checking skills and methodology should play a larger role in Canadian journalism; and **(5)** while most Canadian journalists doubt the efficacy of post hoc fact-checking, they remain committed to the practice because of their commitments to normative and democratic ideals of truth and information integrity.

There are, of course, limitations to this study. The findings come from expert interviews, and therefore, are not generalizable. Yet, our in-depth expert interviews sketch a tentative picture of the current practice and pedagogy surrounding fact-checking in Canadian journalism. This study lays the groundwork for future research. It offers

a springboard, of sorts, for future survey research with a random sample of Canadian journalists about fact-checking to ascertain more generalizable findings about fact-checking in Canada. Future work also needs to consider the fact-checking taking place in French-language Canadian journalism. Subsequent work, akin to the excellent editorial fact-checking guide produced by the Truth in Journalism Project, could also define the best practices or methodology for post hoc fact-checking in Canada.

Notably, our findings suggest there are strong normative aspirations amongst Canadian journalists and journalism educators to push back against the forces of misinformation and disinformation that threaten democracy (Benkler et al., 2018). It is, indeed, remarkable that Canadian journalists and journalism educators feel compelled for ethical and philosophical reasons to continue fact-checking despite their misgivings about its effectiveness. Consistent with Pingree and colleagues (2018), it appears that Canadian journalists and journalism professors believe that fact-checking can both bolster the credibility of journalism and produce democratically desirable outcomes. As one of our expert interviewees asked: “What’s the alternative?” (Interview 6). Perhaps, as Hackett (1991, p. 281) puts it so well, the news media are “not a level playing field, but sometimes it is possible, even playing uphill, to score points, to win a match, and perhaps occasionally even to refine the rules of the game.”

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ADDITIONAL RESOURCES

Visit [Appendix A and B: Fact-checking online](#) for the list of questions we asked our sources.

NOTES

¹ For the purposes of this study, we define misinformation as inaccurate or false information – rumours, pranks – that “contradicts or distorts common understandings of verifiable facts” (Guess and Lyons, 2020, p. 11). Disinformation is false information deliberately or maliciously spread by bad actors, conspiracy theories, hoaxes, and propaganda.

² Editorial or ante hoc fact-checking involves fact checkers independently verifying “every factual statement included in the story and flags any necessary corrections” (Baker & Fairbank, 2022). Post hoc fact-checking investigates dubious or troubling claims in the public sphere to establish their truthfulness.

³ Verification is the journalistic practice of establishing the truth, accuracy or validity of information.

⁴ This qualitative research complied with – and was reviewed and approved by – Mount Royal University’s Human Research Ethics Board (Clearance No. 103325). In compliance with the Tri-Council Policy Statement (TCPS2), this study protected the rights, welfare and privacy of research participants.

⁵ This number of in-depth expert interviews is consistent with the range of interviews required for a meaningful understanding of a social phenomenon (Gaskell, 2007). Moreover, 14 reflects a reasonable number of interviews for this exploratory study.

⁶ A limitation of our initial study is the lack of French-speaking journalists, newsroom leaders and journalism educators in our participant pool. Further research should undoubtedly include French-speaking Canadian journalists and educators.

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Commentary

A new approach to teaching public health advocacy

Une nouvelle approche à l'enseignement de la défense de la santé publique

Kate Mulligan and Robert Steiner, University of Toronto

ABSTRACT

Public health leaders face many challenges in influencing policy and public opinion, especially in times of crisis such as the COVID-19 pandemic. However, public health training does not always prepare practitioners to advocate, communicate with the public or move beyond technocratic approaches to policy development. To address these challenges, we designed and delivered a new course on public health advocacy to help professional-stream doctoral students understand and use journalistic skills in developing a relationships-based approach to political and policy change. The course drew on students' career experiences to anchor conversations that explored journalism as a novel approach for open-mindedness in public health advocacy, situated the political process as a legitimate democratic space for public health advocacy, and contextualized advocacy work in the broader context of relationship building and systems change. In this commentary, we share insights from the course to demonstrate how public health leaders can draw on journalism training to better shape and participate in public discussion.

RÉSUMÉ

Les responsables de la santé publique sont confrontés à de nombreux défis lorsqu'il s'agit d'influencer la politique et l'opinion publique, en particulier en temps de crise comme la pandémie de COVID-19. Cependant, la formation en santé publique ne prépare pas toujours les praticiens à défendre leurs intérêts, à communiquer avec le public ou à dépasser les approches technocratiques de l'élaboration des politiques. Pour relever ces défis, nous avons conçu et dispensé un nouveau cours sur la défense de la santé publique afin d'aider les étudiants en doctorat à comprendre et à utiliser les compétences journalistiques pour développer une approche basée sur les relations en vue d'un changement poli-

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tique et de légalité. Le cours s'est appuyé sur les expériences professionnelles des étudiants pour ancrer les conversations qui ont exploré le journalisme comme une nouvelle approche pour l'ouverture d'esprit dans la défense de la santé publique, situé le processus politique comme un espace démocratique légitime pour la défense de la santé publique, et contextualisé le travail de défense dans le contexte plus large de l'établissement de relations et du changement des systèmes. Dans cette analyse, nous partageons des idées tirées du cours afin de montrer comment les responsables de la santé publique peuvent s'inspirer de leur formation en journalisme pour mieux façonner le débat public et y participer.

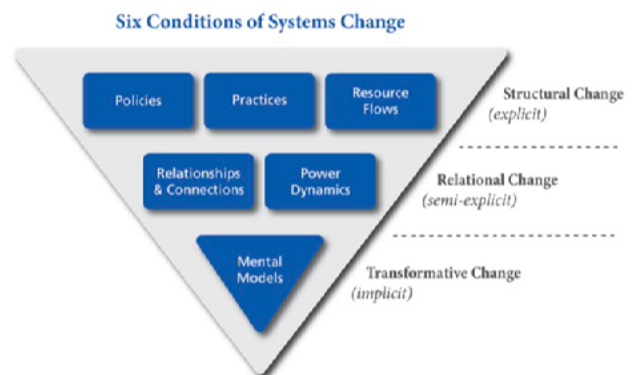
The COVID-19 crisis shone a spotlight on the complex links between how public health leaders make decisions and how they engage with, shape, respond to, and reflect public discourse. It also exposed the opportunity to better train public health leaders in the skills they need to influence change beyond their direct authority, to engage effectively in public debates about societal priorities, and to build trust on issues of equity and community engagement (Tam, 2021; Mulligan, 2022). We propose that public health leaders can draw on training in journalism disciplines to better shape and participate in public discussion. In this commentary, we share insights from our new graduate course on public health advocacy. The course, designed for graduate students pursuing a professional-based public health degree, is – as far as we know – the first of its kind in Canada. It combines journalism training with political, government, media and community relations capacity-building to enhance public health leadership and impact. It also integrates rigorous academic training with the professional experiences of working students, as well as our own lived experience of public health advocacy. By sharing our experience of expanding the accessibility of journalism education from schools of journalism and communications to a school of public health, we hope to stimulate a conversation about journalism’s potential value in the toolkit of public health leaders, in a time of complex and overlapping public health crises.

Advocacy – political engagement to influence policy decisions at organizational and systems levels (National Collaborating Centre for Determinants of Health, 2015) – is a core competency of public health practice in Canada (Public Health Agency of Canada, 2007) and a fundamental component of health promotion (World Health Organization, 1986). But advocacy is not always taught in schools of public health, and when it is, it often focuses on technical skills for “policy development” rather than relational skills for dealing with politics and power – especially the speed, storytelling and savvy, or practical knowledge that supports good judgement – that journalism education teaches. As two public health faculty members with significant experience in public health advocacy at multiple scales of governance and action, we recognized this learning gap in the pro-

fessional curriculum for students in the University of Toronto’s professional Doctor of Public Health program (University of Toronto, 2023). To fill this gap, we developed and delivered an online elective course in public health advocacy in 2023.

Using Kania et al.’s (2018) “Water of Systems Change” framework, we posited that most professional-stream students work in the area of structural change (explicit changes to policies, practices and resource flows) in their everyday careers, and that most of their academic training was focused either at that same scale or in the abstract area of mental models (implicit paradigms) typically outside their daily scope of practice. We therefore concentrated the Public Health Advocacy course on the overlooked area of relational change – helping students develop advocacy skills by building their capacities to understand and influence power dynamics by developing ongoing relationships with public health decision-makers, communities, journalists and others who frame the public discussion. This decision was based in part on health promotion practice research showing that “within a systems approach to community-level health promotion, a practitioner’s capacity to identify their role in complex adaptive systems and their ability to influence others are potentially powerful skills to facilitate change” (Bensberg, 2020, p. 1).

FIGURE 1: “6 CONDITIONS OF SYSTEMS CHANGE” KANIA ET AL., 2018



A key component of the course was the creation of a friendly and confidential classroom environment that respected the seniority and sensitivity of these working students, who are already leaders in their fields. Weekly online sessions combined practical training in journalism and

advocacy skills, thoughtful engagement with academic theory and research, and shared discussion of real-time advocacy challenges faced by students or issues making headlines each week.

A NEW TOOLKIT IN FOUR PILLARS: ADVOCACY, JOURNALISM, POLITICS, AND COMMUNITY

This course was based on the premise that policy experts need to generate trust in their ideas among other policy actors whose legitimacy reflects their own unique links to the public, including politicians and journalists. This requires a cognitive shift for public health leaders. Indeed, it challenges long-standing assumptions in public health that policies should “sell themselves” on nothing more than the quality of their evidence. By corollary, public health leaders often act as if communications failures reflect shortcomings in the public’s understanding of evidence. Our approach challenged learners to understand that communications failures often reflect failures of trust, rather than understanding; and that they can build public trust by using a specific toolkit. That premise was translated into specific learning goals. We aimed for our students to:

- Gain an introductory knowledge of the institutional and social contexts for their advocacy;
- Use journalism disciplines to shape public environment within which advocacy happens
- Shape the way political decision-makers discuss policy options
- Use crisis management as a foundation for community trust in public health.

We advanced to those learning goals through four pillars delivered in a total of 12 two-hour sessions, each connected to specific professional competencies in public health. In this first offering of the course, two instructors taught seven doctoral students, enabling a high degree of engagement across the cohort.

PILLAR 1: ADVOCACY AND SYSTEMS CHANGE

In our first pillar, we placed policy advocacy in the context of larger systems change (Kramer and Senge, 2018) and discussions about the dynamics of group polarization currently shaping health policy debates (Brooks, 2022; Nyhan, 2014, 2015; Ripley, 2019). Because these public health professionals and students are well-versed in structural change in their daily work and transformative change in their academic training, we focused this course on the missing level: relational change (Kramer and Senge, 2018). We aimed to help students use journalism skills to build and strengthen individual and institutional relationships, and to identify and challenge power dynamics, for the purposes of public health advocacy.

PILLAR 2: JOURNALISM

The two sessions of our second pillar focused on journalism as a novel framework for advocacy, building on existing work within our faculty. While journalism and advocacy are typically conceptualized as distinct projects, working “like a journalist” can help a policy entrepreneur seek fresh perspectives in their advocacy. Students learned how to interrogate their own disciplines with an open mind, as a journalist would. They also learned how journalists make a technical policy idea relevant to a wide spectrum of non-specialists by linking it to broader social themes, making it timely and exploring it in a non-partisan way.

We sought to introduce journalism principles very quickly by focusing strictly on the framework of story-pitches. Students learned that journalism depends on a collaboration between the journalist, representing a story, and an editor, representing an audience. That relationship mirrors the dynamic between public health leaders, who represent scientific evidence, and the audience – or public – itself. For public health actors, thinking like a journalist is not the same as engaging in public relations in order to protect an institutional reputation or advance an institutional agenda.

Rather, thinking like a journalist provides scaffolding against which these actors can link communications, context and evidence to action.

Just as a strong story pitch functions as the glue in that editorial relationship, students learned

to formulate their public communications using pitching principles. Specifically, students were asked to identify a public health advocacy position in which they were involved, and then frame their evidence around three criteria of a compelling story pitch: why their approach was important (not just interesting) for their targeted population, how it challenged conventional wisdom, and why it was timely – even urgent. A fourth criterion, the scientific evidence driving their approach, was to be included only in the context of the first three criteria. This framework compelled students to think beyond just scientific evidence, and instead consider – and honour – the population with which they were communicating. Indeed, by using these criteria for a compelling pitch, students were expected to question their own understanding of an issue they thought they knew well. In their first assignment, we asked students to actually “pitch” their advocacy position in a 150-200-word pitch, formatted as a journalist would format a story pitch to an editor. We used a flipped classroom approach (Al-Samarraie et al., 2020) by workshopping each of their pitches in class, as a group, before the assignment was due.

PILLAR 3: POLITICS

Our third pillar focused on the legitimacy of politics in a democratic society and introduced students to the distinct qualities of political decision-making, especially in a post-pandemic environment. The COVID-19 pandemic “unmasked the politics of public health policies” even as it revealed “the absence of the politics of public health...in most definitions and framings of health and public health” (Daher-Nashif, 2021, p. 2). That gap was evident well before the pandemic; for example, a 2016 study of public health policy professionals suggested that public health students learn political skills such as “identifying which political actors have the ability to move a policy and forward and what motivates them... and recognizing that all policy making involves a series of trade-offs, opportunity costs and compromise ” (Moreland-Russell et al., 2016, p. 652). The study also suggested that public health policy students need “skills in developing effective policy-related messages” (Moreland-Russell et al., 2016, p. 652).

Pedagogically, the course sought to engage

professional-stream students in those lessons as part-time adult learners who were already shaping advocacy in their own fields. Studies of advocacy teaching in medical education suggest that standardization does not work well with this material, and that adult learners best engage in advocacy learning when they can apply the material directly to their own work, in the context of their own values (McDonald, 2019). To underscore those connections, we began each two-hour session with 30 minutes discussing tensions arising from students’ own policy experiences during the previous week. Those open-ended discussions in a small setting of seven graduate students provided a strong basis for shared learning and knowledge creation.

We drew on our own experiences in public health politics to teach these four sessions, locating them in theoretical frameworks of political change wherever possible. Students learned about politicians’ need to link policy to public legitimacy and to their past public commitments. Students then learned how to translate a policy idea into a political “ask” by identifying a specific outcome an elected official could deliver – a statutory change, a regulatory change, a budget allocation, or an operational change in public services – and locating the specific politicians who could deliver that outcome. Finally, students learned how to engage in political consultations and shape their advocacy to specific politicians’ decision-making models.

PILLAR 4: COMMUNITY

Our fourth pillar brought political advocacy into a community setting. Students revisited the relational change component of systems change (Kramer and Senge, 2018) and considered the power shifts and new relationships necessary to advance community participation in advocacy and decision making. Through guest lectures and case examples, students explored the advocacy work of community organizations, the necessity of including Indigenous governments and decision makers when considering advocacy work, and how public health researchers and decision makers have built and navigated public trust during crises. Students explored their own intersectional identities and learned how to build effective political alliances with community groups.

INTEGRATING THE PILLARS INTO A CAPSTONE ASSIGNMENT

As a capstone assignment, students were asked to build an integrated advocacy plan for an issue on which they were working. The plan required them to deploy the full portfolio of skills they had learned in the course: formulating a policy idea as a focused political “ask,” tailoring that ask to specific political decision makers, and using journalistic and community disciplines to mobilize public interest.

Students were asked to integrate the course’s four learning goals by preparing a brief advocacy strategy written plan in four parts. First, rather than simply articulate an idealized, evidence-based policy, students described a more tightly focused, actionable policy request, with specific implementation advice, and identified the relevant, responsible political or public-service policy maker(s). Second, students assessed the political environment, identified pressures on their identified policy-maker(s), and considered supportive coalitions that could bolster successful implementation or decision-making. In this context, they produced an advocacy pitch sensitive to the policy maker’s needs and goals. Third, students described how they would use their journalism skills to generate and direct public interest, where appropriate.

To underscore the applied nature of this work students were asked to sequence an execution plan with realistic and well explained time frames. The capstone project thus pushed students beyond traditional, evidence-based thinking about policy. They were expected to demonstrate an ability to also think politically and journalistically in order to build trust for new ideas that don’t simply sell themselves.

REFLECTIONS

In launching this new course, we aimed to address some of the failures we had seen in public health leadership during the height of the COVID-pandemic: a failure to connect with distressed populations and politicians, that arose because of an over-reliance on letting evidence speak for itself, and an under-appreciation of the tools necessary to build public trust. We recognized that in pre-


senting those tools to emerging public health leaders, we were asking them to undertake a significant cognitive shift. Indeed, we were asking them to challenge the way more senior leaders in their own institutions tended to communicate.

In many respects, our students succeeded. We learned to use their ongoing, real-life experiences as a platform for applied learning, and students noted regularly that their approach to their jobs was changing week-by-week as the course progressed. In one class, students and instructors advised one student on how to advocate for an urgent change to the federal budget, weeks before the budget was due to be tabled in Parliament. In another, a student shared how they used course learnings and materials to turn their social media advocacy into a specific organizational change.

As instructors, we also learned that emerging and experienced public health leaders need to undertake a significant portion of this work inside their organizations. In some cases that is because they do not yet occupy public-facing positions; in others, it is because they are public servants and do not have independent public-facing mandates. Teaching advocacy in this way requires a high degree of engagement by instructors; in this case, two instructors taught only seven students, though we expect enrolment to grow as the course becomes established in the professional-stream curriculum.

Challenges in the capstone assignment, however, underscored just how difficult this kind of cognitive shift can actually be. Students diligently completed each component of the capstone, but both their written papers and their presentations continued to lean heavily on conventional, evidence-based arguments. Demonstrations of political, community, and journalistic thinking, for the most part, remained cautiously within the remit of mainstream public health policy approaches; that is, despite our focus on the connections and power dynamics of relational change, students stayed within their comfort zones in structural change, focusing on nuts-and-bolts scientific evidence and bureaucratic approaches over critical journalistic and community change. However, the students did successfully demonstrate their understanding of both the principles of relational change and the fundamentals of journalism that could support

their traditional approaches. They also identified the structural barriers within their own positions that challenge their abilities to act on novel approaches and use their journalism training.

Our experience with these assignments as completed suggest that the course could do more to integrate the four pillars – advocacy thinking, journalism thinking, political thinking and community coalition building – rather than simply presenting them as a sequence of separate skills. In future course iterations, we plan to tie each session more explicitly to the final project in order to prompt a deeper cognitive shift and a more integrated approach to advocacy. We also plan to lean further into conversations about the support structures that public health professionals need to take intellectual and professional risks in advancing advocacy through relational change. The need, in a time of multiple public health crises requiring effective collaboration and communication, is clear. We hope that students can then use the course as a confidential, real-time journalism and advocacy lab, using feedback from instructors and peers to dig deeper into action on the relationships, connections and power dynamics involved in advocacy and systems change. 

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Podcast episode 3

Forced Change: Talking trauma — how journalism educators are finding new ways to teach an age-old topic

Changement forcé : Parlons trauma - comment les formateurs en journalisme trouvent de nouvelles façons d'enseigner un sujet vieux comme le monde

Matthew Pearson, Saranaz Barforoush,
Duncan McCue and Kelly Roche

ABSTRACT

What does a “trauma-informed journalist” look like? What are the specific competencies associated with being a trauma-informed journalist? And what are the metrics used to measure the efficacy of current training on trauma-informed approaches to reporting? These questions grow out of a discussion at the Taking Care Roundtable, which brought newsroom leaders, journalism educators, working journalists, union representatives, and other stakeholders together in Ottawa in October 2022 for a two-day meeting intended to surface practical and innovative solutions to address some of the challenges highlighted in Matthew Pearson’s and David Seglins’s (2022) *Taking Care: A report on mental health, well-being and trauma among Canadian media workers*. This podcast episode features a discussion among journalism educators about the importance of teaching trauma-informed approaches to reporting, the current gaps in pedagogy and practice, and reflections on the student-led demand for this content in a post-pandemic environment where mental health and well-being is top of mind among many young journalists in training.

RÉSUMÉ

À quoi ressemble un “journaliste respectueux des traumatismes” ? Quelles sont les compétences spécifiques associées à ce type de journaliste ? Et quels sont les paramètres utilisés pour mesurer l’efficacité de la formation actuelle sur les approches de reportage tenant compte des traumatismes ? Ces questions sont nées d’une discussion à la table ronde “Prendre soin”, qui a rassemblé des dirigeants de salles de rédaction, des formateurs en journalisme, des journalistes en activité, des représentants syndicaux et d’autres parties prenantes à Ottawa en octobre 2022 pour une réunion de deux jours visant à trouver des solutions pratiques et innovantes pour relever certains des défis mis en évidence dans le rapport de Matthew Pearson et Da-



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vid Seglins (2022) intitulé “Prendre soin” : Un rapport sur la santé mentale, le bien-être et les traumatismes chez les travailleurs des médias canadiens. Cet épisode du podcast présente une discussion entre formateurs en journalisme sur l’importance d’enseigner des approches de reportage tenant compte des traumatismes, les lacunes actuelles en

matière de pédagogie et de pratique, et des réflexions sur la demande de ce contenu par les étudiants dans un environnement post-pandémique où la santé mentale et le bien-être sont au cœur des préoccupations de nombreux jeunes journalistes en formation.

Crack open a reporting textbook and the table of contents will surely outline many fundamental skills a journalism student must master if they hope to succeed in the industry. Finding original story ideas, writing snappy leads and nut graphs, incorporating colourful quotes and proper attribution, understanding media law and ethics, and learning the basics of copy editing and Canadian Press style are all covered (Bender et al., 2018).

What’s often missing, or referenced in a fleeting way, in these general texts is how to effectively, ethically, and sensitively report on traumatic events and the people touched by them. Despite the complex issues journalists in the early decades of the 21st century find themselves reporting on — from conflict, climate catastrophes and the COVID-19 pandemic to racial reckonings, political instability, and economic and social disparities — there is scant practical direction on how to tell these stories well and even less on how a journalist might protect their own mental health and well-being while doing so (Hadley-Burke & Saxena, 2021).

The lack of adequate training is borne out in research, most notably by a sobering statistic from *Taking Care: A report on mental health, well-being and trauma among Canadian media workers*. The 2022 report is based on voluntary and anonymous survey responses from more than 1,200 journalists and media workers in Canada. Ninety per cent of respondents said they did not receive any training on how to report on trauma while enrolled in journalism school (meanwhile, 85 per cent said they haven’t received it at work either) (Pearson & Seglins, 2022, p. 28). This is a gap in journalism pedagogy and practice that requires urgent attention.


Teaching trauma-informed approaches to journalism is crucial because it recognizes the special considerations journalists must make around language use and ethics when reporting on how trauma impacts individuals, families, and communities. More broadly, these approaches encompass a solid understanding of what trauma is and how it can affect people, the risks to journalists when they are exposed to trauma on the job, and the importance of mental health support and self-care resources for journalists to take care of themselves and look out for colleagues after reporting on traumatic incidents or interacting with survivors of trauma.

In the words of Roger Simpson and William Coté (2006), a pair of American journalism instructors who authored the seminal book, *Covering Violence: A guide to ethical reporting about victims and trauma*, “The most effective journalist is one who understands the risks of his or her work, has been trained well for that work, and is confident of the support of employers or others during and after the coverage of violent events” (p. 267).

There is no question individual instructors in some Canadian journalism programs are bringing this content into the classroom. Many may benefit from materials produced by the Dart Center for Journalism and Trauma and the Canadian Journalism Forum on Violence and Trauma, which have been working in this space for several decades. However, an overhaul of journalism curricula in Canada to make space for trauma-informed approaches has not happened yet. And because it’s not part of the core curriculum, it remains difficult to ensure that every graduating student, regardless of the path they took while in school, would have received some kind of introduction to the topic.

Why are programs reluctant to include this material? Is it simply a lack of sufficient time or competing demands to teach a wide and growing list of skills? Or is there a possibility that the macho, no-crying-in-journalism culture that has taken root in many newsrooms over many years has, to some degree, been replicated in journalism programs?

Whatever the reason(s), the way forward is clear – when educators create space for these conversations, acknowledge upfront that trauma may be something a student will encounter on the job, and provide meaningful advice on how to take care of sources and themselves, everyone benefits.

In this podcast episode, Carleton University journalism professor Matthew Pearson facilitates a round-table discussion with three other journalism educators: Saranaz Barforoush from the University of British Columbia, Duncan McCue from Carleton University and Kelly Roche from University of King's College. In this discussion, the four educators – drawn from different parts of the country – explore how their counterparts have engaged with the idea of bringing trauma-informed approaches to reporting into the classroom and reflect on what work remains. 

[Watch the panel's full discussion here.](#)

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Award-winning broadcaster **Duncan McCue** is a professor of Indigenous Journalism and (Story)telling at Carleton University's School of Journalism and Communication. A long-time CBC radio host and TV news correspondent, he's the author of *Decolonizing Journalism: A Guide to Reporting in Indigenous Communities* and a proud Anishinaabe from the Chipewas of Georgina Island First Nation.

Kelly Roche is best known for her trailblazing approach in the journalism program at Humber College in Toronto. She has managed digital newsrooms for Humber News and The Signal at the University of King's College in Halifax. Her freelance work has appeared in the *Toronto Star*, *CBC* and *Toronto Life*.

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Simulated solutions: Using a clinical simulation exercise to prepare journalism students for trauma-intensive interviews

Solutions simulées : Utilisation d'un exercice de simulation clinique pour préparer les étudiants en journalisme à des entretiens à fort impact traumatique

Matthew Pearson, Carleton University

ABSTRACT

When disaster strikes, journalists are often among the first on scene. They are also there in the aftermath, speaking to survivors as they come to terms with what has happened to them. How journalists interact with and interview trauma survivors without causing further harm has increasingly become a focus of newsrooms and, by extension, the journalism programs whose mission it is to train students to enter the industry. Yet despite research on the impacts journalists can suffer as a result of covering traumatic events, training on trauma-informed approaches to interviews is limited. Drawing on the use of clinical simulations in higher education classroom environments, this article outlines how an interview simulation exercise was conceived and conducted as part of a specialized course on trauma-informed reporting at a university in Ottawa, Ontario, Canada. Included are insights from students who participated in the simulation exercise and considerations of where simulation exercises might elsewhere be used in a journalism-training context. The widespread adoption of video conferencing tools as part of the shift to online learning during the COVID-19 pandemic, which imposed changes to long-established pedagogies, facilitated the use of such tools to conduct the outlined interview simulation exercise in an accessible, innovative, and practical manner.

RÉSUMÉ

Lorsqu'une catastrophe survient, les journalistes sont souvent parmi les premiers à arriver sur les lieux. Ils sont également présents après la catastrophe, s'entretenant avec les survivants qui doivent faire face à ce qui leur est arrivé. La manière dont les journalistes interagissent avec les survivants d'un traumatisme et les interrogent sans les blesser davantage est de plus en plus au centre des préoccupations des salles de rédaction et, par extension, des programmes de journalisme dont la mission est de former les étudiants à l'industrie du journalisme. Pourtant, malgré les recherches sur les impacts que peuvent subir les journalistes lorsqu'ils

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couvrent des événements traumatisants, la formation sur les approches des entretiens fondées sur les traumatismes est limitée. S'inspirant de l'utilisation de simulations cliniques dans les salles de classe de l'enseignement supérieur, cet article décrit comment un exercice de simulation d'entretien a été conçu et réalisé dans le cadre d'un cours spécialisé sur les reportages tenant compte des traumatismes dans une université d'Ottawa (Ontario), au Canada. L'article comprend des commentaires d'étudiants qui ont participé à l'exercice de simulation et des considérations sur les autres utilisations possibles des exercices de simulation dans le contexte de la formation au journalisme. L'adoption généralisée d'outils de vidéoconférence dans le cadre du passage à l'apprentissage en ligne pendant la pandémie de COVID-19, qui a imposé des changements à des pédagogies établies de longue date, a facilité l'utilisation de ces outils pour mener l'exercice de simulation d'entretien décrit d'une manière accessible, innovante et pratique.

Scan the home page of any news platform or venue and you're likely to find stories involving trauma. Yet the vast majority of journalists working in Canada receive no formal trauma training in journalism school (Pearson & Seglins, 2022). Most don't receive training in the newsroom either (Pearson & Seglins, 2022). Instead, they cobble together skills by talking to others or figuring out an approach on their own, often without knowing what is considered to be best practice.

There have been concerted efforts over the past two decades to increase trauma literacy in Canada and fill this gap in journalism pedagogy. The Canadian Journalism Forum on Violence and Trauma, for example, holds training workshops and conferences to build awareness and facilitate discussion among journalists, employers, unions, other journalistic organizations, and journalism educators across the country.¹ There is a question of where this training fits within the broader curricula of college and university programs. Does it belong in mandatory, entry-level reporting courses to prepare all students at the ground floor? Or does it belong in specialized reporting courses for upper-year students keen on investigating this emerging area of journalistic practice? I would argue it belongs in both places, among others, though the focus of this paper is on a specialized trauma reporting course and, in particular, the development and delivery of an interview simulation exercise that saw students interview actors who portrayed survivors of a traumatic event.

This study explores three key questions: a) What were the impacts of using actors to create realistic scenarios in which journalism students could practice trauma-aware interview skills? b) How did the trauma simulations draw on the deep clinical simulations associated with teaching hospital methods? and c) What were the consequences of delivering the simulations using video conferencing technology?

LITERATURE REVIEW

The discourse on ethical reporting on victims of violence and trauma dates back to the 1990s (Simpson & Boggs, 1999), and coalesced with the

creation of the Dart Center for Journalism and Trauma, based at Columbia Journalism School in New York City. Its research unit has subsequently conducted numerous peer-reviewed studies on newsrooms and traumatic stress (McMahon, 2001; Newman, Simpson & Handschuh, 2003; Newman, Shapiro & Nelson, 2009; Nelson 2011; Pyevich, C., Newman, E. & Daleiden, E., 2003).

War journalists were among the first journalists to be formally studied; they were found to have significantly higher rates of post-traumatic stress disorder and major depression than their counterparts who do not report on war (American Psychiatric Association, 2013; Feinstein, Owen & Blair, 2002; Feinstein & Sinyor, 2009). However, while the vast majority of journalists will never do this type of work, many continue to be exposed to trauma on the job on a regular basis. "The most effective journalist," according to Simpson and Coté (2006), "is one who understands the risks of his or her work, has been trained well for that work, and is confident of the support of employers or others during and after the coverage of violent events" (p. 267). Thus, it is crucial for researchers to explore the challenges faced by journalists working in local media, whose exposure to traumatic events may accumulate over time, as well as the training and education they have received either on the job or in the classroom.

GLOBAL RESEARCH

International research on journalism and trauma has resulted in a number of survey-based studies of journalists over the last two decades.²

A 2013 Canadian study documented the experiences of Canadian photojournalists and journalists who were exposed to trauma victims or survivors in national and international trauma, conflict, or disaster events through interviews with 31 photojournalists and journalists who worked in both print and broadcast news (Keats & Buchanan, 2013). A subsequent Canadian study, published in 2022, documented the experiences of more than 1,200 journalists and media workers in Canada (Pearson & Seglins, 2022).

Repeated exposure to trauma and its victims can have dramatic negative effects on media work-

ers, and while there may be no way to prevent these effects, training can help minimize them. Rentschler (2010) found training can have a positive effect on the field of journalism, while unpreparedness allows journalists, especially those early in their careers, to be thrown into situations they are unable to emotionally handle.

TEACHING TRAUMA-INFORMED REPORTING SKILLS

Many have argued the best place for this training is in journalism schools, because emerging journalists are highly likely to encounter trauma very early in their careers (Barnes, 2013). As one study showed, 84 per cent of journalists had covered at least one traumatic story within the first five years of their careers (Johnson, 1999). When young reporters are or feel ill-prepared to cover stories that involve trauma, this lack of preparation heightens the possibility of doing harm to interview subjects (Duncan & Newton, 2010) and often results in insensitive or intrusive behaviours on the part of the reporter (Walsh-Childers, Lewis & Neely, 2011).

The Taking Care report (2022) found 90 per cent of survey respondents did not receive trauma training in journalism school. While only one institution, Carleton University, offers a complete course on trauma-informed reporting, a number of other schools said efforts to include trauma training in some capacity comprise “mentions, modules, workshops and other training formats” (Pearson & Seglins, 2022, p. 28). Some institutions offer intersectional perspectives on trauma, notably how it affects people of colour (Pearson & Seglins, 2022).

Similarly, when journalism scholars Gretchen Dworznik and Adrienne Garvey surveyed accredited journalism schools in the United States in 2016, they uncovered few examples of stand-alone courses on trauma reporting. Dworznik and Garvey (2019) used the list of fully accredited journalism schools available on the website of the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) to recruit one representative from each school to complete

a survey. From an initial list of 100, the authors received responses from a total of 41 schools. Of these, only one indicated that their program had a course in its curriculum dedicated specifically to teaching about how trauma can impact journalists (Dworznik & Garvey, 2019). Thirty-five respondents said they taught about victim trauma as part of other courses, while five schools said they did not teach the topic at all (Dworznik & Garvey, 2019, p. 374). Class discussion was the most common teaching method cited, followed by lecture and required readings. Inviting working or retired journalists into classes as guest speakers and using videos was also cited by some schools as the preferred method for addressing the topic (Dworznik & Garvey, 2019, p. 374). Three schools incorporated role-play exercises and invited trauma victims to be guest speakers, while only one said it used role-play exercises with actors to teach trauma (Dworznik & Garvey, 2019, p. 375).

The Dworznik and Garvey study found that the accredited journalism schools they surveyed supported the idea that journalists can be harmed by the traumatic stories they cover and that journalists also have the potential to harm victims of trauma during the course of covering a story; respondents also agreed journalists in-training need both trauma and victim training before they enter the workforce (p. 378), in part because it shouldn't be assumed students will receive such training once they enter a newsroom. Still, there appears to be a reticence to dramatically alter curriculum to address these gaps by devoting more time to preparing students for reporting on traumatic events, meaningfully interacting with survivors, and learning to assess, manage, and respond to their own emotional reaction to assignments. Dworznik and Garvey highlight this as noteworthy given that research shows journalists are not receiving this type of training on the job and that most newsrooms do not offer a supportive environment for those who are unsure of how to handle trauma within themselves or in the victims they interact with (p. 378).

The Canadian study that found 90 per cent of respondents – people who are or have been working journalists in the past five years – didn't receive

trauma training in journalism school revealed that 85 per cent haven't received training at work either (Pearson & Seglins, 2022, p. 28). Almost no reporters, writers, photographers, or camera operators received any trauma training, despite the higher likelihood of being on the frontlines of traumatic events (Pearson & Seglins, 2022, p. 28). "I feel extremely lucky that I haven't experienced trauma through my work in media," one Halifax, Nova Scotia-based writer said in the report. "It feels inevitable that it will happen at some point though, and that scares me because I've never had any training on trauma reporting in journalism school and I don't want to come across as weak to my manager by asking how to deal with it or appearing hesitant to cover certain stories" (qtd. in Pearson & Seglins, 2022, p. 28).

SIMULATION TRAINING

Simulation-based learning activities are common in the field of medical education. Such simulations, often involving the use of trained actors, advance the competencies and skills of prospective doctors and nurses. Simulation-based learning also occurs in other fields, including teacher education, engineering, and management (Chernikova et al, 2020). Knowledge application in realistic situations has been shown to be important for the development of complex skills. Simulation-based learning "allows reality to be brought closer into schools and universities" and provides learners with an opportunity to "take over certain roles and act in a hands-on (and heads-on) way in a simulated professional context" (Chernikova et al, 2020, p. 504).

In particular, "clinical simulations," defined as recorded, live-actor interactions that approximate challenging situations in professional settings, immerse students in a low-risk setting where interactions can be observed and trainees can receive coaching and feedback. Clinical simulations allow students to transform knowledge into action and ensure students have comparable opportunities to practice key skills (Dotger, n.d.). According to Ben Dotger, director of the Center for Experiential Pedagogy and Practice and Syracuse University's School of Education and co-author of *Clinical*

Simulations as Signature Pedagogy, clinical simulations allow students to "bring together what they've been taught and put it into action in an environment that challenges them but also allows for mistakes" (Walls, 2022).

The use of standardized patients and simulation exercises in medical schools grows out of an understanding that the goal of medical education is to prepare physicians to "deliver safe, competent, quality patient care" (Cantrell & Deloney, 2007, p. 377). In a journalism training context, this goal could be similarly expressed as preparing journalists to produce safe, competent, quality journalism; safe, in this context, directly responds to a key principle of trauma-informed care and envisages both the safety of the source and the journalist (Office of Readiness and Response, 2020). Cantrell and Deloney (2007) argue simulation "allows the learner to build knowledge and experience through practice and rehearsal in a safe environment where, fortuitously, the inconvenience, discomfort, and potential harm to 'real' patients are minimized" (p. 377). Here again the notion of safety emerges, with an emphasis on the learner's level of comfort. In a real-life situation in which a journalist was, for example, interviewing a grieving parent, the safety balance would necessarily tip toward the parent as they are the person most affected by the loss. However, in the context of simulation where a professional actor is portraying a grieving parent, the safety balance can tip toward the journalism student in hopes of ensuring their comfort with the exercise and, by extension, this type of interaction with a source.

Despite the evidence that classroom simulations of crises are beneficial in training and preparing news professionals for dilemmas they will face in the field (Veil, 2010), such training methods are not widely used. And yet, simulations allow students to engage in behaviour that approximates a realistic situation and to act and react to the situation as a journalist might, while at the same time permitting the instructor to observe, coach, and ultimately comment (Amend, Kay & Reilly, 2012). Based on the principles of experiential learning (Kolb & Kolb, 2005), simulations of traumatic events can not only permit students to

apply their theoretical knowledge, but also develop the necessary interaction skills, sometimes referred to as soft skills, that characterize trauma reporting (Amend, Kay & Reilly, 2012). Simulations create spaces for collective professional reflective practice, both reflection-in-action and reflection-on-action (Schon, 1983), which can positively contribute to journalists' professional growth.

As Amend, Kay and Reilly (2012) note, simulations can bridge the gap between the theory of ethical trauma reporting and the complex realities journalists will face when working in circumstances that are often chaotic and unpredictable. They argue that, similar to the way physical science students learn scientific principles from laboratory experiments, simulations allow students to learn from first-hand experience in a safe and contained environment: "It is the environment that is simulated ... but the behaviour is real" (Jones, 1995, p. 7, qtd. in Amend, Kay & Reilly, 2012, p. 243).

Asal and Blake (2006) conceptualize simulation learning in three distinct parts: (1) preparation; (2) interaction; and (3) debriefing (p. 3). During the preparation phase, instructors provided the necessary conceptual material to students to help inform their behaviour during the simulation. This might include covering the historical evolution of journalistic practice regarding trauma reporting, discussing how to treat survivors with dignity and respect, and some principles regarding sensitive interviewing. Amend, Kay and Reilly (2012) note this is when students would be introduced to their roles. The interaction phase, as articulated by Amend, Kay and Reilly (2012), would be the actual simulation, in which students had the opportunity to put their knowledge into action and hone their reporting skills. The final phase, debriefing, would be a guided group discussion that drew out participants' feelings, thoughts, and reactions, and allowed the instructor to highlight the lessons learned and take-aways (Amend, Kay & Reilly, 2012). Amend, Kay and Reilly (2012) argue certain establishing principles can help educators create effective simulations: (a) clearly defined teaching goals and learning outcomes that engage the entire group; (b) the depiction of an authentic trauma situation; (c) the utility and

benefit of eliciting an emotional reaction of some sort³; (d) the importance of post-simulation reflection; and (e) the inclusion of the simulation exercise at a point in the semester when students have developed some comfort with the material and still have ample time left afterward for reflection (pp. 244-245).

There are, of course, limits to the efficacy of simulations in a journalism school context. As Duncan and Newton (2010) point out, the classroom places certain limits on the extent to which students can be prepared for the "death knock," which the authors define as a reporting task that occurs in the aftermath of a tragedy when reporters are sent to interview the relatives of the victim — a task, the authors note, that journalists are generally expected to learn by doing and that journalists in general regard as an unpleasant but necessary part of the job (p. 10).

Unlike the experiential learning opportunities an instructor can create for reporting on courts or city council, Duncan and Newton (2010) argue it is ethically and practically challenging to assign a death knock until students are working professionally (p. 14). Journalism instructors must therefore educate students about the death knock and its consequences in the absence of real-life experience. "To re-create the challenges of the death knock, and ape the industry's aforementioned preference for 'learning by doing,'" they write, "the tutor would have to subject the student to what could be extreme emotional stress, a position at odds with the institution's duty of care to students" (p. 15). Further, they argue each student's personal experience of death and bereavement would also have to be accounted for in order to prepare them adequately. In setting out to provide a "safe" environment for students, Duncan and Newton fear we may also be providing one that is "sterile and impotent in terms of the learning experience" (p. 15). Ultimately, Duncan and Newton conclude that having more knowledge about the positive outcomes of the death knock, having robust ideas about the ethics of the situation, and talking about and reflecting on the interview process in general, and intrusive interviewing specifically, within the classroom should improve the journalist's confi-

dence and feelings of self-efficacy and justification in approaching the task. “Arguably, if this was all we could do as educators, it would help make the death knock a more acceptable task, reducing the stress on the journalist involved” (Duncan & Newton, 2010, p. 15).

TEACHING HOSPITAL MODEL

American journalist and media consultant Eric Newton defines the “teaching hospital model” of contemporary journalism education as a model of “learning by doing that includes college students, professors, and professionals working together under one ‘digital roof’ for the benefits of a community” (Newton, 2013). Among the various goals of such an enterprise are increasing the overall quality of journalism produced and the impact it has, as well as supporting innovation (Young & Giltrow, 2023). Simulation exercises relate and respond nicely to that particular strand of the teaching hospital model. As Newton argues: “Somewhere within the hospital, clinical trials should test new techniques and technologies, with results made widely known. The ultimate teaching hospital can be the engine of change for journalism education and for journalism” (Newton, 2013).

METHODOLOGY

Given the persuasive evidence supporting the use of clinical simulations in the classroom, I chose to include such an activity as an integral part of a new specialized reporting course on trauma-informed reporting offered for the first time in winter 2023.

The interview simulation exercise, as conceived, fit well within the course’s goal of building a greater understanding of trauma and its effect on survivors into journalistic practice. The course, offered to upper-year undergraduate and graduate students in their final semester, was intended to prepare students for the ethical, practical, and emotional challenges of reporting accurately and sensitively on traumatic events and individuals who have experienced trauma. Emerging journalists, whether they graduate into jobs in traditional newsrooms or work on their own as freelancers,

are better served when they know how to report on people immersed in traumatic situations, as well as how to process the trauma they are exposed to and may be affected by in pursuit of or in response to their work.

Of the five learning objectives articulated in my syllabus, two specifically related to the interview simulation exercise: Developing hard and soft skills for ethically and sensitively reporting on trauma, including interviewing people and conducting research, and demonstrating a commitment to mental well-being, self-care, and agency by co-creating a supportive learning environment.

The interview simulation exercise was introduced during the first class. In Week 7, students were assigned a reading from Jo Healey’s (2020) book *Trauma Reporting: A journalist’s guide to covering sensitive stories*. In an effort to help students understand the perspective and potential vulnerability of interview subjects, the class was also joined by two guest speakers who had lived experience of interacting with journalists in the aftermath of a traumatic event. The interview simulation exercise occurred on Week 8, after which students had about two weeks to complete a written reflection on the exercise.

Four case-study scenarios that reflect the kind of reporting assignment an early-career journalist might receive in a newsroom, such as sudden death or critical injury, were developed. Students were asked to research the topic in advance and compose questions in preparation for an interview with a professional actor, who played the part of a survivor (and was compensated). The interviews, conducted over the video conferencing platform Zoom and ranging between 15 minutes and 40 minutes, were recorded. The recordings were shared with students afterward. Students were then asked to consolidate their learning by writing a critical reflection of the experience and participating in an informal debrief with the actors. The written reflections and debrief with the actors were not drawn upon for the purpose of this study.

The interview simulation exercise, designed to meet all of the Ontario Ministry of Advanced Education and Skills Development’s guiding principles for experiential learning activities (2017), supported the further development of employabil-

ity skills and ensured that for many students, their first encounter with a trauma survivor did not occur in the high-stakes environment of a working newsrooms, but rather the relative safety of a classroom environment that aimed to embody the philosophy that learning requires the space to fail productively.

The course was designed within a framework of trauma-informed principles (Office of Readiness and Response, 2020). These principles include safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice and choice; and cultural, historical and gender issues. In defining a trauma-informed approach to service delivery, the U.S. Substance Abuse and Mental Health Services Administration (SAMSHA) describes cultural, historical, and gender issues as when an organization “actively moves past cultural stereotypes and biases (e.g., those based on race, ethnicity, sexual orientation, age, geography, etc.); offers gender responsive services; leverages the healing values of traditional cultural connections; and recognizes and addresses historical trauma” (The National Child Traumatic Stress Network, n.d.). McCue (2023) drills down even more precisely when quoting Lakota psychiatry professor Maria Brave Heart, who describes historical trauma as “a cumulative emotional and psychological wounding over the lifespan and across generations, emanating from a massive group trauma” (p. 76). Intergenerational trauma refers to the “idea that trauma from years ago can be transferred from generation to generation, and can continue to impact people today” (McCue 2023, p. 76), while race-based trauma is the “mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate” (McCue 2023, p. 76).

For the interview simulation exercise, students chose from four possible scenarios, meaning no one was forced to participate in a simulation that might mirror their own previous experiences or otherwise be upsetting or uncomfortable for them. At the same time, I acknowledge the four scenarios I chose to use in the simulation exercise all reflected incidents that could be described as acute – which refers to a psychological trauma that occurs in response to a single, highly-stressful event such as a car crash, natural disaster or the sudden death

of a loved one – as opposed to chronic, which refers to ongoing or repeated traumatic experiences, such as emotional, physical, or sexual abuse, or domestic violence (Ertel, 2023).

The scenarios were as follows:

1. *A young man in his early 30s has died overseas in a natural disaster; he was travelling for work when an earthquake struck, destroying his hotel. His husband has agreed to an interview.*

Details: Vincent Cunningham, a 33-year-old engineer, was in Port-au-Prince, Haiti, to conduct an environmental assessment of the Canadian embassy, a task he has performed at embassies and other properties owned by the federal government around the world, when an earthquake struck on March 2. The earthquake levelled the hotel he was staying at. Foreign Affairs officials contacted the family Sunday, March 5 to confirm that Cunningham’s body had been pulled from the rubble. The interview with Cunningham’s partner, Anthony Bell, is scheduled for Tuesday, March 7.

2. *A woman in her 50s has lost everything in a house fire, including two beloved cats. She has agreed to an interview.*

Details: Marci Cohen, a 51-year-old woman, lives at 78 Peach Tree Lane in Ottawa. Her bungalow was destroyed by a house fire in which she lost everything, including two beloved cats. The fire was on Monday, March 6. The interview is scheduled for Wednesday, March 8.

3. *Four people were killed and several others were seriously injured in a crash involving the city bus they were riding. A woman in her 30s, who lost both legs as a result of the crash, has agreed to an interview in the lead up to the first anniversary of the crash.*

Details: H el ene St-Germain, 34, was riding home from work on the upper deck of a city bus when it crashed into a bus station shelter awning on March 16, 2022. Four people were killed in the crash and 23 were injured, including St-Germain, who lost both legs as a result of the crash and now uses a wheelchair. The interview is scheduled for Thursday, March 9, a week before the one-year anniversary of the crash.

4. *An avid cyclist in her mid-20s has died after being struck by a car. Her father has agreed to an interview.*

Details: Eleanor Barton, 26, and a friend were cycling together single file on County Road 17 near Wendover, Ont., on the evening of August 1, when they were struck from behind by a car at around 7:15 p.m. Barton, who was riding in the rear, sustained serious injuries and died the following day after being taken to The Ottawa Hospital's Civic campus. The cause of the crash is still under investigation and the driver of the car has not been charged; police say alcohol and speed do not appear to be factors in. Her father, Gregory Barton, has agreed to an interview. The interview is scheduled for Wednesday, August 3.

A Zoom link was provided in advance to the actors and students. Once both arrived in the waiting room, I let them in and the interview began. At no point did I speak or turn on my camera. My role was to facilitate the calls and act as a silent witness in order to evaluate each students' performance and be present should any technical difficulties arise. This process was outlined in advance to students to replicate a phone call or Zoom meeting between a journalist and a source.

Following the completion of the winter term, all students who participated in the interview simulation exercise were invited to participate in a research study (approved by Carleton University's Research Ethics Board, Project #119386). Participation in the study involved one semi-structured interview conducted over Zoom, lasting between

20 and 35 minutes. Students who chose to participate were offered a \$10 gift card to a coffee chain. Before the interview began, students were informed of the objectives and confidentiality of the study, as well as to how data would be stored. Of the 14 students registered in the course, four agreed to be interviewed, representing a 29 per cent participation rate.

Data collected from the interviews were transcribed using Otter, a voice-to-text transcription service that uses artificial intelligence. The transcripts were then checked against delivery to ensure the accuracy of any quotes selected for inclusion in this paper. I conducted a thematic analysis in line with aspects of Rubin and Rubin's (2012) model for analyzing responsive interviews and informed by my own experience as a journalist. I looked for themes, areas of convergence and divergence among students' responses, and paid particular attention to personal reflections about overcoming challenges during the exercise, as expressed in each student's unique voice. As I discuss in my findings and analysis, this study highlights the benefits of using actors to create trauma scenarios for journalism students as well as reflections on how students might apply the skills acquired during the interview simulation exercise in a future work context. With four respondents, it is important to acknowledge that the study findings, while valuable, cannot be viewed as generalizable.

FINDINGS & ANALYSIS

Prior to taking a specialized reporting course on trauma-informed journalism – of which the interview simulation exercise was an integral component – the amount of training students enrolled in the course had received on trauma-informed approaches to interviews could, at best, be described as patchy. For some, guest speakers (including me) had spoken about the issue in a second-year reporting course. For others, instructors had offered one-to-one advice geared to supporting students working on specific trauma-intensive stories. Despite this lack of training, students had experience conducting trauma-intensive interviews as part of either classroom assignments or extra-curricular journalism work. For example, while in a previ-

ous reporting course, several had participated in *They Were Loved*, an obituary project created to commemorate the thousands of people in Canada who died of COVID-19. The initiative was a partnership between journalism schools across Canada and Maclean's magazine, where the obituaries were ultimately published in print or online (Maclean's, n.d.). Others had interviewed bereaved family members, survivors of sexual violence and people experiencing homelessness.

In terms of preparing for the interview simulation exercise, students undertook a variety of activities. Some referred to published guidance for interviewing someone recently bereaved, gathered relevant statistics and other background information that might be useful to help frame interview questions. They wrote out questions in advance, as well as what they wanted to say at the beginning of the conversation with the actor/source to establish and confirm the actor/source understood the interview process and the journalist's role and responsibilities. This level of transparency is best practice, especially for interviews of a more sensitive nature. As Healey (2020) writes, "most people aren't media savvy and don't really understand what the journalist is doing. Trauma itself leaves people feeling disempowered, and so it is doubly important not to compound that and to explain the process" (p. 106).

Some students located news stories about events similar to their assigned simulation – whether it be a natural disaster that claimed many lives or a deadly cycling accident that left a devastated family in its wake – and paid close attention to powerful quotes and anecdotes in order to reverse-engineer questions that might elicit similar responses in their own interviews with the actor/source.

Having a clear understanding of the potential news value of the story was also important. As one student said during their semi-structured interview for this study: "The biggest and most important thing I did was look at the scenario and try to find a reason for talking to this person, even though it was a simulation ... I was struggling to find the news value, but eventually I decided the story would be used in this hypothetical situation to talk about bike safety and use it as a warning for others. And once I found the purpose, it helped me

come up with the questions and definitely guided the questions that I would ask the father in this situation."

There were many successful moments. One student asked the actor/source about fond memories of his deceased spouse and positively discovered how such a question allowed the source to open up and become more comfortable. Establishing this rapport, according to the student, made it easier to ask more uncomfortable questions at a later point in the interview.

Another student checked in with the actor/source about the support they'd received. The student later said this created an opportunity for the actor/source to "talk about how his community had showed up for him."

Finally, a student reported feeling good about the way in which gentle reassurance they offered at a particular moment in the interview when the actor/source was self-critical about his parenting was received. According to the student: "I wanted to reassure him in that moment because he seemed self-conscious and he responded well to that. I think that brought us closer during the interview and broke down a wall that maybe he had up."

While some sources may not welcome or value reassurance from a journalist, the student's inclination to offer it reflected the kind of sensitivity one hopes journalists and those in training would bring to such interactions with sources.

Despite these and other successes, the interviews conducted as part of the simulation also had some challenging moments. Whether it was an awkwardly phrased question that didn't land well or a highly specific logistical question that might have been better directed to a different source (such as first responders or government officials), there were occasions when students had to think on their feet and recover quickly in order to keep the conversation with the actor/source going. Reflecting on the experience afterward, students also said it was hard to know when to ask certain questions, to balance the need to probe for details and anecdotes with a desire not to push the source too hard, and to regain momentum if a source shuts down.

In one situation, a student said the actor/

source's level of emotional distress at various points in the interview began to affect her emotionally. As she navigated this reaction in real time during the interview, she was also cognizant of the fact that the pain expressed by the actor/source and felt by her were prompted by a situation – in this case, the death of a spouse – that didn't actually occur, and this realization momentarily brought the student out of the suspended disbelief required to engage in the simulation.

Another student reported a similar moment of being pulled out of character during the simulation when she asked the actor/source who was grieving the death of his 26-year-old daughter about his favourite memories of her. Despite how convincing the actor/source had been throughout the simulation, he wasn't able to answer the question. As the student said afterward, "That just took me out of the situation for a minute and I was a little bit panicked about asking the next question, but I recovered quickly ... In real life, I still think that's a good question to ask."

Both situations highlighted the limits of this particular interview simulation exercise as it was conceived and executed. The actor/sources were not provided scripts or significant back stories, but rather encouraged to improvise answers to the questions posed by students. In this case, the deceased daughter did not exist so the actor/source did not have a well of memories to draw from. However, that should not take away from the potential power of such a question and the journalist's invitation to a grieving person to share so openly.

Among the important takeaways and lessons students highlighted were increased confidence in themselves and their respective abilities to successfully conduct sensitive interviews. One student said: "When I wasn't super confident, the interviewee wasn't super confident and he got more nervous. And I don't want to make anyone nervous, especially in an interview that's trauma heavy."

One student noted the importance of transparency and making it known to the source "they have control of their story, and not the other way around."

Yet another student said the biggest takeaway was the importance of journalists having a clear idea of the story they are pursuing before they

conduct sensitive interviews with sources. "The most important part of this exercise was to know not to exploit people for the purpose of just having a good story ... there should be a reason and some benefit to the community to the person doing the interview."

Finally, for another student, just participating in the exercise on the whole presented an opportunity to experience something they hadn't yet done in journalism school. When a similar situation presents itself in a future professional setting, the student said they will know what to expect in terms of managing their emotional reaction during and after the interview.

Speaking of future work and the ways in which lessons learned during the interview simulation exercise might apply, common themes that emerged from the exercise were boosted confidence, the importance of transparency, informed consent, and outlining the process at the outset of the interview, doing research in advance, and having a self-care plan in place for after the interview, when the emotional weight of the assignment might settle in the mind of the journalist.

Two students commented on the value of the activity. "I feel like it's very valuable to go through this because you might see this yourself in the real world and you'll have those tools already because you worked on it throughout this course," said one student.

Added another student whose previous reporting assignments have included stories about sexual assault, chronic pain, and other health issues: "I want to keep telling those kinds of stories and that definitely will include speaking to people that have experienced difficult moments and traumatic experiences, so having this course and the tools in my back pocket reassures me that I can do the job."

Speaking more broadly to the value of such simulation exercises as part of the journalism education, students said it was helpful to get hands-on practice in a low-stakes environment. Learning by doing and then reflecting on the experience has considerable value, as does learning to manage one's emotions, especially anxiety, in advance of trauma-intensive interviews.

"The value is that it lets students become more comfortable with this kind of interview so that

when they do eventually start doing these, they are familiar with the best practices, they know what to expect, they know what their preferred way of handling it is, which means that it's likely to go a little bit smoother than if they hadn't done that," one student said.

Added another: "So much of journalism school is just go out and do it, and I think that works to an extent. But when you have real victims and these traumatic situations, it's not really OK for the victims of these situations to just be thrown by some student who doesn't know what they're doing. And this is such an excellent way to teach somebody how to do it. And if they make a mistake, this is an OK place to do it."

In general, the students interviewed about their participation in the simulation exercise spoke positively about the experience. However, they also offered suggestions to improve future simulations, such as providing participants with a greater amount of detail and backstory for each scenario, suggesting a wider window of interview length (20 to 40 minutes, rather than 30 to 45 minutes) and providing greater clarity on what students should be looking to get out of the interview.

Students were not required to produce a piece of journalism following their interview with an actor/source. The assignment was the interview itself. However, not having to fully think through what they might need to gather in order to produce a story meant some students did not collect the kinds of details or anecdotes they would have needed in order to produce a well-rounded and thorough piece of journalism. In future, this shortcoming could be addressed by advising students in advance that they will be required to submit a story outline that would include a lead, five compelling quotes, and five key details gleaned from the interview that could be incorporated into a piece of digital news journalism. Doing such would constructively build on the interview simulation exercise and underscore the dual importance of conducting sensitive interviews and gathering sufficient material to produce a well-rounded and thorough piece of journalism. One student suggested a future exercise should include a scenario that involves sexual assault.

COVID-19 AS A CATALYST FOR PEDAGOGICAL CHANGE

The onset of the COVID-19 pandemic in March 2020 forced college and university instructors to shift from in-person to online learning practically overnight, often with the support of a range of digital platforms and video-conferencing tools (Capital Current, 2020). What soon became clear to many educators and students alike was that this new type of learning – and the changes it imposed upon long-established pedagogies – had some upsides. Not having to travel to campus saved everyone time, not to mention transportation, food, and even childcare costs (Rosales, 2021). Meanwhile, being able to log on from anywhere with a stable internet connection increased flexibility and convenience, not to mention accessibility (Rosales, 2021; Assif, Nikkila & Sue-Chee, 2022).

Even after many post-secondary institutions returned to hybrid or fully in-person classes in the fall of 2021 – after spending the entire 2020-2021 academic year online – the use of video conferencing tools persisted as a way of not only including students who couldn't come to class, often because they were isolating due to illness, but also attracting guest speakers who weren't in the same city, or even the same country (Smith, 2022).

This shift to teaching online during the pandemic and, in particular, the broad adoption and use of video conferencing tools facilitated the use of such technology for the interview simulation exercise outlined here. Interviewing actor/sources via Zoom ensured students could participate from a location of their choosing and helped them manage the emotional labour of conducting such a challenging and potentially emotional interview in person. Similarly, the use of Zoom made the exercise accessible for working actors who also weren't required to leave the comfort of their homes in order to contribute to the exercise. Finally, Zoom was an easy, efficient, and cost-effective way of recording and sharing the interviews with students. Thus, the normative use of video conferencing tools during the pandemic created the conditions to go beyond the bricks and mortar classroom, facilitating new possibilities for preparing students to conduct sensitive interviews. Future simulation exercises may


similarly benefit from being delivered with the use of such technology.

CONCLUSION

This article articulated how an interview simulation exercise was used in a journalism training context by locating such an activity within both the broader use of simulations in classroom settings and, specifically, instruction on trauma-informed approaches to reporting that aim to cause no further harm to the survivor of traumatic experience, nor the journalist tasked with reporting on them. Though such practices have existed in some measure dating back to the 1990s, the use of interview simulation exercises remains rare in Canadian journalism school classrooms. It may be worth re-considering this.

There is considerable pedagogical value in creating a low-stakes environment in which students can practice a skill, particularly one as challenging to master as navigating a trauma-intensive interview, without the added pressure of managing the emotions of a bereaved source. For instructors, being able to listen in on a student's interview with an actor/source brings the added benefit of providing meaningful feedback to the student on everything from body language and tone to the specific questions they ask and their efforts to build rapport with the actor/source. In my experience, most journalism instructors talk about effective interview skills at some point during a course. And we see in a student's completed editorial work the end result of interviews in the form of attributed quotes, anecdotes, and details. But rarely do we get to see – and provide feedback on – the crucial middle step. Meanwhile, an upside to the widespread adoption of video conferencing tools during the COVID-19 pandemic is the creation of an easy and accessible path for conducting and recording interviews.

The successful integration of an interview simulation exercise in a specialized reporting course on trauma-informed journalism opens the mind to other possibilities. Future simulation exercises, for example, could be deployed to facilitate skill building in entry-level reporting courses in an effort to develop interviewing competencies. Here, again, we might see how this low-stakes challenge could

create an opportunity for high-impact feedback that ultimately supports students in harnessing the skills they need to be effective journalists. 

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NOTES

¹ The author is a voluntary forum member and has worked on several projects in partnership with the forum, including Taking Care: A report on mental health, well-being and trauma among Canadian media workers (2022).

² As examples, see: Backholm, 2012; Backholm & Björkqvist, 2010; Englund, 2019; Feinstein, 2012; Feinstein, 2013; Feinstein, Feinstein, Bahari & Pavisian, 2016; Feinstein, Wanga & Owen, 2015; Hatanaka, Matsui et al., 2010; Lee, Ha Hye & Pae Kun, 2018; Levaot, Sinyor & Feinstein, 2013; Löfgren Nilsson & Örnebring, 2016; McMahon, 2001; Morales, Perez & Martinez, 2012; Morales, Perez & Martinez, 2014; Newman, Simpson & Handschuh, 2001; Newman, Shapiro & Nelson, 2009; Nelson, 2011; Pyevich, Newman & Daleiden, 2003.

³ Drake (2008) cautions, however, that the instructor should be mindful that simulation can be psychologically powerful and therefore avoid elements that are emotionally manipulative or beyond the age and development stage of the students (para. 13).

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APPENDIX A – INTERVIEW GUIDE

Simulated solutions: Using a clinical simulation exercise to prepare journalism students for trauma-intensive interviews

1. Prior to the interview simulation exercise in JOUR 4101: *Trauma-Informed Reporting*, how much training have you received on trauma-informed approaches to interviews?
2. Prior to the interview simulation exercise in JOUR 4101, have you conducted a trauma-intensive interview? Describe the experience.
3. How did you prepare for participating in the interview simulation exercise in JOUR 4101?
4. Describe a successful moment or question from the interview. What made it successful?
5. Describe a challenging moment from the interview. What made it challenging? How did you handle it?
6. What is the most important thing you learned and why?
7. How will you apply what you've learned during the interview simulation exercise to real-life interviews?
8. What is the value of an interview simulation exercise as part of journalism education and training?
9. What thoughts or suggestions do you have for future interview simulation exercises?
10. Following the interview simulation exercise in JOUR 4101, what did you do for self-care?

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Podcast episode 4

Forced Change: Teaching anti-oppressive journalism in a time of pandemic fatigue

Changement forcé : Enseigner le journalisme anti-oppressif à une époque de fatigue pandémique

Eternity Martis and Shari Okeke, feat. Asmaa Malik, Duncan McCue and Adrian Harewood

ABSTRACT

In this podcast episode, a panel of journalism professors from Carleton and Toronto Metropolitan universities discuss their experiences teaching anti-racist approaches to journalism while also dealing with both pandemic fatigue and oppression fatigue. They identify how pandemic and oppression fatigue added new layers of stress for both educators and students. The panel touches on strategies they use for making BIPOC (Black, Indigenous and People of Colour) students feel welcome in journalism, for example by taking on mentorship roles both inside and outside of class. They also discuss how they bring care to the classroom by allowing students to rewrite assignments, incorporating breathwork in their classes, or incorporating regular check-ins to see how students are feeling.

RÉSUMÉ

Dans cet épisode de balado, un groupe de professeurs de journalisme des universités Carleton et Toronto Metropolitan discutent de leurs expériences en matière d'enseignement des approches antiracistes du journalisme, tout en faisant face à la fatigue de la pandémie et à la fatigue de l'oppression. Ils expliquent comment la fatigue liée à la pandémie et à l'oppression a ajouté de nouvelles couches de stress tant pour les enseignants que pour les étudiantes. Le panel aborde les stratégies qu'ils utilisent pour que les étudiants noirs, autochtones et de couleur (BIPOC) se sentent les bienvenus dans le journalisme, par exemple en assumant des rôles de mentor à l'intérieur et à l'extérieur de la classe. Ils discutent également de la manière dont ils apportent des attentions en classe en permettant aux étudiants de réécrire leurs devoirs, en incorporant des exercices de respiration dans leurs cours ou en procédant à des vérifications régulières pour voir comment les étudiants se sentent.



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ARTICLE INFO

Keywords: *Journalism, stress, COVID-19, race, racism, anti-racist, decolonization, oppression, care, mental health, inclusivity, EDI, equity, diversity, education, pedagogy*

Mots-clés : *Journalisme, stress, COVID-19, race, racism, antiracisme, décolonisation, oppression, soins, santé mentale, inclusivité, EDI, équité, diversité, éducation, pédagogie*

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Assistant Professor Eternity Martis created Toronto Metropolitan University's journalism course "Reporting on Race: The Black Community in the Media" in 2020, following a petition from recent TMU journalism graduates who were disillusioned with the media coverage of Black communities preceding and in the wake of George Floyd's murder (Xavier-Carter 2020). Martis's experience developing and teaching this course inspired this episode of the *Forced Change* podcast.

Martis began teaching the course during the pandemic's first year of online learning. She found that student attendance and engagement was high and consistent. By the third year, students were back in class in person and remained interested in the course. They appreciated the emphasis on anti-racist reporting and the safe classroom environment created for students of colour. However, by mid-term, there was a high degree of pandemic and oppression fatigue, which was evidenced by a drop in engagement before mid-term, frequently late assignments and students not doing the required readings. Martis notes in the podcast episode that compared to the years she taught the course virtually, once back in person, students shifted "to almost a sense of just complete fatigue." When Martis informally asked students for feedback to gauge whether their lack of engagement was due to the way she conducted the course, students unanimously agreed that they enjoyed the course and felt represented by the material; however, they said that learning about anti-Black racism, and journalists' roles in perpetuating it, sometimes felt heavy and difficult. They also cited pandemic fatigue and struggles to balance school, personal, and home life during COVID-19, all of which led to reduced capacity for learning. Martis herself experienced exhaustion from the challenges of teaching the course combined with the heaviness of the material.

For this podcast episode, Martis gathered a panel of journalism educators to broaden the discussion with a diverse range of experiences. In addition to herself, the panel includes Asmaa Malik, associate professor at Toronto Metropolitan University's School of Journalism, Duncan McCue, associate professor at Carleton University's School of Journalism and author of *Decolonizing Jour-*

nalism: A Guide to Reporting in Indigenous Communities, and Adrian Harewood, associate professor at Carleton's School of Journalism. The panel is moderated by assistant professor Shari Okeke from Toronto Metropolitan University's School of Journalism.

Educators have long faced stress and fatigue balancing their teaching, research, and service with the growing needs of the post-secondary institution. Journalism educators have been adapting their courses to reflect the journalism industry's ever-changing landscape, from the incorporation of new trends and technologies to addressing the employment and morale crisis caused by numerous layoffs (Ahmed, 2023) to a historic mistrust in news. This, in addition to the increased calls from journalists of colour and racialized communities to make journalism practice and education more inclusive and diverse.

COVID-19 brought a palpable, added layer of stress, exhaustion, and uncertainty to educators, who were forced to make the sudden switch to online learning. Months later, the murder of George Floyd and the following June 2020 protests finally ushered in a large-scale racial reckoning that brought major changes across institutions, the journalism industry, and journalism schools. This podcast episode explores how both events created a challenging sense of fatigue and overwhelm for instructors teaching anti-oppression courses and for their students. It also examines the strategies — such as engaging in community care — that were used to mitigate the fatigue.

Pandemic learning significantly upended teaching and learning (Day et al., 2020). Students' struggles with mental health decline (Centre for Innovation in Campus Mental Health, 2021) and financial instability (Statistics Canada, 2020a) created negative impacts on academic learning and success (Statistics Canada, 2020b). Journalism educators also faced fatigue, burn-out and mental health issues, but unlike other educators, also experienced the distress caused by having to constantly engage with and teach the news cycle. Scholarship on teaching during COVID-19 notes the emotional labour of teaching during the pandemic, as well as the stress, anxiety, exhaustion, and fatigue of teachers, with some resorting to

“surface acting”, a phenomenon where teachers attempt to reassure and support students despite their own emotional overwhelm (Auger & Formentin, 2021, pp. 391-392).

At the same time, the long overdue racial reckoning ushered in urgent changes in journalism departments, such as including more anti-racist content, practices and courses that until then had been considered not objective or traditional enough in journalism schools and the industry. This added pressure was evident in the number of new courses created and instructors hired to diversify journalism education in Canada, such as “Reporting on Race” by Martis, and “Journalism, Race, and Diversity” and “Journalism and Belonging” by Carleton journalism professors Adrian Harewood and Nana aba Duncan, respectively. However, the racial reckoning of journalism schools along with the concurrent public health crises of COVID-19 and ongoing racism have taken a significant toll on both journalism students and journalism educators.

Some of the journalism educators featured in the podcast episode learned that teaching anti-racist methods and content could be overwhelming and retraumatizing, leading to burnout for themselves and for students experiencing oppression fatigue and “racial battle fatigue” (Smith et al., 2011). The frequent exposure to the police brutality of Black people can cause adverse mental health issues (Bor et al., 2018). Along with COVID-19 fatigue, instructors faced unprecedented requests to provide students more support, resources, leniency and mentorship, all while navigating their own overwhelm.

These challenges have led journalism educators to re-evaluate and emphasize the role of care in the classroom. Scholarship on the ethics of care in journalism have weighed care as a necessary human virtue that cannot be divorced from the objectivity, neutrality, and impartiality of journalistic practice (Steiner & Okrusch, 2006, p. 18). Care has always been part of journalism practice, if we consider that journalists must abide by institutional ethics and apply care in their approach to interviews, subjects, and the stories they write. Inherently, journalists tell stories that make us care “about the struggles of people, groups, and com-

munities” (Steiner & Okrusch, 2006, p. 18). While journalism practice and theory has largely been male-dominated, Linda Steiner (2020) explores feminist and womanist approaches to care as a way to create a more compassionate, human-first approach to media. In her chapter, “Feminist Media Ethics” from *The Routledge Handbook of Mass Media Ethics*, she applies a feminist standpoint epistemology derived of the 1980s theories of care, lesbian ethics, and Black womanism to create a more compassionate, sensitive, and caring approach to media research, journalism practice, news and entertainment content, and media workplaces that would have the potential to correct the power imbalances in the industry (Steiner 2020).

The panelists in this episode engage in a number of these approaches but offer another side to these theories of care in the institution of media by demonstrating how it can also be applied to care in the academic institution of journalism. Firstly, this is done by teaching students how to use care and trauma-informed approaches in their practice. As Harewood notes in the episode, care is at the centre of journalism:

Care is about the kind of relationships that we’re trying to cultivate. Care is just the way in which we approach our work. Care is how we treat the people, people that we’re interviewing... The whole project is care. So if we don’t have care, then what do we have?

Secondly, it is done by cultivating a classroom where care is integrated into the framework of the course. For example, doing check-ins and check-outs during class, offering flexibility on deadlines or reducing the assignment or reading load. As the professors in this episode discuss, making space for care from the planning stages of the course rather than including it reactively can help students and instructors better manage and identify overwhelm and fatigue.

However, there are drawbacks to these approaches. The time and effort spent to cultivate care, whether through mentoring, supporting students, or creating anti-oppressive courses and

modules is highly racialized and contributes to a significant amount of invisible labour. Martis and McCue speak to how their positions as racialized faculty means inevitably spending more time mentoring students on how to do trauma-informed reporting while also trying to cultivate hope among racialized students who are already disillusioned by the industry. Okeke discusses how this “cheer-leading” extends beyond the classroom and outside of office hours. Student mentorship both in and outside of the classroom has been historically gendered (Auger & Formentin, 2021) and also disproportionately affects women of colour, who are more likely to do invisible labour in academia (Celeste & Joseph, 2021) than their white counterparts. These added responsibilities of being an emotional support and mentor for marginalized students makes it difficult for them to achieve their research goals and tenure (Social Sciences Feminist Network Research Interest Group, 2017). This additional work and overwhelm also contributes to retention issues (Reid, 2021).


McCue notes this burden of invisible work, and says that learning to say “no” is a form of self-care for racialized instructors:

There are an incredible amount of demands upon racialized faculty when they do finally get hired and arrive at the academy. And there are many, many requests, for speaking, writing, teaching... sitting on various committees, and then the care that you have for your students, et cetera ... so much of the burden falls upon you.

Ultimately, the panelists express hope for the future of journalism in the midst of unprecedented times, and note the care and mentorship professors develop now will benefit students. As Malik says, our students “are going to be shaping newsrooms. I’m very hopeful that we can continue ... moving along. We have to keep up pace with our students and we’ve got to change the industry from the beginning.”

As the panelists continue to adapt to a “new normal” which includes being back in the classroom, they discuss several fundamental questions including:

- How does pandemic fatigue and oppression fatigue impact the teaching and learning of anti-racist media courses?
- How do journalism educators make space for care in journalism, and how do they achieve buy-in from their department to do so?
- How can journalism educators teaching race/racism, oppression and decolonization adopt or create new models and approaches to learning that prepares students, especially racialized, for the inevitably difficult content matter while maintaining educator and student well-being?

The professors in this episode share their experiences navigating pandemic and racial fatigue, the challenges and values of teaching anti-racist journalism practices, and how they envision and implement care in their classrooms and in journalism education. In addition, this panel discussion explores where we’re at now in navigating pandemic and racial fatigue, what students need and how journalism educators are trying to meet those needs. 

[Watch the panel’s full discussion here.](#)

***Eternity Martis** is an assistant professor in the School of Journalism at Toronto Metropolitan University. Her writing has appeared in Vice, Huffington Post, the Walrus, CBC, Hazlitt, The Fader, Salon, and on academic syllabi around the world. Her work on race and language has influenced media style guide changes across the country. She is the course developer and instructor of “Reporting On Race: The Black Community in the Media” at Toronto Metropolitan University, the first of its kind in Canada. In 2021, she was the University of British Columbia’s Journalist-in-Residence and Asper Visiting Professor, and the first Non-Fiction Writer in Residence at Simon Fraser University in 2022.*

*Assistant Professor **Shari Okeke** joined Toronto Metropolitan University’s School of Journalism after more than 20 years at CBC. She is the creator of CBC’s Peabody-nominated podcast Mic Drop which featured teens and preteens sharing personal stories in their*

own words. She is a story editor for the TCM (Turner Class Movies) podcast *The Plot Thickens Season 4: Here Comes Pam about Blaxploitation film star Pam Grier*. Her advanced podcasting class at TMU created *We Met U When... last fall*. This semester the class is producing *Season 2*.

Toronto Metropolitan University associate professor **Asmaa Malik**'s research and teaching interests focus on journalism innovation, equity in media and collaborative approaches to graduate supervision. She is the Velma Rogers research co-chair at the School of Journalism and has held several editorial leadership roles at the Montreal Gazette and Toronto Star. Her work has also appeared in the Washington Post and the Walrus. During her time as visiting scholar at Massey College in 2023-2024, she will be completing her work on equity in Canadian newsrooms and researching the experiences of Muslim journalists in North America and Europe.

Award-winning broadcaster **Duncan McCue** is a professor of Indigenous Journalism and (Story)telling at Carleton University's School of Journalism and Communication. A long-time CBC radio host and TV news correspondent, he's the author of *Decolonizing Journalism: A Guide to Reporting in Indigenous Communities and a proud Anishinaabe from the Chipewas of Georgina Island First Nation*.

Adrian Harewood is an associate professor in the School of Journalism and Communication at Carleton University.

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Commentary

Newsroom Notes

Nouvelles de salle de presse

Angela Misri, Toronto Metropolitan University

ABSTRACT

Newsrooms attract passionate, opinionated humans who are slotted into a centuries-old hierarchy and expected to deal with issues in repetitive and negative ways. Newer, more diverse story-tellers who we need in order to continue to serve our audience are often driven out. Newsroom Notes is an attempt to confront these wicked problems and build the newsrooms of our future, bringing together journalists from the field to speak to journalism and non-journalism students at Toronto Metropolitan University. Newsroom Notes is not attached to a course, but is open to anyone on campus who wants to talk about and think through these wicked problems. This commentary discusses early results of the new program, including building a new community of news-gatherers and news-users who see each other as equal problem solvers for the newsrooms of our future. It also poses suggestions for replicating this model within other schools of journalism to empower the news community and send emerging reporters and news consumers out into the real world with the confidence and tools to make actual change.

RÉSUMÉ

Les salles de rédaction attirent des personnes passionnées, aux opinions bien affirmées, qui sont cataloguées dans une hiérarchie vieille de plusieurs siècles et dont on exige qu'elles traitent les problèmes de manière répétitive et négative. Les nouveaux journalistes, plus diversifiés, dont nous avons besoin pour continuer à servir notre public, sont souvent mis à l'écart. Le projet Newsroom Notes (Nouvelles de salle de presse) est une tentative de faire face à ces problèmes

ARTICLE INFO

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newsroom, journalists, strategies, hard questions, journalism culture, wicked problems, DEI, safe space, round-table

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complexes et de construire les salles de rédaction de notre avenir, en réunissant des journalistes de terrain qui présenteront leurs efforts à des étudiants et étudiantes en journalisme et à d'autres disciplines à l'Université Métropolitaine de Toronto. Newsroom Notes n'est pas lié à un cours, mais est ouvert à toute personne sur le campus qui souhaite parler et réfléchir à ces problèmes difficiles. Ce commentaire examine les premiers résultats du nouveau programme, notamment la création d'une nouvelle communauté de créateurs et de consommateurs d'informations qui se considèrent mutuellement comme des intervenants et intervenantes égaux dans la résolution des problèmes pour les salles de presse de notre avenir. Il propose également des suggestions pour reproduire ce modèle dans d'autres écoles de journalisme afin de renforcer la communauté des journalistes et d'envoyer les nouveaux rédacteurs et consommateurs d'informations dans le monde réel avec la confiance et les outils nécessaires pour apporter des changements réels.

Academic institutions are not designed to move quickly with effective teaching solutions to respond to real-time problems. Our journalism students have reported gaps in the curriculum for years, including a lack of trauma-informed interview training, the absence of challenges to traditional notions of objectivity, and shortcomings in

teaching how to report responsibly on crime and policing. Moving everything online in 2020-21 seemed to exacerbate the problems because Zoom limited the organic ways educators might usually discuss issues as they came up. Instead of a room full of students engaging with the speakers, the content, and asking unexpected questions, we had

Zoom meetings full of black screens as many students left their cameras off and we all struggled to come to terms with online learning.

In recent years there have also been many discussions and renewed questions about how educators might prepare students to join today's newsrooms. Kelsey R. Mesmer (2023) recently argued for "a shift in how we talk about hostility toward journalists in our newsrooms" (p. 1), while Dworzniak and Garvey (2018) ask if educators are covering trauma reporting and the mental health issues that can arise in journalistic work (pp. 368-369). A survey of U.S. journalism students showed that harassment of student journalists is increasing (Heckman, Chung and Santos, 2022). Despite evidence that the need exists and calls to action to improve how we prepare students for issues in the newsrooms they seek to join, there are few examples of what educators are actually doing to improve the transition from school to newsroom discussed in journalism education literature. In this piece, I hope to provide reflections and details of one approach — Newsroom Notes at Toronto Metropolitan University — while encouraging educators to work with students to co-determine topics of discussion and investigation. The purpose of this commentary is to share early insights and raise questions that will make space for further study.

HOW IT WORKED

In order to address existing gaps (and new ones that came up during the pandemic) I created Newsroom Notes in the Fall of 2022 as a weekly public discussion forum where I bring working journalists into our public spaces to talk about real-time issues as they come up. Meant for any year of learning and any student regardless of their area of study or program, Newsroom Notes was publicized throughout the university and held in person (rather than virtually or recorded) to create a space that is safe for all participants to speak their truths and share anecdotes they might not have otherwise felt comfortable sharing. Before the sessions began, I brought in one of my peers from the School of Interior Design to talk about the set-up of the room, and we decided on a cir-

cle-of-chairs approach wherein everyone was on equal footing able to see everyone else in the conversation. The pandemic separated more than just classmates, and by not putting our guests behind a lectern with a PowerPoint presentation or attaching Newsroom Notes to a specific course, those barriers were eliminated. Students came together based on sub-interests within journalism and the larger university community and learned more about their peers in the process.

Because we didn't specifically attach this to a single classroom, students came to the sessions from all over the university. Students who didn't usually encounter each other in classrooms helped answer each other's questions from their own lived experiences, something I found particularly important when the questions came from the intersectional experiences of people of colour and the special issues they encountered on their internships. Sessions were never recorded, which I believe contributed to the success of these events.

Between September 2022 and April 2023, I invited 20 working journalists to speak with students; 18 of our guests self-identified as a racialized, and eight were early-career journalists. In terms of marketing, I created an original branded look for the posters and used the same branding on social media which was shared by the School of Journalism every week. In the first semester, I ran the talks at 9 a.m. on Wednesdays. Responding to feedback from the students who attended and those who were unable to attend, I moved the second semester talks to 11 a.m. on Wednesdays. By running the events during the day (rather than in the evening after classes are generally done), I aimed to draw the most potential participants, and keeping the time of day and day of the week consistent builds awareness. We booked each speaker for 45 minutes, but in a few instances, interest was so high, the guest ended up staying much longer to answer questions. After many of the talks, students who missed the event came by my office to find out more about what they missed and offer ideas as to the next topics they were interested in learning about — interest generated interest.

The most popular topics of discussion were photojournalism and the power of the personal

essay, and the students who attended varied in their year of study, experience levels, and focus of study. What didn't vary was the level of engagement — because these students were there “by choice” with no assignments or grades attached to their attendance, they came because they had unanswered questions. The other end of the spectrum of student interest meant that for some sessions, we had fewer than two or three attendees. Our session on microaggressions was completely empty, and we had only three students come to our fact-checking talk. This is despite students reporting for years that they needed strategies for dealing with microaggressions and asking for help with developing their fact-checking skills. When students asked me about these subjects following Newsroom Notes round-tables, I asked them why they didn't attend and they reported they hadn't heard about the event, or didn't recognize the term microaggressions as what they had been describing to me in anecdotes from their own lives. Learning from that, this year I'm going to talk about upcoming topics within the events themselves and crowdsource words and terminology amongst the student group to better represent and respond to their needs.

WHO PARTICIPATED


While my initial goals were focused on gathering and addressing concerns from students heading into newsrooms, what I discovered was the impact these conversations could have on the relationships between journalists and our larger community, as non-journalism students joined the open sessions. The Trust in News Project recently found that the audience views news media as an institution with a lot of power and journalists as privileged individuals (Arguedas et al. 2023). The Canada Press Freedom Project tracks the freedom of the press (including assaults, denial of access etc) for journalists, all of which could be improved through transparency and understanding of what we actually do. Opening the room to non-journalism students provides a community space for conversations about audience representation, and many students seem hungry for it. It was a happy discovery to witness that kind of burgeoning un-

derstanding in an audience that can see the media as a faceless entity. Meanwhile, journalism students looked around the room, and felt safe to ask about working for free, strategies on how to say no to a boss, how to deal with sexual advances, and many other topics within topics. From first-year undergraduate participants all the way up to graduate students, the variety and depth of questions were useful to observe as well because the circle opened up answers from the guest and me as the host.

CONCLUSIONS

To recreate the Newsroom Notes you need three elements: the space, the topics, and the speakers. I suggest picking a meeting space that is open and big enough to position the audience and speakers on equal footing; this contributes to the democratized tone of the discussions and makes people feel more comfortable about what they are sharing or asking. Polling your students (more than once, ideally at each workshop session) for topics they are interested in is the next step and can open up ideas you never even thought of, even ones that have nothing to do with newsrooms and have more to do with fitting into our current world and community. How does the media evolve and respond to real-world criticisms? How can we be more transparent as a community and as reporters in the community? Finally, you will need to coordinate with the rest of the community to find suitable speakers to address the topics and open this as wide as you can in terms of diversity and accessibility.

Perhaps other educators are implementing their own version of Newsroom Notes to do more to draw attention to the issues our students are raising, but I hope that commentaries such as this one will further disseminate this work and trigger more collaborations and sharing of findings. The impact of Newsroom Notes has been to contribute to creating a new community of people who are interested in journalism as more than a career on a pedestal. Participants see journalism as a culture that needs change and that can be changed. This special community includes students who intend to join newsrooms and students who want to be

active participants in how their communities are covered, as well as working journalists who join us as guests at our campus. In its next iteration, I want to measure that impact a little more quantitatively, asking questions of my audience that I can track over time like what brings them to the Newsroom Notes they are attending, what faculty they are from, or what year they are in. I also intend to apply for a grant to hire a teaching assistant who can help market the sessions outside of the journalism school with a newsletter and social media accounts, and create a survey that helps me build out the topics students are most interested in learning about. What I have already learned from this first run that could be replicated elsewhere in other similar situations is that providing a space to talk about student concerns that is not tied to grades or specific courses will give them a confidence they may not display in a classroom to ask the “scarier” questions, and that the topics they say they want more training on aren’t necessarily the ones they show up for. For the non-journalism students, these sessions demystified the work of journalists, in several cases causing a complete about-face in their assumptions about the work we do. Opening the room to non-journalism students provides a community space for conversations about audience and representation. Some students seem hungry for it. 

Angela Misri is an assistant professor at Toronto Metropolitan University who spent the last 25 years working as a journalist at the CBC and the Walrus. Misri is also the author of seven fiction books and two screenplays.

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Teaching journalism after 2020

As schools shut down across Canada in March 2020, journalism educators grappled with how to make experience-based courses work remotely.

“In a course that I teach where we are in a newsroom and in a studio where students are using industry-grade equipment, we really had to adapt ... quickly,” instructor and journalist Winston Sih shares in the second episode of the *Forced Change* podcast. “And in some ways, we never really fully adapted to that.”

Throughout this special issue of *Facts and Frictions*, educators reflect on how they changed courses and pose questions for the future. These listening party materials are meant to accompany episodes of the *Forced Change* podcast, providing additional resources for teaching or for offline conversations in local journalism programs.

Enseigner le journalisme après 2020

Alors que les écoles ont fermé leurs portes dans tout le Canada en mars 2020, les formateurs en journalisme se sont demandés comment adapter les cours basés sur l'expérience à distance.

« Dans un cours que j'enseigne, où nous sommes dans une salle de rédaction et dans un studio où les élèves utilisent du matériel de qualité industrielle, nous avons vraiment dû nous adapter rapidement, » explique le formateur et journaliste Winston Sih dans le deuxième épisode du balado *Changement forcé*. « D'une certaine manière, nous ne nous sommes jamais vraiment adaptés à cela. »

Tout au long de ce numéro spécial de *Faits et Frictions*, des éducateurs et éducatrices réfléchissent à la manière dont ils et elles ont modifié leurs cours et posent des questions pour l'avenir. Ces documents d'écoute sont destinés à accompagner les épisodes du podcast *Changement forcé*, en fournissant des ressources supplémentaires pour l'enseignement ou pour des conversations hors ligne dans les programmes de journalisme locaux.

— Curated by/organisé par Trish Audette-Longo & Nehaa Bimal



MATERIALS IN THIS ISSUE OF FACTS AND FRICTIONS:

Podcast episode: [“Technology and what we changed during the pandemic”](#)

Written introduction to the podcast: Duncan, N., Hunter, A., Martin, A. & Sih, W. (2023). Forced Change: Technology and changing course delivery through the pandemic. *Facts and Frictions: Emerging Debates, Pedagogies and Practices in Contemporary Journalism* 3(1), 63-65. [doi: 10.22215/ff/v3.i1.05](#)

Resource list: Ma, A. & Hanna, L. (2023). How to create a virtual newsroom. *Facts and Frictions: Emerging Debates, Pedagogies and Practices in Contemporary Journalism* 3(1), 75-80. [doi: 10.22215/ff/v3.i1.08](#)

Commentary and syllabus: Salas, A. (2023). Getting their mojo back: A solutions approach for first-year journalism students. *Facts and Frictions: Emerging Debates, Pedagogies and Practices in Contemporary Journalism* 3(1), 66-69. [doi: 10.22215/ff/v3.i1.06](#)

Podcast episode: [“Mentorat, gentillesse et journalisme de données en temps de pandémie”](#)

How to bring this into your class

- “How to create a virtual newsroom” is a text- and video-based resource list co-developed by Ma and Hanna with more information about online platforms that are ready to be used for virtual collaboration and news production.
- In “Getting their mojo back,” Aphrodite Salas highlights how mobile journalism training can prepare students to turn their editorial focus to close-to-home solutions-based stories. She shares her syllabus, which shows how to put a mix of asynchronous and synchronous meetings, lectures and materials to work in a reporting class.
- Include a mix of pre-produced video tutorials and live tutorials in your production training, allowing students space to reflect on and review key lessons, and ensuring they have real-time room to ask questions.



Photo by Annie Spratt on Unsplash

Discussion questions for teaching teams

Looking back on how you and your program pivoted to meet the demands of teaching through the pandemic, what worked well? What needs improvement in the event of other short- or long-term crises that might keep students away from campus?

Technology and what we changed during the pandemic

- In this podcast discussion led by Nana aba Duncan, educators talk about digital divides that were evident in their remote classrooms. For example, not all students had access to equipment that would elevate their story production. How are you thinking about digital divides among students now? What kinds of programs do you have in place — or what do you need to have in place — to address challenges you see?
- In the podcast episode, “Technology and what we changed during the pandemic,” Winston Sih says, “We are a product of the environ-

ments that we live in and the technology we have access to.” What does that mean to you?

How to create a virtual newsroom

- Adrian Ma and Lindsay Hanna note the online tools we learned to use in the pandemic can benefit post-pandemic classrooms too. How are you working with online tools or materials now? How are students responding to these tools?

Mentorat, gentillesse et journalisme de données en temps de pandémie

- In the first podcast episode, Jean-Sébastien Mariier discusses the power of data journalism — before, during and after the pandemic. How do you approach data journalism in your program? How has pandemic reporting of topics like science, healthcare, and the economy affected your approach? What challenges and opportunities have you observed?



Photo by whereslugo on Unsplash

Teaching trauma-informed journalism

“Are we effectively teaching journalism students to report on trauma and the people touched by it?”

So begins the third episode of the *Forced Change* podcast, “What does a ‘trauma-informed journalist’ look like?”

These listening party materials are meant to accompany episodes of the *Forced Change* podcast, providing additional resources for teaching or for offline conversations in local journalism programs.

Enseigner le journalisme conscient des traumatismes

“Enseignons-nous efficacement aux étudiants en journalisme à couvrir les traumatismes et les personnes qui en sont victimes ?”

C’est ainsi que débute le troisième épisode du podcast *Changement forcé*, intitulé “À quoi ressemble un journaliste qui tient compte des traumatismes” ?

Ces documents d’écoute sont destinés à accompagner les épisodes du podcast *Changement forcé*, en fournissant des ressources supplémentaires pour l’enseignement ou pour des conversations hors ligne dans les programmes de journalisme locaux.

— Curated by/organisé par
Trish Audette-Longo & Nehaa Bimal

MATERIALS IN THIS ISSUE OF FACTS AND FRICTIONS:

Podcast episode: [“What does a trauma-informed journalist look like?”](#)



Written introduction to the podcast: Pearson, M., Barforoush, S., McCue, D., & Roche, K. (2023). *Forced Change: Talking trauma — how journalism educators are finding new ways to teach an age-old topic. Facts and Frictions: Emerging Debates, Pedagogies and Practices in Journalism Education*, 3(1), 112-114. [doi: 10.22215/ff/v3.i1.12](#)

Article: Pearson, M. (2023). Simulated solutions: Using a clinical simulation exercise to prepare journalism students for trauma-intensive interviews. *Facts and Frictions: Emerging Debates, Pedagogies and Practices in Contemporary Journalism* 3(1), 115-129. [doi: 10.22215/ff/v3.i1.13](#)

Commentary: Misri, A. (2023). Newsroom Notes. *Facts and Frictions: Emerging Debates, Pedagogies and Practices in Contemporary Journalism* 3(1), 135-138. [doi: 10.22215/ff/v3.i1.15](#)

Discussion questions among faculty members

Trauma-informed journalism in your program

- How can you bring trauma-informed journalism into your classroom?
- How might trauma literacy and trauma-informed journalism training be incorporated in your program?
- Should trauma-informed journalism courses be mandatory in your program? Should they be introduced early in the curriculum, or as specialized reporting courses for upper-year students?

Next steps

- How are you differentiating kinds of trauma-informed training? As examples, how do you

approach training students to handle “acute” high-stress or traumatic situations? And, how do you think about or engage with students navigating experiences of historical, race-based or intergenerational trauma in their reporting?

- How are students in your program learning about informed consent or making links between how they communicate with their sources and trauma-informed approaches to their reporting?

Fostering interdisciplinary conversations

- Is there a place for creating or fostering conversations about trauma-informed journalism, care and trust between programs at your school? How would you do it? What would be the benefits or drawbacks?

How to bring this into your class

In his article “Simulated solutions,” Matthew Pearson shares his experiences in creating an interview simulation exercise for students in a fourth-year journalism course at Carleton University. Actors portrayed survivors, giving students the space to prepare for the ethical, practical and emotional challenges of interviewing people who have experienced trauma. In the article, Pearson breaks down three key exercise phases — preparation, interaction and debriefing — and reflects on how students responded to the exercise.

Invite journalists into classes as guest speakers to share their experiences, with a focus on how they handle traumatic or stressful situations and an openness to discussing mental health. Ask students who they would like to see as guest speakers, or ask them to help coordinate a line-up of in-class or out-of-class speakers.

Work with students to build a self-care plan. The best time for reporters — both emerging and veteran — to start planning for how they might respond to traumatic experiences is not in moments of crisis. Pearson shares a “self-care check-up” you can use in your classes below.



Photo by Vanilla Bear Films on Unsplash

My self-care check-up

An activity created by Matthew Pearson, Carleton University

1. List three self-care activities that you find restorative.
2. List three barriers that prevent you from regularly doing the self-care activities that you find restorative.
3. Write three declarative statements that help you commit to regularly incorporating self-care into your journalistic practice. (A declarative statement begins with, “I will ...”)
4. What is one activity you will do for self-care in the next 24 hours?



Photo by Daniel Mingook Kim on Unsplash

ADDITIONAL RESOURCES

- Healey, J. (2020). *Trauma reporting: A journalist's guide to covering sensitive stories*. Routledge.
- McCue, D. (2023). *Decolonizing journalism: A guide to reporting in Indigenous communities*. Oxford University Press.
- Pearson, M. and Seglins, D. (2022). *Taking care: A report on mental health, well-being and trauma among Canadian media workers*. Canadian Journalism Forum on Violence and Trauma. https://static1.squarespace.com/static/60a28b563f87204622eboc-d6/t/6285561b128d0447d7c373b2/1652905501967/TakingCare_EN.pdf

RESOURCES FOR JOURNALISTS

- The Canadian Journalism Forum on Violence and Trauma offers a number of resources and research materials: <https://www.journalismforum.ca/resources>
- The Dart Center for Journalism and Trauma offers classroom resources: <https://dartcenter.org/resources?-type%5B0%5D=19>



Photo by Luis Morera on Unsplash

Teaching anti-oppressive journalism

How fast are journalism schools actually changing?

“When it comes to taking up space, a lot of students feel like there is no space for them,” Eternity Martis says in the final episode of *Forced Change*.

“A lot of my racialized students, we have a lot of conversations after class and sometimes in the classroom where they say, ‘You’re the first Black prof I’ve had and I’m graduating this year.’ Or, ‘I didn’t even feel comfortable to speak in my classes.’”

In the episode, “How to teach anti-oppressive journalism in a pandemic,” educators take on the challenges and opportunities of leading change and providing mentorship and care in journalism schools since 2020.

These listening party materials are meant to accompany episodes of the *Forced Change* podcast, providing additional resources for teaching or for offline conversations in local journalism programs.

Enseigner le journalisme anti-oppressif

À quelle vitesse les écoles de journalisme évoluent-elles ?

« Lorsqu’il s’agit de prendre de la place, beaucoup d’étudiants ont l’impression qu’il n’y a pas de place pour eux », a dit Eternity Martis dans le dernier épisode de *Changement forcé*.

« Beaucoup de mes étudiants racialisés ont des conversations après les cours et parfois dans la salle de classe où ils disent : “Vous êtes le premier professeur noir que j’ai eu et je suis diplômée cette année” ou “Je ne savais même pas qu’il y avait un professeur noir”. Ou encore : “Je ne me sentais même pas à l’aise pour prendre la parole dans mes cours”.

Dans l’épisode intitulé « Comment enseigner le journalisme anti-oppressif en cas de pandémie », les éducateurs relèvent les défis et les opportunités de conduire le changement et de fournir un mentorat et des soins dans les écoles de journalisme depuis 2020.

Ces documents d’écoute sont destinés à accompagner les épisodes du podcast *Changement forcé*, en fournissant des ressources supplémentaires pour l’enseignement ou pour des conversations hors ligne dans les programmes de journalisme locaux.

— Curated by/organisé par **Trish Audette-Longo & Nehaa Bimal**



**MATERIALS IN THIS ISSUE
OF FACTS AND FRICTIONS:**

Podcast episode: “[How to teach anti-oppressive journalism in a pandemic](#)”

Written introduction to the podcast: Martis, E. & Okeke, S. (2023). *Forced Change: Teaching anti-oppressive journalism in a time of pandemic fatigue. Facts and Frictions: Emerging Debates, Pedagogies and Practices in Contemporary Journalism* 3(1), 130-134. [doi: 10.22215/ff/v3.i1.14](#)

Article: Harewood, A. (2023). *Creating the new journalism classroom for a future in the balance: A not-so-modest proposal for a pedagogy of care, dialogue and critique. Facts and Frictions: Emerging Debates, Pedagogies and Practices in Contemporary Journalism* 3(1), 48-62. [doi: 10.22215/ff/v3.i1.04](#)

Discussion questions among faculty members about care

- In the final episode of *Forced Change*, panelists discuss how to bring care into the classroom. How do you understand and think about “care” in a journalism classroom and a journalism program?
- How did the pandemic change your perceptions of student care or wellbeing? How have your perceptions changed since 2020?
- How did the pandemic change your perceptions of faculty and staff care, co-support or wellbeing? How have your perceptions changed since 2020?
- In the article “Creating the new journalism classroom for a future in the balance,” Adrian Harewood discusses the importance of accountability and dialogue. How do you think about learning with students? How do you think about power, or hierarchy, in your classes? What could you experiment with to do things differently?

Discussion questions among faculty members about teaching journalism

- Reflecting on the movement for Black lives after George Floyd’s murder by police in 2020, how do you evaluate the changes made in your program as a response to that time? How might you further restructure your journalism program to centre equity, diversity and inclusion?
- Reflecting on calls to action issued by the Canadian Association of Black Journalists and Canadian Journalists of Colour in 2020, how have you put more focus on covering racialized communities?
- Looking at your assigned course readings and media materials, as well as your invited lecturers and who teaches journalism in your program, whose voices are present, and whose voices are missing?
- How do you create spaces for students to speak back to your program, or share their recommendations for change? What strategies are in place to continue conversations and show what changes are being made?



Photo by Colin Lloyd on Unsplash

Calls to action

The Canadian Association of Black Journalists-Canadian Journalists of Colour media diversity calls to action

<https://www.cabj.news/calls-to-action>

The Truth and Reconciliation Commission of Canada’s calls to action (see No. 86)

https://ehprnh2mwo3.ex-actdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls calls for justice (see No. 6.1)

https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls_for_Justice.pdf

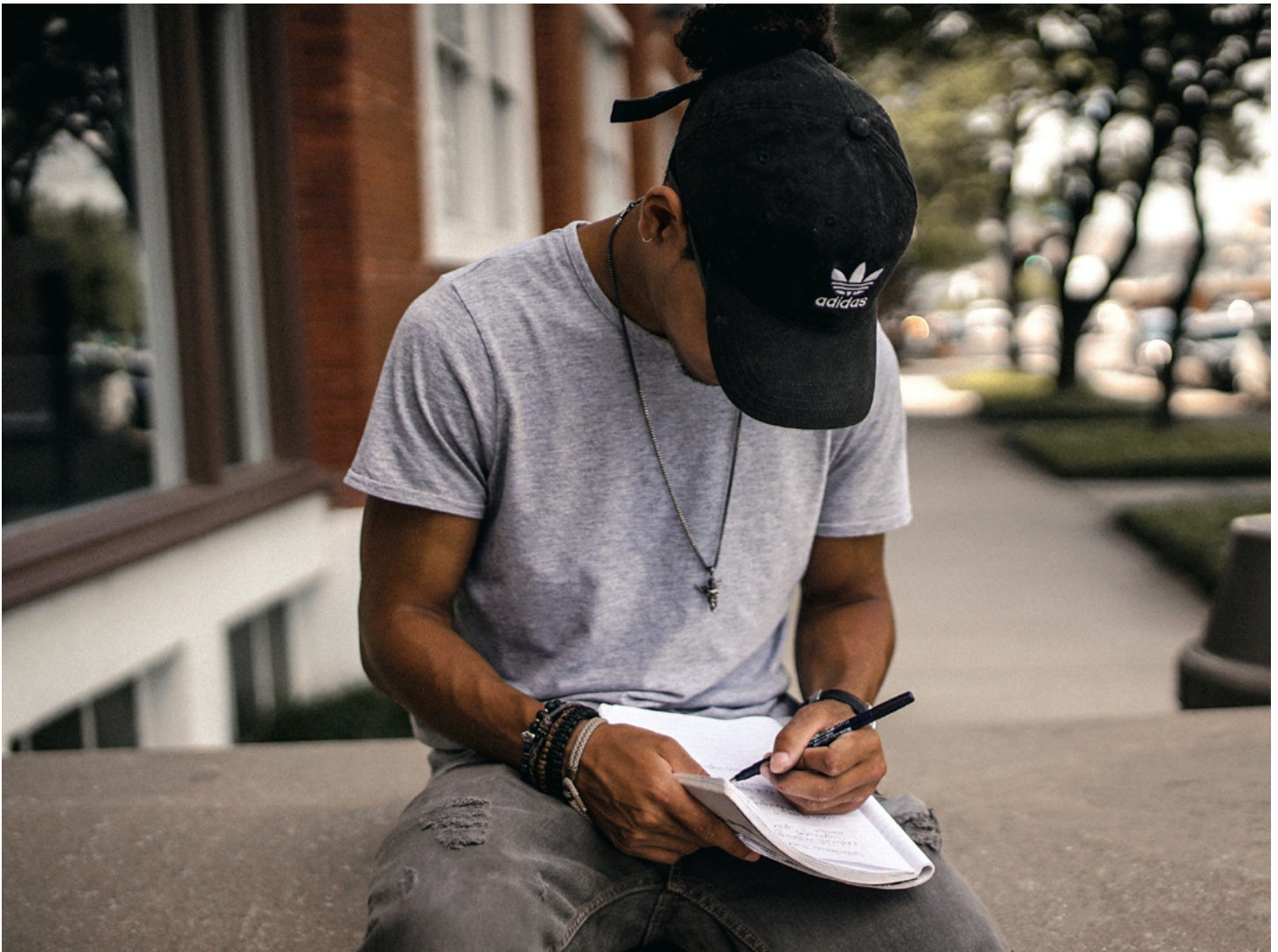


Photo by Brad Neathery on Unsplash

How to bring this into your class

Set ground rules for class discussions.

In “How to teach anti-oppressive journalism in a pandemic,” Asmaa Malik offers advice for establishing the tone of courses on Day 1, including suggesting students use “I” statements, avoid generalizations, speak about their own experiences and be “conscious of how much space you take up and why you’re speaking.”

Consider “checking in” and “checking out” with students in your classes.

In the podcast episode, Eternity Martis points out that, “The care is sometimes more important than the content and the content can sometimes wait.”

Give students choices.

In the podcast episode, Shari Okeke notes “some material might be harder [for students] to handle on one day than another day.” Okeke tells students, “if they need to get up and leave, they’re welcome to leave and come back and I will find a way to help them grasp whatever material they missed in a way that is safe for them.”

Facts and Frictions contributors

Saranaz Barforoush is a tenure-track assistant professor of teaching at the University of British Columbia School of Journalism, Writing, and Media. She worked as a journalist in Iran for 10 years.

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