



Module 1

The World Agenda and the SDGs

Study Materials



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How to study the materials

This module is divided into five units, each corresponding to **three (3)** contact teaching hours. This study guide provides an overview of all units, each containing a short description of the content, learning objectives, activities and tasks, and study questions, to help you prepare for the module. Important resources including reading materials, relevant videos and links will also be provided.

You should read the learning objectives carefully before and after reading or studying the material, as these guide you through the key concepts of each unit. The activities or tasks given during the classes are included to assist you with your learning but to fully benefit from the module, you are encouraged to engage with all the additional resources given in each unit on your own.



Module One: The World Agenda and the SDGs

Introduction

In September 2015, the world's leaders adopted the 2030 Agenda for Sustainable Development, along with a new set of goals collectively called the Sustainable Development Goals (SDGs) at the United Nations General Assembly. This answered the call for a global vision of important social, economic, and environmental needs to support the planet and its people in long-term prosperity and survival. The goals include a set of key areas of focus, as well as detailed targets to put our planet on track for this continuing sustainability through 2030 and beyond. Sustainable development is not just a problem for future generations but a shared global responsibility now and forevermore as thoughtful stewards of our entire world – from developed countries to developing countries, from high-level policymakers to individuals.

Experts argue that if the SDGs are ignored in the public sphere, then politicians will not necessarily feel they must be held accountable for them. The role of the media in sustainable development consists of serving as nation builders, partners with government, agents of empowerment as well as watchdogs and guardians of transparency. This role ascribed to the media helps to transform government policies into practical action and is a way that civil society can hold the government accountable to its promises to the people. Therefore, there is a strong correlation between a free, independent, and pluralistic media system and the overall process of sustainable development.

This module introduces the 17 SDGs including its history and development, application to global and local issues and the role of the media in communicating the goals to the wider public.

The module is divided into five (5) units:

Unit 1: Understanding the SDGs: History and Development

Unit 2: The 17 SDGs

Unit 3: Localizing the SDGs

Unit 4: National Approaches to Sustainability

Unit 5: Communicating the SDGs

Learning outcomes

After working through this module, you should be able to:

- Understand the global agenda on sustainable development and its development



- Explain how the SDGs as a global vision connects with local realities
- Describe what concrete steps your country has taken to achieve the UN 2030 agenda
- Understand the role of journalism with reference to sustainability

Unit 1: Understanding the SDGs: History and Development

Learning Outcomes

At the end of this unit, students should be able to:

1. Describe how the SDG framework was developed and how it can be used to address long-standing and challenging sustainable development issues.
2. Critically reflect on their own cultural assumptions and practices about sustainability.

Overview of Topics

This unit introduces the concept of sustainability, including important terminology such as the Millenium Development Goals (MDGs), Sustainable Development Goals (SDGs), the United Nations (UN) and Agenda 2030, their purpose and importance, their connection with other global commitments. The five thematic areas (pillars) of sustainable development goals - people, planet, prosperity, peace, and partnership – will also be discussed. Importantly, you will reflect on the role of the media and journalists in drawing attention, raising awareness of the goals, and calling for action on sustainable development issues.

The key topics covered in Unit 1 are as follows:

- Introduction to the concept of sustainability and the Sustainable Development Goals (SDGs)
- Comparing the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs)
- The Five Pillars of Sustainable Development
- A brief history of the SDGs
- “Leave no one behind” and the 2030 Agenda

To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.

Resources

Suggested readings before class:



From MDGs to SDGs: <https://www.undp.org/library/mdgs-sustainable-development-all;https://www.local2030.org/library/251/From-MDGs-to-SDGs-What-are-the-Sustainable-Development-Goals.pdf>

The SDG Goals: <https://sdg.guide/chapter-1-getting-to-know-the-sustainable-development-goals-e05b9d17801> ; <https://sdgs.un.org/goals> ; <https://sdgtoolkit.org/find-tools-by-goal/>

Critique of the SDGs: <https://foreignpolicy.com/2015/09/28/the-sdgs-are-utopian-and-worthless-mdgs-development-rise-of-the-rest/>

Brand assets and media content: <https://www.globalgoals.org/resources/>

Videos:

Transitioning from the MDGs to the SDGs: https://youtu.be/5_hLuEui6ww

Numbers In Action | Global Goals: https://youtu.be/Mdm49_rUMgo

Leave No One Behind | Global Goals: <https://youtu.be/pBqe8JD62QE>

Crack The Crises – Covid, Injustice and Climate Change: <https://youtu.be/tmIAI7TKXeE>

Activities/Tasks

In addition to the teaching sessions for Unit 1, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Sustainability
 - What do you know about the concept of sustainability? Prepare to share your ideas with the class.
- Group exercise: MDGs versus the SDGs
 - Can you distinguish between the MDGs and SDGs? There is one similarity and 10 differences between the SDGs and the MDGs. Your instructor will invite you and your classmates to identify them.
- Group exercise: The Five Pillars Memory Game
 - There are 5 thematic areas (pillars) of sustainable development goals: people, planet, prosperity, peace and partnership – the 5 Ps. In small groups, you will be tasked to tie each of the 17 SDGs to one of the 5 pillars.



- Project prompt: Reflecting on your role in promoting sustainability.
 - Think of your personal life, focusing on your daily life on campus or in your local community.
 - Reflect on your personal consumption habits, daily activities and how you engage with others.
 - Come up with a personal action plan, including at least 5 specific actions you can take to promote sustainability on campus or in your local community or workplace.
 - Share your action plan with the class (your instructor will explain further on how to create and share your action plan).

Study Questions

Consider the following questions, as you go through the learning materials for Unit 1.

1. What is sustainable development and the 2030 Agenda?
2. How are the SDGs different from the MDGs?
3. What are the SDGs important and how can we benefit from them?

Unit 2: The 17 SDGs

Learning Outcomes

After completing this unit, learners should be able to

1. Outline the relevance of the 17 SDGs to all countries in general and local areas in particular
2. Explain key SDG concepts such as “leave no one behind” and how the framework can be used to enhance positive impact on sustainable development.
3. Relate the interdependence of local, national and global in implementing the SDGs.
4. Reflect on their role as people and future journalists in sustainability

Overview of Topics

Following the introduction to the origins of the global agenda for sustainable development, in Unit 2, you will learn more about each of the 17 SDGs and how these are interconnected in the achievement of the global agenda. While there are common issues of sustainability across the globe, these translate into different practicalities in the context of individual countries. The 169 targets enable each country to tailor their sustainability efforts to best meet local needs and challenges. In Unit 2, you will also learn about the key stakeholder groups in sustainable development, considering them in your local context, alongside opportunities and barriers. Finally, you will learn about the three dimensions of sustainable development, that is, the economic, social, and environmental dimensions and how every sustainability issue can be examined from these dimensions in order to identify solutions for local challenges.

The key topics covered in Unit 2 are as follows:

- Introduction to the SDGs (17 goals)
- SDGs and individual countries (17 Goals + 169 targets)
- SDGs – Key Stakeholders, Opportunities & Barriers
- Three Dimensions of Sustainable Development - economic, social, and environmental



Figure 1.2: Module 1-Unit 2: Topics Covered

To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.

Resources

Suggested readings before class:

Sustainable Development: A Guide for Teaching the Sustainable Development Goals

The Sustainable Development Goals: <https://en.unesco.org/themes/education/sdgs/material>

The Lazy Person's Guide to Saving the World:

<https://www.un.org/sustainabledevelopment/takeaction/>

Video:

Do You Know All the SDGs? <https://youtu.be/0XTBYMfZyrM>

Activities/Tasks

To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.



In addition to the teaching sessions for Unit 2, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- **Brainstorming: Sustainability**
 - What three words come to mind when you hear the term “sustainable development”? Prepare to share your ideas with the class to create a shared mind map.
- **Paired Task: Exploring a local issue (One Issue - Three Angles)**
 - This task will challenge you to explore the three different perspectives of sustainable development and explain in detail the connections and interactions between the three elements (social, environmental and economic) of sustainable development.
 - Working with another student, write down a particular challenge that society is facing. This can be either a local, a national or a global issue, for example, air pollution, tax havens, plastic waste in the ocean, inequality between rich and poor. Spend approximately 10 minutes defining the social, economic and environmental perspectives of the selected issue/challenge. Present your work to the class. Your instructor will give you further questions to reflect upon.
- **Self-Reflection: My Daily Impact on Sustainability**
 - This task should be completed on your own, as part of your autonomous learning.
 - Choose one day of the week and prepare a log of all your activities and fill in as much detail as you can.
 - Then, based on the log, create a chart with the following items: time, activity, emotional experience, impact on yourself, impact on others, impact on natural environment.
 - After completing the chart, reflect on the following question: Are there areas where I could improve my own well-being, the well-being of others, and/or the natural environment?
 - Share your thoughts during the next session or in the online forum for the course.



Study Questions

Consider the following questions as you go through the learning materials for Unit 2.

1. What are the 17 goals and their targets?
2. Where are we today, how do they came to be, what do they stand for and what challenges they pose?

Unit 3: Localizing the SDGs

Learning Outcomes

After completing this unit, learners should be able to:

1. Explain the localization process and the political levers involved in sustainable development issues
2. Relate how the SDGs as a global vision connects with local realities

Overview of Topics

This unit explains what localization means in SDGs terminology and introduces some of the abbreviations used in SDGs terminologies, such as LGRs and LRGAs. You will learn the main concepts regarding localization, including key terms, such as glocalization, multi-level governance, cross-level, domestication, contextualization, and regionalization. You will discover that local governments play a critical role in global sustainable development. One of journalism's most critical functions is to monitor policymakers' actions, advocate on their behalf, and educate the general public. Additionally, you will learn that certain policy decisions may have an impact on the long-term development of communities, vulnerable groups, or the environment, while others may benefit people. Journalists must observe and report on these events to protect the truth and the public's interest.

The key topics covered in Unit 3 are as follows:

- Introduction to the concept of localization in SDGs
- Definition of glocalization, multi-level governance, cross-level, localization, contextualization, regionalization
- The role of local authorities in sustainable development around the world
- The important roles of journalists in advancing the SDGs

To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.

Resources

Suggested readings before class:



The Sustainable Development Goals What Local Governments Need to Know:
https://www.uclg.org/sites/default/files/the_sdgs_what_localgov_need_to_know_0.pdf

Localizing The Post-2015 Development Agenda:

https://www.uclg.org/sites/default/files/dialogues_on_localizing_the_post-2015_development_agenda.pdf

Roadmap For Localizing the SDGs: Implementation and Monitoring at Subnational Level:

https://www.uclg.org/sites/default/files/roadmap_for_localizing_the_sdgs_0.pdf

The Future Is Now Science for Achieving Sustainable Development:
https://sustainabledevelopment.un.org/content/documents/24797GSDR_report_2019.pdf

Activities/Tasks

In addition to the teaching sessions for Unit 3, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Sustainability
 - In your opinion, what are the localization process and the political levers involved in sustainable development? Prepare to share your ideas with the class.
- Group exercise: Introduction
 - In this activity, you will engage in a discussion about what localization means in SDGs terminology and introduces some of the abbreviations used in SDGs terminologies, such as LGRs and LRGAs.
- Group exercise:
 - In this exercise, you will identify and discuss the learn the main concepts regarding localization, including key terms, such as glocalization, multi-level governance, cross-level, domestication, contextualization, and regionalization.
 - Figure out the certain policy decisions may have an impact on the long-term development of communities, vulnerable groups, or the environment, while others may benefit people. Journalists must observe and report on these events to protect the truth and the public's interest.
 - Reflect on roles that could be played by institutions and public policies, government and academia in achieving the SDG goals.
 - Then, you will look at examples of good practice in journalism related to local governments play a critical role in global sustainable development.



- **Pair Task: Presentation**
 - Working with a partner student, you will search for a video content that reflects one of the priority SDGs.
 - You and another student will discuss how the shooting material is made, and then discuss the strengths and weaknesses of the video (with reference to theme, perspective, conception, or style).
 - You are encouraged to critically evaluate the video and argue on the role of local authorities in sustainable development around the world and how important roles of journalists in advancing the SDGs. One student from each group will present the argumentative assessment in 3-5 minutes.
- **Self-Reflection**
 - This task should be completed on your own, as part of your autonomous learning.
 - learn that certain policy decisions may have an impact on the long-term development of communities, vulnerable groups, or the environment, while others may benefit people. Journalists must observe and report on these events to protect the truth and the public's interest.
 - Then, reflect on roles that could be played by institutions and public policies, government and academia in achieving the SDG goals.
 - Share your thoughts during the next session or in the online forum for the course.

Study Questions

Consider the following questions, as you go through the learning materials for Unit 3.

1. How can we identify social, economic, or environmental issues in our community that are related to the SDGs?
2. What are the main challenges that our local communities are currently facing with regards to the SDGs?
3. Why should these kinds of topics be covered by the media?

Unit 4: National Approaches to Sustainability

Learning Outcomes

After completing this unit, learners should be able to:

1. Describe the interdependence between local, national, and global in the implementation of the SDGs
2. Identify the realities in the data from one's own country
3. Explain the role of journalism with reference to sustainability
4. Compare Journalism and other types of public communication, such as PR and critical thinking

Overview of Topics

In this unit, you will learn about the national approaches to sustainability as well as the implementation of SDGs in a comparative zonal and global context. With reference to the 2030 agenda approach, the evolution of the SDGs in different countries will be analyzed. Apart from that, this unit also covers the holistic approaches and coherent actions by global, regional, country and local level actors/governments/authorities. In addition, you will learn to obtain data from relevant scientific sources, extract content relevant to journalism and evaluate the latest UN SDGs report and other journalistic materials. Most importantly, the role of media and good practice in journalism related to SDGs are highlighted.

The key topics covered in Unit 4 are as follows:

- The evolution of sustainable development in your local context
- National and local strategies to implement the SDGs including the main drivers of the SDG agenda
- The extent of media reporting on the SDGs in the local context

To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.

Resources

Suggested readings before class:

The sustainable development goals: What local governments need to know:

https://www.uclg.org/sites/default/files/the_sdgs_what_localgov_need_to_know_0.pdf



Voluntary national reviews: <https://sustainabledevelopment.un.org/vnrs/>

Take action for the Sustainable Development Goals:

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

The Sustainable Development Goals Report 2020: <https://unstats.un.org/sdgs/report/2020/The-Sustainable-Development-Goals-Report-2020.pdf>

Rosling, H., Rosling, O., & Rönnlund, A. R. (2019). *Factfulness: Ten Reasons We're Wrong About The World - And Why Things Are Better Than You Think*. New York: Flatiron Books.

Video:

Nations United: Urgent Solutions for Urgent Times | Presented by Thandie Newton:

<https://www.youtube.com/watch?v=xVWHuJOmaEk&t=222s>

Activities/Tasks

In addition to the teaching sessions for Unit 4, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Sustainability
 - In your opinion, what are the main feature of the local and national sustainability contexts? Prepare to share your ideas with the class.
- Group exercise: Introduction
 - In this activity, you will engage in a discussion about the evolution of the SDGs in your country, the most relevant targets of each goal to local governments, the main sustainability issues and the implementation of SDGs in your country in a comparative zonal and global context.
- Group exercise: The role of journalists
 - In this exercise, you will identify and discuss the main media outlets in your country that show interest in SDGs. Then, you will look at examples of good practice in journalism related to SDGs and think about the roles that should be played by journalists.



- Group exercise: Presentation
 - Working with another 2 – 4 students, you will search for video content that reflects one of the priority SDGs.
 - As a group, you will observe how the material is made, and then discuss the strengths and weaknesses of the video (with reference to theme, perspective, conception or style). You are encouraged to critically evaluate the video and argue whether it is a journalistic or PR content.
 - One student from each group will present the argumentative assessment in 3-5 minutes.
- Question and answer session
 - In this session, you and your classmates will try to reach consensus on the most relevant resources regarding the country assessment data.
- Self-Reflection
 - This task should be completed on your own, as part of your autonomous learning.
 - Attempt the test from Hans Rosling's book *Factfulness* and find out your perceptions of the world.
 - Then, reflect on roles that could be played by institutions and public policies, government and academia in achieving the SDG goals.
 - Share your thoughts during the next session or in the online forum for the course.

Study Questions

Consider the following questions as you go through the learning materials for Unit 4:

1. Are there concerns regarding specific SDGs or SDGs in general at national level (strategies, policies, projects carried out with third parties)? Are there such concerns at the state/ zonal / local level?
2. Are there collaborations, partnerships among the local / central institutions, local NGOs, local media and University?
3. To what extent does mainstream media reflect government concern for sustainability and the 2030 agenda?

Unit 5: Communicating the SDGs

Learning Outcomes

After completing this unit, learners should be able to:

1. Describe what concrete steps their country has taken to achieve the UN 2030 agenda
2. Identify the government department, agencies and politicians involved in the SDG agenda and relevant documents that refer to the SDG agenda
3. Explain how government officials, national media and ordinary citizens relate to global SDGs

Overview of Topics

In Unit 5, which is a continuation of the topics in Unit 4, the focus is on how information about SDGs is communicated. You will explore how information in the public sphere comes from three actors: politicians, journalists, and ordinary people. These three groups play different roles and have different agendas and thus will communicate about SDGs differently. In this unit, you will learn to search for this information, interact with people from each category of actors (if possible) and develop a taxonomy of digital resources related to SDGs in your country.

The key topics covered in Unit 5 are as follows:

- The media channels for SDG reporting
- Media monitoring and accessing reliable sources of information

To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.

Resources

Suggested readings before class:

World trends in Freedom of Expression and Media Development (<https://unesdoc.unesco.org/ark:/48223/pf0000261065/PDF/261065eng.pdf.multi>)

Journalism versus public relations (<https://medium.com/@Adeeb1/journalism-vs-public-relations-521881fd4f39>)



The World Press Freedom Index: (<https://rsf.org/en/ranking>)

Starting out with vox-pops (<https://www.journalism.co.uk/tip-of-the-day/tip-starting-out-with-vox-pops/s419/a736764/>)

Activities/Tasks

In addition to the teaching sessions for Unit 5, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Question-and-answer session
 - Invite a government representative to speak about SDG implementation strategies in your local context
 - After the presentation, the guest will answer students' questions in this session, which you can design in a similar way to a press conference.
- Vox-pop exercise
 - Conduct a vox-pop/survey with students on campus about SDG awareness
 - Decide together a main question and 2-3 other helpful (adjacent) questions, then ask students to check the voice recording app on their mobile phone
 - During the break between two courses, go out to interview other students on campus.
 - Process and interpret the results, taking into account that this exercise is not sociological, but journalistic, and the sample is homogeneous and limited.

Study Questions

1. What official documents are on the websites of the government in your country and what has been said about sustainability measures and strategies in line with the SDGs?
2. Has the national media covered this information?
3. Do ordinary people have knowledge/information about of the implementation of the SDGs in your country?

Module Assessment



Report on the identification and evaluation of SDGs in your country



Module 2

Sustainability

Study Materials



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How to study the materials

This module is divided into six units, each corresponding to **three (3)** contact teaching hours. This study guide provides an overview of all units, each containing a short description of the content, learning objectives, activities and tasks, as well as study questions, to help you prepare for the module. Important resources including reading materials, relevant videos and links are also provided.

You should read the learning objectives carefully before and after studying the material, as these guide you through the key concepts of each unit. The activities or tasks assigned during classes are included to assist you with your learning. However, in order to fully benefit from the module, you are encouraged to engage with all the additional resources presented in each unit on your own.

Module Two: Sustainability

Introduction

In 1987, sustainability was defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” by the United Nations Brundtland Commission (United Nations, n.d.).

According to UNESCO (*Sustainable Development*, 2015), sustainable development consists of four intertwined dimensions – society, environment, culture and economy. Sustainability is viewed as a paradigm for contemplating about the future where balance exists in the respect of environment, society and economy in order to achieve an improved quality of life.

UNESCO also differentiates the two concepts of sustainable development and sustainability. Sustainability is habitually deemed as a long-term goal whereas sustainable development suggests the various processes and routes to achieve it.

Unlike the four intertwined dimensions mentioned above, other studies have indicated that there are three intersecting elements in sustainability as illustrated in Figure 2.1.

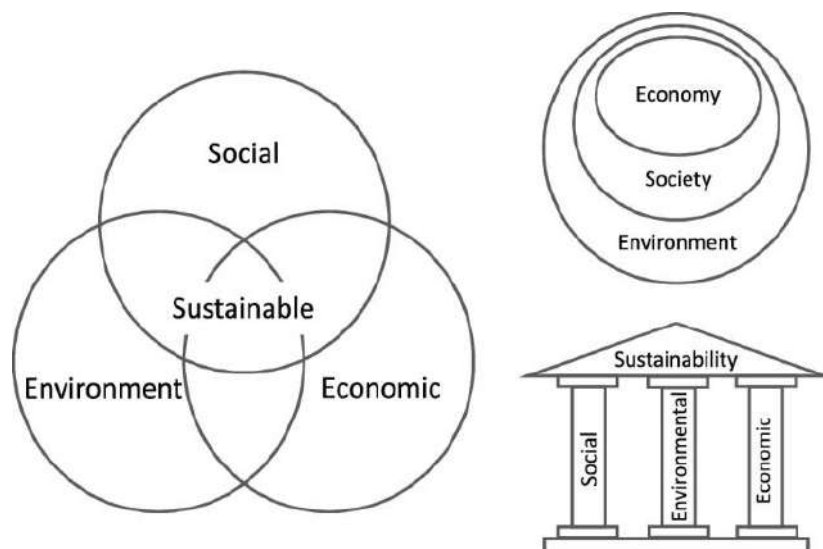


Figure 2.1: The representation of sustainability

Left: The typical representation of sustainability as three intersecting circles. Right: Alternative depictions: literal ‘pillars’ and a concentric circles approach (Purvis et al., 2018).



Similar to Purvis et al. (2018), the UCLA Sustainability Committee identifies three key aspects, and defines sustainability as “the integration of environmental health, social equity and economic vitality in order to create thriving, healthy, diverse and resilient communities for this generation and generations to come. The practice of sustainability recognises how these issues are interconnected and requires a systems approach and an acknowledgement of complexity” (*What Is Sustainability?*, n.d.). A presumption of sustainability is that resources are limited, and should be used cautiously and wisely – bearing in mind the long-term priorities and consequences of how resources are used.

This module also links sustainability to three main pillars - economy, society and environment. Each feature is discussed in separate units. Some of the significant topics covered here include contrasting uneven development and sustainable development; the effects of intra- and intergenerational equity on sustainability; understanding the relationship between economic, social justice and environmental issues and the three pillars of sustainability - society, environment, and economy. Furthermore, it dips into the topic of ethical issues concerning sustainable development.

The module is divided into six (6) units:

Unit 1: Uneven Development vs. Sustainable Development

Unit 2: Sustainability: Equity = Economy + Society + Environment (E=E+S+E)

Unit 3: Economy and Sustainability

Unit 4: Social Justice and Sustainability

Unit 5: Environment and Sustainability

Unit 6: Equity = Economy + Society + Environment (E=E+S+E) Decision-Making: Global Ethics and Journalistic Ethics

References

Purvis, B., Mao, Y., & Robinson, D. (2018). Three pillars of sustainability: in search of conceptual origins. *Sustainability Science*, 14(3), 681–695.
<https://doi.org/10.1007/s11625-018-0627-5>

Sustainable Development. (2015, August 20). UNESCO.

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United Nations. (n.d.). *Sustainability*. <https://www.un.org/en/academic-impact/sustainability>

What is Sustainability? (n.d.). UCLA Sustainability. <https://www.sustain.ucla.edu/what-is-sustainability/>



Learning outcomes

After working through this module, you should be able to:

- Explain uneven vs. sustainable development and its consequences.
- Describe intra- and intergenerational equity and its effects on sustainability.
- Relate economic, social justice and environmental issues to the three pillars of sustainability - society, environment, and economy.
- Assess ethical issues in sustainable development.



Unit 1: Uneven Development vs. Sustainable Development

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain the causes of uneven development.
2. Describe the uses of the indicators of development.
3. Examine the consequences of uneven development in different regions and countries.
4. Explore strategies that can be used to address uneven development.

Overview of Topics

This unit takes a closer look at how different countries are making progress in achieving development, highlighting the differences between uneven development and sustainable development. Students will first be introduced to the concept of development and specific areas of development that a country can focus on, and how these link to quality of life for people. The challenges that countries face in generating wealth and promoting development will be explored. This is followed by a discussion on how development can be measured, comparing three major indicators of GDP, GNI and HDI. The causes and effects of uneven development will then be discussed, with students drawing links to their own countries and the role of journalists in drawing attention to issues of uneven development.

The key topics covered in Unit 1 are as follows:

- Uneven development
- Indicators of development (GDP, GNI and HDI)
- Causes and impacts of uneven development
- Strategies to reduce inequality

Activities/Tasks

In addition to the teaching sessions for Unit 1, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Reflective Task: Envisioning a Sustainable and Equitable World
 - Your instructor will guide you through this reflective task.
 - Close your eyes and “travel” to a place where a peaceful community is serving people and the planet in a sustainable and flourishing way. Spend 5-7 minutes



in this “world”, walking around, noticing how people are learning, working, eating, playing, etc.

- Coming back to the present, write down notes about what you saw and felt.
- In groups of 3-5 people, share your experiences. What can we do to get closer towards achieving a sustainable and equitable future?
- **Group task: Highlighting Causes of Unequal Development (infographic and video)**
 - In groups of 3-5, create an infographic outlining all the issues that may contribute to certain areas in the world being poorer than others, for example, Weather and Climate, Disease, Terrain, Corruption and Political factors.
 - After designing the infographic, create a 2-minute video focusing on one specific part of the world/country. Explain in detail why that specific area is poor, with real facts about this area.
 - Embed this video on your infographic.
 - Your instructor will give further instructions about how to conduct the task and share your infographic/video.

Resources

Suggested readings before class:

1. UNDESA World Social Report 2020: <https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/01/World-Social-Report-2020-FullReport.pdf>
2. Why are some countries richer than others?: <https://www.bbc.co.uk/bitesize/guides/zxw2cwx/revision/4>
3. Leyshon (2021). Economic geography I: Uneven development, ‘left behind places’ and ‘levelling up’ in a time of crisis. <https://journals.sagepub.com/doi/abs/10.1177/03091325211011684>
4. GDP vs GNI vs GNP <https://www.investopedia.com/terms/g/gross-national-income-gni.asp#toc-gdp-vs-gni-vs-gnp>

Introductory videos:

What is development: <https://world101.cfr.org/global-era-issues/development/what-development-links>

TedTalk-How economic inequality harms societies:

https://www.ted.com/talks/richard_wilkinson_how_economic_inequality_harms_societies

How do we measure poverty? Worldvision Australia:

<https://www.youtube.com/watch?v=w5wORaWcWPY>



Links:

Gapminder.org: <https://www.gapminder.org/>

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 1.

1. What is uneven development as opposed to sustainable development?
2. How is development measured?
3. What are the areas of development that a country can make?
4. What are the causes and effects of uneven development?



Unit 2: Sustainability: Equity = Economy + Society + Environment (E=E+S+E)

Learning Outcomes

At the end of this unit, students should be able to:

1. Identify and reflect on sustainable behaviour.
2. Describe intra- and intergenerational equity.
3. Define and contextualise sustainable solutions.
4. Explain intra- and intergenerational equity and the three-dimensions-concept of Equity, Economy, and Environment.

Overview of Topics

This unit dives into the correlation between sustainability and equity. Students will first be introduced to the concept of sustainable development and its ultimate goal. The three pillars of sustainability, i.e. economy, society and environment, will also be discussed. Students will familiarise themselves with the concept of intra- and intergenerational equity and their principles as well as their link to sustainability. Finally, this unit looks into the topic of strong and weak sustainability – two distinctive ways of perceiving the need to ensure that future generations can supply their demands.

The key topics covered in Unit 2 are as follows:

- The notion of sustainable development
- The concept of intra- and intergenerational equity
- The three pillars of sustainability and their connection to intra- and intergenerational equity
- Strong and weak sustainability

Activities/Tasks

In addition to the teaching sessions for Unit 2, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Presentation by a guest speaker/expert/NGO representative



- The presentation will cover these identified issues in the global and local contexts:
 - poor distribution of resources
 - continuous degradation of the environment
 - global warming
 - rise of sea level
 - hole in the ozone layer
 - deforestation for industrialisation
 - carbon emissions
 - rich and poor
 - global north and global south
 - gender disparity, etc.

OR

- Student presentation: Sustainable Development and Equity in the Cambodian, Malaysian or Chinese Context.
 - The presentation should focus on the challenges and opportunities of sustainable development and equity.
 - The content should be relevant to the local context.
 - Does the presented solution address a real issue?
 - Does it contribute to the common good?
 - Are the intra-generational, social, and economic gap reduced?
 - What actants are involved? How are they involved? How do they collaborate?
 - Does it incorporate sustainability?
- Invited speaker: The Importance of Climate Equity
 - The talk will help students understand the importance of climate equity and foster productive collaborations in climate and environmental development efforts.
 - Additionally, the talk will highlight the matter of intergenerational responsibility with reference to domestic issues, for example extinction, deforestation, overexploitation, collaboration instead of competition, equity instead of disparity, “our world” instead of “my world”.

OR

- Simulation and role play activity: Press conference



OR

- Student led discussions
- Presentation: How to report on climate equitably
 - By using an assigned resource, students will look at potential stories through the lens of equity.
- Role play activities: Intra-generational / Intergenerational Equity

OR

- Media campaign: Intra-generational / Intergenerational Equity
 - Students are to organise a media campaign to promote intragenerational / intergenerational equity.
 - Students should do the following:
 - Assess the potential effectiveness of the sustainable development goals.
 - Explore the nature of the SDGs and to think critically about them.

Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

References:

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Study Questions

Consider the following questions, as you go through the learning materials for **Unit 2**.

1. How does the economic sustainability dimension relate to the ongoing preservation or establishment of a sufficient quality of life?
2. To what extent is sustainable development connected to climate change?
3. How can we redefine the relationship between the environment, society and economy?
4. What is intra- and intergenerational equity?
5. How do features of economically sustainable development impact the present and future generations?



Unit 3: Economy and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain issues of local, global and economical significance.
2. Formulate valid arguments by identifying and using the right evidence.
3. Assess relevant data, courses of actions and consequences.
4. Describe the interrelationships between the three pillars of sustainability: society, environment and economy.

Overview of Topics

This unit emphasises the idea of a holistic approach towards sustainable development, spotlighting the effects of unsustainable economic activities on the environment and communities. This approach to development takes into account the interdependence of human and natural systems, and shows the value of business models that are sustainable. Hence, the fundamentals of the circular economy model, which is thought to help facilitate the progress towards the SDGs like sustainable businesses, are explained. Besides that, this unit also expounds the benefits of circular economy.

The key topics covered in Unit 3 are as follows:

- The fundamentals of circular economy
- The benefits of circular economy
- The relationship between circularity and sustainability

Activities/Tasks

In addition to the teaching sessions for Unit 3, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Guest speaker (NGO member, local expert): **[Refine topic]**
 - The talk centres on a contextualised topic with reference to justice and equity, poverty or environmental problems in a particular country/region/city, or examples of best practices in environmental justice and/or equitable development, problem solving with a visible difference in communities.



- Discussion: Case studies on Circular Economy models and integration of Sustainable Development Goals in business strategies in the EU and LAC
 - Students may compare and contrast the cases in the given material with that of their own country / region.

OR

- Watch documentaries or short films: Sustainability
 - Students will watch documentaries or short films on the topic of sustainability to gain a deeper understanding.
- Group task: **[Refine topic]**
 - In a group of 3 to 4 people, students are to collect data and relevant information from reports on the topic such as sustainable cities, poverty and inequality, environmental issues.
 - Students are to identify a major environmental problem at global, national and local scale and then identify a range of measures to promote sustainability both in their own lifestyles and in the broader community.
 - Then, students should analyse the results together and discuss possible solutions.
- Workshop: How to create a narrative for sustainability
 - The topics for discussion include a comprehensive overview of the fundamentals of research practice, writing, finding the right angle, and how to break local stories on sustainability issues.
 - Students are then encouraged to develop their own story to promote a sustainability issue.
- Autonomous learning: Guided research: **[Refine topic]**
 - Using scientific resources, guides, textbooks, multimedia materials as references, students may look into issues like social justice, equity, sustainable cities, circular economy, economic growth, etc.
 - Students can do desk research to build a database with scientific bibliography and multimedia resources in the field of sustainability.

Resources

Suggested readings before class:

1. Title: link



2. Title: link

Introductory videos:

Title: link

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Videos:

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Study Questions

Consider the following questions, as you go through the learning materials for **Unit 3**.

1. What do we mean by equity with social justice?
2. How can we promote equity and social and environmental justice?
3. Can we fight poverty and inequality while protecting the environment?
4. What is the role of data in social justice, environmental preservation, economic growth and sustainability?
5. What is circular economy and how does it relate to environmental preservation?
6. How do social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy relate to the SDGs?
7. What is the role of public communication in raising awareness of sustainability?
8. What is sustainability narrative?
9. How do we create narratives that work?





Unit 4: Social Justice and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain social justice concepts.
2. Assess data from one's own country.
3. Identify hate speech in the media and other narratives of exclusion.
4. Examine the interference of different roles in public communication (journalists, activists, politicians, audiences).

Overview of Topics

This unit explicates the concept of social justice and its application. Aside from that, it also touches upon issues related to social justice. The role of activism in social development is also underscored in this unit. Students will learn to identify hate speech in the media and other narratives of exclusion, and scrutinise its prevalence. Additionally, the unit features topics like the concept of citizen journalism as an essential part of the participatory web and social media platforms, and inequality of access to media and digital literacy. It also looks into anti-discrimination campaigns and activities promoting human rights and social justice.

The key topics covered in Unit 4 are as follows:

- Social work practice
- Concept of social justice and its application
- The role of activism in social development
- Hate speech on social media and its pervasiveness
- Concept of citizen journalism
- Inequality of access to media and digital literacy
- Activities related to anti-discrimination, human rights and social justice

Activities/Tasks

In addition to the teaching sessions for Unit 4, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Social justice



- Students are asked to draw a chart / diagram in which they represent SDGs which are explicitly related to the social area.
- Students are urged to examine how they interconnect with the others in the economic and environmental area.

OR

- Quiz: Social justice
 - Students are required to take a quiz about social justice.
- Guest speaker(s): Social Justice
 - The talk outlines social justice in a particular country/region/city.
 - The role of activism in social development will also be discussed.
 - In addition, examples of good practices in NGOs will be presented.
 - Students may propose in advance to the expert guest to bring for debate a case study, perhaps an example of an awareness campaign from the NGO they represent.
- Team exercise: Inequality of access to media and digital literacy
 - Students will be divided into teams.
 - Each team will retrieve global and local reports from the last two years of a particular region to extract relevant data on access to media and communication technologies, and present them briefly.
 - The purpose of this exercise is to analyse comparatively the situation of access to the media by region; to observe the differences, and; to correlate them with the socio-political situation in the countries of that region.
- Autonomous learning
 - The instructor will guide students through the bibliography of these courses and seminars, which are related to Unit 4.
 - Students are encouraged to identify other scientific resources, guides, textbooks, multimedia materials which address the issue of social justice from the perspective of public communication.

Resources

Suggested readings before class:

1. Title: link
2. Title: link



Introductory videos:

Title: link

References:

- Broome, B. J., Anastasiou, H., Hajipavlou, M., & Kanol, B. (2012). Opening communication pathways in protracted conflict: From tragedy to dialogue in Cyprus. In L. R. Frey & K. M. Carragee (Eds.), *Communication activism: Vol. 3. Struggling for social justice amidst difference* (pp. 69–104). Hampton Press.
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- Conquergood, D. (1995). Between rigor and relevance: Rethinking applied communication. In K. N. Cissna (Ed.), *Applied communication in the 21st century* (pp. 79–96). Lawrence Erlbaum.
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- McLaughlin, M. (2022, April 20). *BRAC USA / World day of social justice quiz: Test your knowledge*. BRAC USA. Retrieved June 12, 2022, from <https://bracusa.org/world-day-of-social-justice-quiz-test-your-knowledge/>
- Rawls, J. (2001). *Justice as fairness: A restatement* (E. Kelly I., Ed.; 2nd ed.). Belknap Press: An Imprint of Harvard University Press.
- Reisch, M., & Garvin, C. D. (2016). *Social work and social justice: Concepts, challenges, and strategies* (1st ed.). Oxford University Press.

Study Questions

Consider the following questions, as you go through the learning materials for Unit 4.

1. What do we mean by social justice?



2. How is the concept of social justice represented in your country?
3. What is the role of public communication in promoting social justice?
4. How can we identify the different narratives of exclusion from public discourse?
5. What is the role of activism for social justice?



Unit 5: Environment and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain the global and local environmental issues.
2. Identify relevant, scientifically reliable sources for documenting materials related to climate and environmental change
3. Compare the roles and voices in media and public communication on environmental issues.

Overview of Topics

This unit calls attention to global and local environmental issues. It also talks about the impact of environmental issues on the lives of people and communities. Students will be presented the opportunity to reflect on the consequences of unsustainable economics on the environment. Moreover, this prompts the discussion of the existence of any legislative regulations and measures to protect the environment. The unit also examines the role of environmental journalism as well as its objectives. Topics about environmental journalism are also reviewed here.

The key topics covered in **Unit 5** are as follows:

- Global and local environmental issues
- Impact of environmental issues on the lives of people and communities
- Effects of unsustainable economics on the environment
- Examples of environmental protection
- The role of environmental journalism and its objectives
- Environmental journalism topics

Activities/Tasks

In addition to the teaching sessions for **Unit 5**, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Guest speaker(s): Climate Change and Health
 - The speaker will stress on the topic of climate change impact on our health.
 - They will also delve into the matter of institutional, corporate and human policies and responsibilities for this major issue.



- Students are encouraged to probe the guest for specific information.
- The idea of a holistic approach to sustainable development with an emphasis on the impact of unsustainable economic activities on the environment and communities will be underlined.
- Team exercise: Environment
 - Students will be divided into two large groups: one for environmental communicators (e.g. activists and NGOs) and another for environmental journalists.
 - Students should think about an important environmental topic in their country (e.g. air pollution, plastics and water waste, deforestation, etc.).
 - Each group are to propose an approach to the subject from either the perspective of the role of communicator and activist, or that of a journalist.
 - Each group should explore the following:
 - What strategies are employed for media coverage on the selected topic and which channels are used?
 - What kind of sources whether common or different are used to document the selected topic?
 - How do these two roles intersect?
 - The aim of this exercise is for students to understand the different roles and the diversity of voices in the media on the matter of environmental protection.
- Case study and Debate (BBC Earth platform: <https://www.bbcearth.com/>): Sustainable global and local development
 - Students will explore the BBC Earth platform with the instructor
 - Students should take notes and discuss pertinent and critical observations found on the platform regarding prevalent topics, angles of approach, media products, such as podcast, etc.
- Autonomous learning
 - Students will scrutinise studies and other resources on environmental communication.

Resources

Suggested readings before class:

1. Title: link
2. Title: link



Introductory videos:

Title: link

References:

Beyond Bylines Team. (2021, April 6). *These 11 environmental news sites are bringing urgency and innovation to stories on climate change*. Beyond Bylines. Retrieved June 13, 2022, from <https://mediablog.prnewswire.com/2018/04/12/top-environmental-news-sites/>

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FAO. (2019). *The state of the world's biodiversity for food and agriculture*. In J. Bélanger & D. Pilling (Eds.). FAO Commission on Genetic Resources for Food and Agriculture Assessments. <https://www.fao.org/3/CA3129EN/CA3129EN.pdf>

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Meisner, M. (2022, June 6). *Environmental communication: What it is and why it matters*. The IECA. Retrieved June 13, 2022, from <https://www.theieca.org/resources/environmental-communication-what-it-and-why-it-matters>

Parrique T., Barth J., Briens F., C. Kerschner, Kraus-Polk A., Kuokkanen A., & Spangenberg J. H. (2019). *Decoupling debunked: Evidence and arguments against green growth as a sole strategy for sustainability*. European Environmental Bureau. <https://eeb.org/wp-content/uploads/2019/07/Decoupling-Debunked.pdf>

Stockholm Resilience Centre. (n.d.). *The nine planetary boundaries*. Retrieved June 13, 2022, from <https://www.stockholmresilience.org/research/planetary-boundaries/the-nine-planetary-boundaries.html>

Zurich. (2020, January 15). *The global risks report 2020: Polarization and economic stagnation in 2020 will worsen climate crisis*. Retrieved June 12, 2022, from <https://www.zurich.com/en/knowledge/topics/global-risks/the-global-risks-report-2020>



Study Questions

Consider the following questions, as you go through the learning materials for **Unit 5**.

1. What are the main global environmental issues from the perspective of scientists?
2. How does climate change impact our lives? How about its impact at the regional and local level?
3. What is the role of activism and journalism for the protection of the environment and biodiversity?
4. Why should journalists cover environmental issues ethically and professionally?



Unit 6: Equitable (E=E+S+E) Decision-Making: Global Ethics and Journalistic Ethics

Learning Outcomes

At the end of this unit, students should be able to:

1. Describe ethical concepts for sustainable development.
2. Assess ethical issues in sustainable development.
3. Develop critical thinking, argumentation and public speaking skills.

Overview of Topics

This unit begins with an explanation of the principles and values of global ethics. Thereafter, students will study the differences between equity and equality and the relationship of these two concepts. Additionally, this unit looks at ethical economics and the reasons why it is necessary. Following that, students will gain knowledge of media ethics and its importance. The topic of journalistic ethics and its principles as well as its necessity will be explored.

The key topics covered in **Unit 6** are as follows:

- Principles and values of global ethics
- The differences between equity and equality
- The relationship between equity and equality
- Ethical economics and why we need it
- Media ethics and its significance
- Journalistic ethics, its principles and its necessity
- The correlation of global ethics of sustainable development with media and journalistic ethics

Activities/Tasks

In addition to the teaching sessions for **Unit 6**, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Guest speaker: A global ethical perspective on economics: Rights and duties
 - The guest presentation examines the accessibility of economic topics and concepts related to social justice, global warming as well as other pressing environmental issues.
 - Concrete examples will be given.



- Students may ask for clarifications and discuss ethical dilemmas with the guest speaker.
- Quiz: Do You Know about Media Ethics and Law?
 - To end the class for the day, students will partake in an online quiz on the topic of journalistic ethics and standards.
- Debate: Is there a need for a global perspective on media and journalistic ethics?
 - Topic of debate: “... *journalism with a global perspective is needed to help citizens understand the daunting global problems of poverty, environmental degradation, technological inequalities, and political instability.*” Do you agree or disagree? Why is that so?
 - Students will argue for and against the idea of having a global media ethics.
 - Students will be split into two groups. The board will also be divided into two columns to gather arguments for and against this possibility.
 - Students are given 15 to 20 minutes to conduct online research.
 - An hour is allotted for the debate.
 - Students should express their opinions freely while supporting them with logical, critical and factual arguments as well as providing relevant examples.
- Case study presentation: Media Sustainability
 - This will be an interactive case study presentation between the instructor and students.
 - The focal point of this activity is ethical issues as the use of images in the press often raises ethical dilemma.
- Discussion: Ethical issues
 - Students are to identify ethical issues in the media that are related to sustainable development, for instance, poverty, migration, inequality, environmental problems, etc., at the local, national or international level.
- Autonomous learning
 - Students may look into additional bibliography in the field of human rights ethics and media ethics.
 - Students should read and compare codes of ethics from international (e.g. BBC, The Guardian, Reuters, DW, AP, etc.) and national media outlets.



- Students may carry out desk research to build a database with scientific bibliography and multimedia resources in the field of sustainability ethics, media ethics and journalistic ethics.

Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

References:

Beyond Bylines Team. (2021, April 6). *These 11 environmental news sites are bringing urgency and innovation to stories on climate change*. Beyond Bylines. Retrieved June 13, 2022, from <https://mediablog.prnewswire.com/2018/04/12/top-environmental-news-sites/>

Charlie Hebdo shooting. (2022, June 9). In Wikipedia. https://en.wikipedia.org/wiki/Charlie_Hebdo_shooting

Gmcleod. (2022, March 22). *Quiz: Do you know about media ethics and law?* ProProfs. Retrieved June 13, 2022, from <https://www.proprofs.com/quiz-school/story.php?title=chapter-2-media-ethics--law>

International Federation of Journalists. (2019). *Global charter of ethics for journalists*. IFJ. Retrieved June 13, 2022, from <https://www.ifj.org/who/rules-and-policy/global-charter-of-ethics-for-journalists.html>

Kolstad C., Urama, K., Broome, J. , Bruvoll, A., Cariño Olvera, M., Fullerton, D., Gollier, C., Hanemann, W. M., Hassan, R., Jotzo, F., Khan, M. R., Meyer, L., & Mundaca, L. (2014). Social, economic and ethical concepts and methods. In Edenhofer, O., R. Pichs-Madruga, Y. Sokona, E. Farahani, S. Kadner, K. Seyboth, A. Adler, I. Baum, S. Brunner, P. Eickemeier, B. Kriemann, J. Savolainen, S. Schlömer, C. von Stechow, T. Zwickel and J.C. Minx (Eds.), *Climate change 2014: Mitigation of climate change. Contribution of working group iii to the fifth assessment report of the intergovernmental panel on climate change*. Cambridge University Press. https://www.ipcc.ch/site/assets/uploads/2018/02/ipcc_wg3_ar5_chapter3.pdf

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Media Ethics Initiative. (2020, October 19). *Journalism ethics case studies*. Retrieved June 13, 2022, from <https://mediaethicsinitiative.org/journalism-ethics-case-studies/>



- Society of Professional Journalists. (2014, September 6). *SPJ code of ethics - Society of professional journalists*. SPJ.ORG. Retrieved June 13, 2022, from <https://www.spj.org/ethicscode.asp>
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- Ward, S. J. A. (n.d.). *Global media ethics*. Center for Journalism Ethics. Retrieved June 13, 2022, from <https://ethics.journalism.wisc.edu/resources/global-media-ethics/>
- Warner, K. (2009, May 1). *A short course in environmental ethics: Introduction*. Markkula Center for Applied Ethics. Retrieved June 13, 2022, from <https://www.scu.edu/environmental-ethics/short-course-in-environmental-ethics/>
- Zurich. (2020, January 15). *The global risks report 2020: Polarization and economic stagnation in 2020 will worsen climate crisis*. Retrieved June 12, 2022, from <https://www.zurich.com/en/knowledge/topics/global-risks/the-global-risks-report-2020>

Video:

Society of Professional Journalists. (2020, April 24). *SPJ #Press4Education: Media ethics* [Video]. YouTube. <https://www.youtube.com/watch?v=JUuUBYGI58k>

Study Questions

Consider the following questions, as you go through the learning materials for **Unit 6**.

1. Which are the principles and values of global ethics from a human rights perspective?
2. How do we relate to the principle of equality and how it understands the concept of equity?
3. What is an ethical approach to economics and why we need it?
4. What do we mean by media ethics and journalistic ethics?



5. How do we correlate the global ethics of sustainable development with media and journalistic ethics?

Module Assessment

Please add.



Module 2

Sustainability

Study Materials

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How to study the materials

This module is divided into five units, each corresponding to **three (3)** contact teaching hours. This study guide provides an overview of all units, each containing a short description of the content, learning objectives, activities and tasks, and study questions, to help you prepare for the module. Important resources including reading materials, relevant videos and links will also be provided.

You should read the learning objectives carefully before and after reading or studying the material, as these guide you through the key concepts of each unit. The activities or tasks given during the classes are included to assist you with your learning but to fully benefit from the module, you are encouraged to engage with all the additional resources given in each unit on your own.



Module Two: Sustainability

Introduction

Add text describing the module content and giving overview of context (2-3 paras)

This module introduces add text describing key topics.

The module is divided into six (6) units:

Unit 1: Text

Unit 2: Text

Unit 3: Text

Unit 4: Text

Unit 5: Text

Unit 6: Text

Learning outcomes

After working through this module, you should be able to:

- Understand the global agenda on sustainable development and its development
- Explain how the SDGs as a global vision connects with local realities
- Describe what concrete steps your country has taken to achieve the UN 2030 agenda
- Understand the role of journalism with reference to sustainability



Unit 1: Uneven development vs. Sustainable development

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain the causes of uneven development
2. Describe the uses of the indicators of development
3. Examine the consequences of uneven development in different regions and countries
4. Explore strategies that can be used to address uneven development

Overview of Topics

This unit takes a closer look at how different countries are making progress in achieving development, highlighting the differences between uneven development and sustainable development. Students will first be introduced to the concept of development and specific areas of development that a country can focus on, and how these link to quality of life for people. The challenges that countries face in generating wealth and promoting development will be explored. This is followed by a discussion on how development can be measured, comparing three major indicators of GDP, GNI and HDI. The causes and effects of uneven development will then be discussed, with students drawing links to their own countries and the role of journalists in drawing attention to issues of uneven development.

The key topics covered in Unit 1 are as follows:

- Uneven development
- Indicators of development (GDP, GNI and HDI)
- Causes and impacts of uneven development
- Strategies to reduce inequality

Activities/Tasks

In addition to the teaching sessions for Unit 1, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Reflective Task: Envisioning a Sustainable and Equitable World
 - Your instructor will guide you through this reflective task.
 - Close your eyes and “travel” to a place where a peaceful community is serving people and the planet in a sustainable and flourishing way. Spend 5-7 minutes in this “world”, walking around, noticing how people are learning, working, eating, playing, etc.
 - Coming back to the present, write down notes about what you saw and felt.



- In groups of 3-5 people, share your experiences. What can we do to get closer towards achieving a sustainable and equitable future?
- **Group task: Highlighting Causes of Unequal Development (infographic and video)**
 - In groups of 3-5, create an infographic outlining all the issues that may contribute to certain areas in the world being poorer than others, for example, Weather and Climate, Disease, Terrain, Corruption and Political factors.
 - After designing the infographic, create a 2 minute video focusing on one specific part of the world/country. Explain in detail why that specific area is poor, with real facts about this area.
 - Embed this video on your infographic.
 - Your instructor will give further instructions about how to conduct the task and share your infographic/video.

Resources

Suggested readings before class:

1. UNDESA World Social Report 2020: <https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/01/World-Social-Report-2020- FullReport.pdf>
2. Why are some countries richer than others?: <https://www.bbc.co.uk/bitesize/guides/zxw2cwx/revision/4>
3. Leyshon (2021). Economic geography I: Uneven development, 'left behind places' and 'levelling up' in a time of crisis. <https://journals.sagepub.com/doi/abs/10.1177/03091325211011684>
4. GDP vs GNI vs GNP <https://www.investopedia.com/terms/g/gross-national-income-gni.asp#toc-gdp-vs-gni-vs-gnp>

Introductory videos:

What is development: <https://world101.cfr.org/global-era-issues/development/what-development-links>

TedTalk-How economic inequality harms societies:

https://www.ted.com/talks/richard_wilkinson_how_economic_inequality_harms_societies

How do we measure poverty? Worldvision Australia:

<https://www.youtube.com/watch?v=w5wORaWcWPY>

Links:

Gapminder.org: <https://www.gapminder.org/>

Study Questions

Consider the following questions, as you go through the learning materials for Unit 1.



1. What is uneven development as opposed to sustainable development?
2. How is development measured?
3. What are the areas of development that a country can make?
4. What are the causes and effects of uneven development?



Unit 2: Sustainability: Equity = Economy+ Society+ Environment (E=E+S+E)

Learning Outcomes

At the end of this unit, should be able to:

1. Text.
2. Text

Overview of Topics

This unit introduces text

The key topics covered in Unit 2 are as follows:

- Text
- Text
- Text
- –

Activities/Tasks

In addition to the teaching sessions for Unit 2, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Sustainability (Placeholder text)
 - Text text



Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for Unit 2.

1. Question text
2. Question text
3. Question text



Unit 3: Economy and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Text.
2. Text

Overview of Topics

This unit introduces text

The key topics covered in Unit 3 are as follows:

- Text
- Text
- Text
- –

Activities/Tasks

In addition to the teaching sessions for Unit 3, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Sustainability (Placeholder text)
 - Text text



Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for Unit 3.

1. Question text
2. Question text
3. Question text



Unit 4: Social Justice

Learning Outcomes

At the end of this unit, students should be able to:

1. Text.
2. Text

Overview of Topics

This unit introduces the text

The key topics covered in Unit 4 are as follows:

- Text
- Text
- Text
- –

Activities/Tasks

In addition to the teaching sessions for Unit 4, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Sustainability (Placeholder text)
 - Text text



Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for Unit 4.

1. Question text
2. Question text
3. Question text



Unit 5: Environment

Learning Outcomes

At the end of this unit, students should be able to:

3. Text.
4. Text

Overview of Topics

This unit introduces the text

The key topics covered in Unit 5 are as follows:

- Text
- Text
- Text
- –

Activities/Tasks

In addition to the teaching sessions for Unit 5, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Sustainability (Placeholder text)
 - Text text



Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for Unit 5.

1. Question text
2. Question text
3. Question text

Unit 6: Equitable (E=E+S+E) decision-making



Learning Outcomes

At the end of this unit, students should be able to:

1. Text
2. Text

Overview of Topics

This unit introduces the text

The key topics covered in Unit 6 are as follows:

- Text
- Text
- Text
- –

Activities/Tasks

In addition to the teaching sessions for Unit 6, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Sustainability (Placeholder text)
 - Text text



Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for **Unit 6**.

4. Question text

5. Question text

Question



Module 2

Sustainability

Study Materials



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How to study the materials

This module is divided into six units, each corresponding to **three (3)** contact teaching hours. This study guide provides an overview of all units, each containing a short description of the content, learning objectives, activities and tasks, as well as study questions, to help you prepare for the module. Important resources including reading materials, relevant videos and links are also provided.

You should read the learning objectives carefully before and after studying the material, as these guide you through the key concepts of each unit. The activities or tasks assigned during classes are included to assist you with your learning. However, in order to fully benefit from the module, you are encouraged to engage with all the additional resources presented in each unit on your own.

Module Two: Sustainability

Introduction

In 1987, sustainability was defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” by the United Nations Brundtland Commission (United Nations, n.d.).

According to UNESCO (*Sustainable Development*, 2015), sustainable development consists of four intertwined dimensions – society, environment, culture and economy. Sustainability is viewed as a paradigm for contemplating about the future where balance exists in the respect of environment, society and economy in order to achieve an improved quality of life.

UNESCO also differentiates the two concepts of sustainable development and sustainability. Sustainability is habitually deemed as a long-term goal whereas sustainable development suggests the various processes and routes to achieve it.

Unlike the four intertwined dimensions mentioned above, other studies have indicated that there are three intersecting elements in sustainability as illustrated in Figure 2.1.

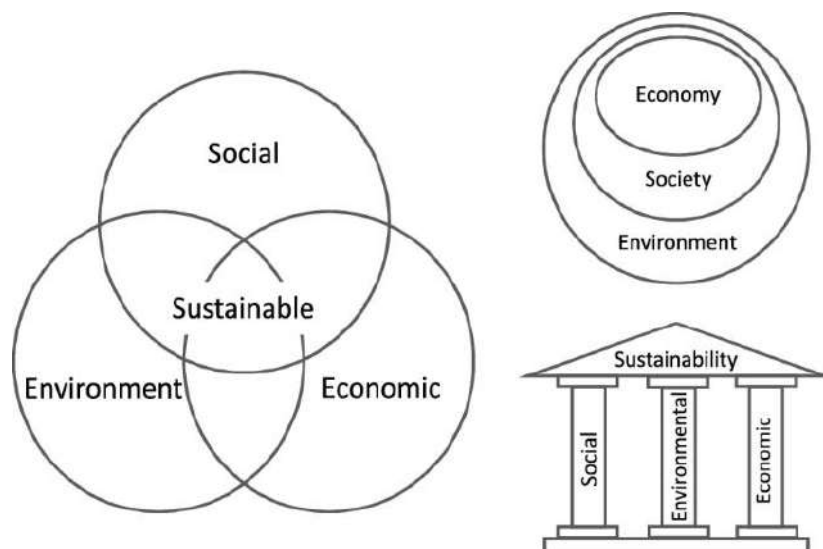


Figure 2.1: The representation of sustainability

Left: The typical representation of sustainability as three intersecting circles. Right: Alternative depictions: literal ‘pillars’ and a concentric circles approach (Purvis et al., 2018).



Similar to Purvis et al. (2018), the UCLA Sustainability Committee identifies three key aspects, and defines sustainability as “the integration of environmental health, social equity and economic vitality in order to create thriving, healthy, diverse and resilient communities for this generation and generations to come. The practice of sustainability recognises how these issues are interconnected and requires a systems approach and an acknowledgement of complexity” (*What Is Sustainability?*, n.d.). A presumption of sustainability is that resources are limited, and should be used cautiously and wisely – bearing in mind the long-term priorities and consequences of how resources are used.

This module also links sustainability to three main pillars - economy, society and environment. Each feature is discussed in separate units. Some of the significant topics covered here include contrasting uneven development and sustainable development; the effects of intra- and intergenerational equity on sustainability; understanding the relationship between economic, social justice and environmental issues and the three pillars of sustainability - society, environment, and economy. Furthermore, it dips into the topic of ethical issues concerning sustainable development.

The module is divided into six (6) units:

Unit 1: Uneven Development vs. Sustainable Development

Unit 2: Sustainability: Equity = Economy + Society + Environment (E=E+S+E)

Unit 3: Economy and Sustainability

Unit 4: Social Justice and Sustainability

Unit 5: Environment and Sustainability

Unit 6: Equity = Economy + Society + Environment (E=E+S+E) Decision-Making: Global Ethics and Journalistic Ethics

References

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Learning outcomes

After working through this module, you should be able to:

- Explain uneven vs. sustainable development and its consequences.
- Describe intra- and intergenerational equity and its effects on sustainability.
- Relate economic, social justice and environmental issues to the three pillars of sustainability - society, environment, and economy.
- Assess ethical issues in sustainable development.



Unit 1: Uneven Development vs. Sustainable Development

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain the causes of uneven development.
2. Describe the uses of the indicators of development.
3. Examine the consequences of uneven development in different regions and countries.
4. Explore strategies that can be used to address uneven development.

Overview of Topics

This unit takes a closer look at how different countries are making progress in achieving development, highlighting the differences between uneven development and sustainable development. Students will first be introduced to the concept of development and specific areas of development that a country can focus on, and how these link to quality of life for people. The challenges that countries face in generating wealth and promoting development will be explored. This is followed by a discussion on how development can be measured, comparing three major indicators of GDP, GNI and HDI. The causes and effects of uneven development will then be discussed, with students drawing links to their own countries and the role of journalists in drawing attention to issues of uneven development.

The key topics covered in Unit 1 are as follows:

- Uneven development
- Indicators of development (GDP, GNI and HDI)
- Causes and impacts of uneven development
- Strategies to reduce inequality

Activities/Tasks

In addition to the teaching sessions for Unit 1, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Reflective Task: Envisioning a Sustainable and Equitable World
 - The instructor will guide students through this reflective task.
 - Students should close their eyes and “travel” to a place where a peaceful community is serving people and the planet in a sustainable and flourishing



way. Spend 5-7 minutes in this “world”, walking around, noticing how people are learning, working, eating, playing, etc.

- Coming back to the present, students will write down notes about what they had seen and felt.
- In groups of 3-5 people, students will share their experiences. What can we do to get closer towards achieving a sustainable and equitable future?
- Group task: Highlighting causes of unequal development (infographic and video)
 - In groups of 3 to 5, students will create an infographic outlining all the issues that may contribute to certain areas in the world being less developed than others, for example, Weather and Climate, Disease, Terrain, Corruption and Political factors.
 - After designing the infographic, students will make a 2-minute video focusing on one specific part of the world/country. Students will explain in detail why that specific area is less developed, with real facts about this area.
 - The video will then be embedded on their infographic.
 - The instructor will give students further instructions about how to conduct the task and share their infographic/video.

Resources

Suggested readings:

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 1.

1. What is uneven development as opposed to sustainable development?
2. How is development measured?
3. What are the areas of development that a country can make?
4. What are the causes and effects of uneven development?



Unit 2: Sustainability: Equity = Economy + Society + Environment (E=E+S+E)

Learning Outcomes

At the end of this unit, students should be able to:

1. Identify and reflect on sustainable behaviour.
2. Describe intra- and intergenerational equity.
3. Define and contextualise sustainable solutions.
4. Explain intra- and intergenerational equity and the three-dimensions-concept of Equity, Economy, and Environment.

Overview of Topics

This unit dives into the correlation between sustainability and equity. Students will first be introduced to the concept of sustainable development and its ultimate goal. The three pillars of sustainability, i.e. economy, society and environment, will also be discussed. Students will familiarise themselves with the concept of intra- and intergenerational equity and their principles as well as their link to sustainability. Finally, this unit looks into the topic of strong and weak sustainability – two distinctive ways of perceiving the need to ensure that future generations can supply their demands.

The key topics covered in Unit 2 are as follows:

- The notion of sustainable development
- The concept of intra- and intergenerational equity
- The three pillars of sustainability and their connection to intra- and intergenerational equity
- Strong and weak sustainability

Activities/Tasks

In addition to the teaching sessions for Unit 2, the instructor will assign several practical activities and tasks for you to explore the content further, including:

- [OPTIONAL] Presentation by a guest speaker/expert/NGO representative
 - The presentation will cover these identified issues in the global and local contexts:



- poor distribution of resources
 - continuous degradation of the environment
 - global warming
 - rise of sea level
 - hole in the ozone layer
 - deforestation for industrialisation
 - carbon emissions
 - rich and poor
 - global north and global south
 - gender disparity, etc.
- Group task: Student presentation: Sustainable development and equity in the Cambodian, Malaysian or Chinese Context.
 - The presentation should focus on the challenges and opportunities of sustainable development and equity.
 - The content should be relevant to the local context.
 - Does the presented solution address a real issue?
 - Does it contribute to the common good?
 - Are the intra-generational, social, and economic gap reduced?
 - What actants are involved? How are they involved? How do they collaborate?
 - Does it incorporate sustainability?
 - Media campaign: Intra-generational / Intergenerational Equity
 - Students are to organise a media campaign to promote intragenerational / intergenerational equity.
 - Students should do the following:
 - Assess the potential effectiveness of the sustainable development goals.
 - Explore the nature of the SDGs and to think critically about them.

Resources

The following is a list of references for Unit 2:

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 2.

1. How does the economic sustainability dimension relate to the ongoing preservation or establishment of a sufficient quality of life?



2. To what extent is sustainable development connected to climate change?
3. How can we redefine the relationship between the environment, society and economy?
4. What is intra- and intergenerational equity?
5. How do features of economically sustainable development impact the present and future generations?



Unit 3: Economy and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain issues of local, global and economic significance.
2. Formulate valid arguments by identifying and using the right evidence.
3. Assess relevant data, courses of actions and consequences.
4. Describe the interrelationships between the three pillars of sustainability: society, environment and economy.

Overview of Topics

This unit emphasises the idea of a holistic approach towards sustainable development, spotlighting the effects of unsustainable economic activities on the environment and communities. This approach to development takes into account the interdependence of human and natural systems, and shows the value of business models that are sustainable. Hence, the fundamentals of the circular economy model, which is thought to help facilitate the progress towards the SDGs like sustainable businesses, are explained. Besides that, this unit also expounds the benefits of circular economy.

The key topics covered in Unit 3 are as follows:

- The fundamentals of circular economy
- The benefits of circular economy
- The relationship between circularity and sustainability

Activities/Tasks

In addition to the teaching sessions for Unit 3, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Guest speaker (NGO member, local expert)
 - The talk centres on a contextualised topic with reference to justice and equity, poverty or environmental problems in a particular country/region/city, or examples of best practices in environmental justice and/or equitable development, problem solving with a visible difference in communities.



- Discussion: Case studies on Circular Economy models and integration of Sustainable Development Goals in business strategies in the European Union and countries and countries of Latin America and the Caribbean (LAC)
 - Students may compare and contrast the cases in the given material with that of their own country / region.
- Watch documentaries or short films: Sustainability
 - Students will watch documentaries or short films on the topic of sustainability to gain a deeper understanding.
- Group task: Sustainability – Analysis and discussion
 - In a group of 3 to 4 people, students are to collect data and relevant information from reports on the topic such as sustainable cities, poverty and inequality, environmental issues.
 - Students are to identify a major environmental problem at global, national and local scale and then identify a range of measures to promote sustainability both in their own lifestyles and in the broader community.
 - Then, students should analyse the results together and discuss possible solutions.
- Workshop: How to create a narrative for sustainability
 - The topics for discussion include a comprehensive overview of the fundamentals of research practice, writing, finding the right angle, and how to break local stories on sustainability issues.
 - Students are then encouraged to develop their own story to promote a sustainability issue.

Resources

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Valverde, J. M., & Avilés-Palacios, C. (2021). Circular economy as a catalyst for progress towards the sustainable development goals: A positive relationship between two Self-Sufficient variables. *Sustainability*, 13(22), 12652. <https://doi.org/10.3390/su132212652>

van Kruchten, S., & van Eijk, F. (2020). *Circular economy & SDGs how circular economy practices help to achieve the sustainable development goals*. Netherlands Enterprise Agency and Holland Circular Hotspot. https://circulareconomy.europa.eu/platform/sites/default/files/3228_brochure_sdg_hch_cmyk_a4_portrait_-_0520-012.pdf

Videos:

Altman, M. J. (2021, August 20). *8 short films to inspire you into SDG action*. Unfoundation.Org. Retrieved June 12, 2022, from <https://unfoundation.org/blog/post/8-short-films-to-inspire-you-into-sdg-action/>

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 3.

1. What do we mean by equity with social justice?
2. How can we promote equity and social and environmental justice?
3. Can we fight poverty and inequality while protecting the environment?
4. What is the role of data in social justice, environmental preservation, economic growth and sustainability?
5. What is circular economy and how does it relate to environmental preservation?
6. How do social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy relate to the SDGs?
7. What is the role of public communication in raising awareness of sustainability?
8. What is sustainability narrative?
9. How do we create narratives that work?



Unit 4: Social Justice and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain social justice concepts.
2. Assess data from one's own country.
3. Identify hate speech in the media and other narratives of exclusion.
4. Examine the interference of different roles in public communication (journalists, activists, politicians, audiences).

Overview of Topics

This unit explicates the concept of social justice and its application. Aside from that, it also touches upon issues related to social justice. The role of activism in social development is also underscored in this unit. Students will learn to identify hate speech in the media and other narratives of exclusion, and scrutinise its prevalence. Additionally, the unit features topics like the concept of citizen journalism as an essential part of the participatory web and social media platforms, and inequality of access to media and digital literacy. It also looks into anti-discrimination campaigns and activities promoting human rights and social justice.

The key topics covered in Unit 4 are as follows:

- Social work practice
- Concept of social justice and its application
- The role of activism in social development
- Hate speech on social media and its pervasiveness
- Concept of citizen journalism
- Inequality of access to media and digital literacy
- Activities related to anti-discrimination, human rights and social justice

Activities/Tasks

In addition to the teaching sessions for Unit 4, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Social justice



- Students are asked to draw a chart / diagram in which they represent SDGs which are explicitly related to the social area.
- Students are urged to examine how they interconnect with the others in the economic and environmental area.
- Quiz: Social justice
 - Students are required to take a quiz about social justice.
- Guest speaker(s): Social Justice
 - The talk outlines social justice in a particular country/region/city.
 - The role of activism in social development will also be discussed.
 - In addition, examples of good practices in NGOs will be presented.
 - Students may propose in advance to the expert guest to bring for debate a case study, perhaps an example of an awareness campaign from the NGO they represent.
- Group task: Inequality of access to media and digital literacy
 - Students will be divided into teams.
 - Each team will retrieve global and local reports from the last two years of a particular region to extract relevant data on access to media and communication technologies, and present them briefly.
 - The purpose of this exercise is to analyse comparatively the situation of access to the media by region; to observe the differences, and; to correlate them with the socio-political situation in the countries of that region.

Resources

The following is a list of references for Unit 4:

- Broome, B. J., Anastasiou, H., Hajipavlou, M., & Kanol, B. (2012). Opening communication pathways in protracted conflict: From tragedy to dialogue in Cyprus. In L. R. Frey & K. M. Carragee (Eds.), *Communication activism: Vol. 3. Struggling for social justice amidst difference* (pp. 69–104). Hampton Press.
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global-overview-report](https://hootsuite.widen.net/s/gqprmtzq6g/digital-2022-global-overview-report)

McLaughlin, M. (2022, April 20). *BRAC USA / World day of social justice quiz: Test your
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An Imprint of Harvard University Press.

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and strategies* (1st ed.). Oxford University Press.

Study Questions

Consider the following questions, as you go through the learning materials for Unit 4.

1. What do we mean by social justice?
2. How is the concept of social justice represented in your country?
3. What is the role of public communication in promoting social justice?
4. How can we identify the different narratives of exclusion from public discourse?
5. What is the role of activism for social justice?



Unit 5: Environment and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain the global and local environmental issues.
2. Identify relevant, scientifically reliable sources for documenting materials related to climate and environmental change
3. Compare the roles and voices in media and public communication on environmental issues.

Overview of Topics

This unit calls attention to global and local environmental issues. It also talks about the impact of environmental issues on the lives of people and communities. Students will be presented the opportunity to reflect on the consequences of unsustainable economics on the environment. Moreover, this prompts the discussion of the existence of any legislative regulations and measures to protect the environment. The unit also examines the role of environmental journalism as well as its objectives. Topics about environmental journalism are also reviewed here.

The key topics covered in Unit 5 are as follows:

- Global and local environmental issues
- Impact of environmental issues on the lives of people and communities
- Effects of unsustainable economics on the environment
- Examples of environmental protection
- The role of environmental journalism and its objectives
- Environmental journalism topics

Activities/Tasks

In addition to the teaching sessions for Unit 5, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Guest speaker(s): Climate change and health
 - The speaker will stress on the topic of climate change impact on our health.
 - They will also delve into the matter of institutional, corporate and human policies and responsibilities for this major issue.



- Students are encouraged to probe the guest for specific information.
- The idea of a holistic approach to sustainable development with an emphasis on the impact of unsustainable economic activities on the environment and communities will be underlined.
- Group task: Environment
 - Students will be divided into two large groups: one for environmental communicators (e.g. activists and NGOs) and another for environmental journalists.
 - Students should think about an important environmental topic in their country (e.g. air pollution, plastics and water waste, deforestation, etc.).
 - Each group are to propose an approach to the subject from either the perspective of the role of communicator and activist, or that of a journalist.
 - Each group should explore the following:
 - What strategies are employed for media coverage on the selected topic and which channels are used?
 - What kind of sources whether common or different are used to document the selected topic?
 - How do these two roles intersect?
 - The aim of this exercise is for students to understand the different roles and the diversity of voices in the media on the matter of environmental protection.
- Case study and Debate (BBC Earth platform: <https://www.bbcearth.com/>): Sustainable global and local development
 - Students will explore the BBC Earth platform with the instructor
 - Students should take notes and discuss pertinent and critical observations found on the platform regarding prevalent topics, angles of approach, media products, such as podcast, etc.

Resources

The following is a list of references for Unit 5:

Beyond Bylines Team. (2021, April 6). *These 11 environmental news sites are bringing urgency and innovation to stories on climate change*. Beyond Bylines. Retrieved June 13, 2022, from <https://mediablog.prnewswire.com/2018/04/12/top-environmental-news-sites/>



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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957292/Dasgupta_Review_-_Abridged_Version.pdf
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- Living Sustainably. (2022b). *Sustainability - Our dilemma*. Sustainability-Yes. Retrieved June 13, 2022, from <https://www.sustainability-yes.ch/en/>
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Study Questions

Consider the following questions, as you go through the learning materials for Unit 5.

1. What are the main global environmental issues from the perspective of scientists?
2. How does climate change impact our lives? How about its impact at the regional and local level?
3. What is the role of activism and journalism for the protection of the environment and biodiversity?
4. Why should journalists cover environmental issues ethically and professionally?



Unit 6: Equitable (E=E+S+E) Decision-Making: Global Ethics and Journalistic Ethics

Learning Outcomes

At the end of this unit, students should be able to:

1. Describe ethical concepts for sustainable development.
2. Assess ethical issues in sustainable development.
3. Develop critical thinking, argumentation and public speaking skills.

Overview of Topics

This unit begins with an explanation of the principles and values of global ethics. Thereafter, students will study the differences between equity and equality and the relationship of these two concepts. Additionally, this unit looks at ethical economics and the reasons why it is necessary. Following that, students will gain knowledge of media ethics and its importance. The topic of journalistic ethics and its principles as well as its necessity will be explored.

The key topics covered in Unit 6 are as follows:

- Principles and values of global ethics
- The differences between equity and equality
- The relationship between equity and equality
- Ethical economics and why we need it
- Media ethics and its significance
- Journalistic ethics, its principles and its necessity
- The correlation of global ethics of sustainable development with media and journalistic ethics

Activities/Tasks

In addition to the teaching sessions for Unit 6, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Guest speaker: A global ethical perspective on economics: Rights and duties
 - The guest presentation examines the accessibility of economic topics and concepts related to social justice, global warming as well as other pressing environmental issues.
 - Concrete examples will be given.



- Students may ask for clarifications and discuss ethical dilemmas with the guest speaker.
- Quiz: Do You Know about Media Ethics and Law?
 - To end the class for the day, students will partake in an online quiz on the topic of journalistic ethics and standards.
- Debate: Is there a need for a global perspective on media and journalistic ethics?
 - Topic of debate: “... *journalism with a global perspective is needed to help citizens understand the daunting global problems of poverty, environmental degradation, technological inequalities, and political instability.*” Do you agree or disagree? Why is that so?
 - Students will argue for and against the idea of having a global media ethics.
 - Students will be split into two groups. The board will also be divided into two columns to gather arguments for and against this possibility.
 - Students are given 15 to 20 minutes to conduct online research.
 - An hour is allotted for the debate.
 - Students should express their opinions freely while supporting them with logical, critical and factual arguments as well as providing relevant examples.
- Case study presentation: Media Sustainability
 - This will be an interactive case study presentation between the instructor and students.
 - The focal point of this activity is ethical issues as the use of images in the press often raises ethical dilemma.
- Discussion: Ethical issues
 - Students are to identify ethical issues in the media that are related to sustainable development, for instance, poverty, migration, inequality, environmental problems, etc., at the local, national or international level.

Resources

The following is a list of references for Unit 6:

Beyond Bylines Team. (2021, April 6). *These 11 environmental news sites are bringing urgency and innovation to stories on climate change.* Beyond Bylines. Retrieved June



13, 2022, from <https://mediablog.prnewswire.com/2018/04/12/top-environmental-news-sites/>

Charlie Hebdo shooting. (2022, June 9). In Wikipedia. https://en.wikipedia.org/wiki/Charlie_Hebdo_shooting

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International Federation of Journalists. (2019). *Global charter of ethics for journalists*. IFJ. Retrieved June 13, 2022, from <https://www.ifj.org/who/rules-and-policy/global-charter-of-ethics-for-journalists.html>

Kolstad C., Urama, K., Broome, J. , Bruvoll, A., Cariño Olvera, M., Fullerton, D., Gollier, C., Hanemann, W. M., Hassan, R., Jotzo, F., Khan, M. R., Meyer, L., & Mundaca, L. (2014). Social, economic and ethical concepts and methods. In Edenhofer, O., R. Pichs-Madruga, Y. Sokona, E. Farahani, S. Kadner, K. Seyboth, A. Adler, I. Baum, S. Brunner, P. Eickemeier, B. Kriemann, J. Savolainen, S. Schlömer, C. von Stechow, T. Zwickel and J.C. Minx (Eds.), *Climate change 2014: Mitigation of climate change. Contribution of working group iii to the fifth assessment report of the intergovernmental panel on climate change*. Cambridge University Press. https://www.ipcc.ch/site/assets/uploads/2018/02/ipcc_wg3_ar5_chapter3.pdf

Lauricella, S. (2021, March 24). *Does the photo fit the news?* Media Ethics Initiative. Retrieved June 13, 2022, from <https://mediaethicsinitiative.org/2018/12/11/does-the-photo-fit-the-news/>

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Soken-Huberty, E. (2022, April 6). *Human rights ethics*. Human Rights Careers. Retrieved June 13, 2022, from <https://www.humanrightscareers.com/issues/human-rights-ethics/>



South Africa National Editors' Forum (SANEF). (2021). *Media sustainability and access to public interest journalism: Strategies and considerations*. SANEF. <https://kq.freepressunlimited.org/wp-content/uploads/2021/10/SANEF-Media-Sustainability-Report-FINAL-V2-1.pdf>

UNESCO. (2019, March 13). *Why independent media matter for the SDGs*. Retrieved June 13, 2022, from <https://en.unesco.org/news/why-independent-media-matter-sdgs>

Ward, S. J. A. (n.d.). *Global media ethics*. Center for Journalism Ethics. Retrieved June 13, 2022, from <https://ethics.journalism.wisc.edu/resources/global-media-ethics/>

Warner, K. (2009, May 1). *A short course in environmental ethics: Introduction*. Markkula Center for Applied Ethics. Retrieved June 13, 2022, from <https://www.scu.edu/environmental-ethics/short-course-in-environmental-ethics/>

Zurich. (2020, January 15). *The global risks report 2020: Polarization and economic stagnation in 2020 will worsen climate crisis*. Retrieved June 12, 2022, from <https://www.zurich.com/en/knowledge/topics/global-risks/the-global-risks-report-2020>

Video:

Society of Professional Journalists. (2020, April 24). *SPJ #Press4Education: Media ethics* [Video]. YouTube. <https://www.youtube.com/watch?v=JUuUBYGI58k>

Study Questions

Consider the following questions, as you go through the learning materials for Unit 6.

1. Which are the principles and values of global ethics from a human rights perspective?
2. How are the concepts of equity and equality connected to each other?
3. What is an ethical approach to economics and why we need it?
4. What do we mean by media ethics and journalistic ethics?
5. How do we correlate the global ethics of sustainable development with media and journalistic ethics?



Module Assessment

Please add (Input from NUBB).



Module 3

Journalism and Narrative Techniques of Digital Information

Study Materials

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How to study the materials

This module is divided into six units, each corresponding to **three (3)** contact teaching hours. This study guide provides an overview of all units, each containing a short description of the content, learning objectives, activities and tasks, as well as study questions, to help you prepare for the module. Important resources including reading materials, relevant videos and links are also provided.

You should read the learning objectives carefully before and after studying the material, as these guide you through the key concepts of each unit. The activities or tasks assigned during classes are included to assist you with your learning. However, in order to fully benefit from the module, you are encouraged to engage with all the additional resources presented in each unit on your own.



Module Three: Journalism and Narrative Techniques of Digital Information

Introduction

According to the American Press Institute (2017), journalism encompasses the activity and the product of gathering, assessing, creating, and presenting news and information. The purpose of journalism is to afford citizens with the information they require to make optimal decisions about their lives, communities, societies and governments. Kovach and Rosenstiel (2021) have detailed the elements of journalism including obligation to the truth, loyalty to citizens, discipline of verification, maintenance of independence, and keeping the news comprehensive and proportional.

Pavlik (2000) had anticipated that the changes in technology would influence how journalists do their work and the content of news. It is believed that new media like the internet and other digital technologies would transform journalism. As one may observe in these past two decades, the role and status of journalism have indeed changed with the advancement of digital technology. There is a shift in the consumption of news media from traditional channels (print media, radio and television) to online platforms. Based on Ofcom's research (2022), nine in ten of United Kingdom's young audiences between the ages of 16 and 24 follow news stories online. Even though the television remains the most-used platform among UK adults for news (79%), the online platform comes in as a rather close second place with 73%. As a result, the narrative technique in journalistic works has evolved. To package a news story and to immerse the audience, journalists would incorporate a combination of text, image, video, audio and graphic animation. This will in turn create a multimedia story.

Even with the changes in the age of digital information, journalistic ethics is still a crucial matter. Hence, this module will discuss ethical issues in professional journalism as well as media responsibility and regulation. Students will also get to understand the different types of journalism by taking a closer look at the diversity and plurality of journalism, for example, quality journalism in contrast to yellow or tabloid journalism, and professional journalism as opposed to citizen journalism. In addition, this module explores multimedia and investigative journalism. As social media plays a rather vital role in today's information landscape, students will examine the opportunities and challenges presented by social media in journalism.



This unit also intends to boost the research and documentation skills of students. Students will get the opportunity to participate in hands-on activities such as creating their own piece of work through different forms of journalism. To help with these kinds of activities, students will learn various skills including how to write, compose and structure their news story, multimedia story and/or podcast. Students will gain knowledge of weaving a cohesive and an engaging narrative while working with different genres of journalism. Besides that, one of the topics which is highlighted in this module is learning to grasp the concepts of disinformation, misinformation, mal-information and fake news, and the effective strategies to counter their rise.

Throughout this module, student will constantly be reminded of good and responsible practices in journalism. Most topics, activities and tasks will correlate journalism with sustainability.

The module is divided into six (6) units:

Unit 1: Journalism Regulatory Standards and Media Standards

Unit 2: Types of Journalism Relating to the SDGs

Unit 3: Specialised Documentation Tracking and Data Verification

Unit 4: Investigative Journalism, Quality Journalism and Data Journalism

Unit 5: Digital Narratives, New Information and Dissemination Support

Unit 6: Writing, Composition and Dissemination Techniques for the SDGs

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Kovach, B., & Rosenstiel, T. (2021). *The Elements of Journalism, Revised and Updated 4th Edition: What Newspeople Should Know and the Public Should Expect (2021)* (4th ed.). Crown.



News consumption in the UK. (2022, February 21). Ofcom. Retrieved June 8, 2022, from <https://www.ofcom.org.uk/research-and-data/tv-radio-and-on-demand/news-media/news-consumption>

Pavlik, J. (2000). The Impact of Technology on Journalism. *Journalism Studies*, 1(2), 229–237. <https://doi.org/10.1080/14616700050028226>

Learning outcomes

After working through this module, you should be able to:

- Describe the plurality of journalism and responsible journalism.
- Interpret a wide range of quantitative and qualitative data sources.
- Develop investigative reporting techniques for sustainability issues.
- Apply new forms of digital narratives and digital technologies to storytelling.
- Apply journalistic skills in writing, composition and dissemination.

Unit 1: Journalism Regulatory Standards and Media Standards

Learning Outcomes

At the end of this unit, students should be able to:

1. Understand and apply journalistic ethics.
2. Assess ethical issues in professional journalism.
3. Interpret data, scientific studies and reports.

Overview of Topics

This unit puts the topic of journalistic ethics as the focal point. Students will obtain knowledge of the distinction and interferences between the legal and ethical dimensions of journalism. The topic of media pluralism, ethics and professional standards for journalists will be introduced to students. The concept of freedom of expression, its essential characteristics and restrictions to this right will be discussed. Students will also have the opportunity to explore the different types of journalism, for example, quality journalism vs. yellow or tabloid journalism, and professional journalism vs. citizen journalism. Students will also learn to distinguish between facts and opinions in journalism. Furthermore, the topic of media responsibility and regulation will be examined. Students will study the role of media observatories. Here, students will take a look at challenges such as fake news and digital dis/misinformation or the amplification of hate speech. Thus, fact-checking tips and tricks as well as other strategies to thwart the upsurge of digital dis / misinformation will be shared in this unit.

The key topics covered in Unit 1 are as follows:

- Media pluralism, ethics and professional standards for journalists
- Freedom of expression, essential characteristics of and restriction to freedom of expression
- Types of journalism
- Facts vs. opinions in journalism
- Media responsibility and regulation
- Challenges in the digital media ecosystem
- Effective strategies to counteract the rise of digital dis / misinformation.



Activities/Tasks

In addition to the teaching sessions for Unit 1, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Team exercise: Quality, autonomy and ethical standards of media outlets
 - Students are split into teams of four to do carry out desk research on their own devices.
 - Students have to identify some of the independent newsrooms in their country.
 - In order to identify and select them, students must consider these aspects:
 - The technical characteristics of the site such as functionality, update, menu, interactivity, links to social media, etc.
 - The content of the news site, for instance, theme, headlines, tone and style, angles of events, etc.
 - Transparency (editorial staff and financial resources) is an important detail in the analysis of journalistic sites.
 - The purpose of this seminar is for students to compare and understand the differences in quality, autonomy and ethical standards between the various media outlets in their country.
- Case studies and discussions: Media observatory
 - For the first 30 minutes, students will be given two case studies.
 - Students are then divided into two groups, and each group is given one case study.
 - Each group will examine the context, role, necessity and conclusions related to countering misinformation, disinformation, etc.
 - For the next 50 minutes, students will present the main working group comments for each of the two case studies.
 - For the subsequent 20 minutes, students will discuss the presence of media observatories (or lack thereof) in their country.
 - If media observatories exist in their country, students should review if they are functional and helpful for journalists and citizens?
- Autonomous learning
 - Students are recommended to continue to study additional valuable resources about journalism standards and principles:
Noorlander, Peter. 2021. UNESCO guide for amicus curiae interventions in freedom of expression cases Journalism is a public good: World trends in freedom of expression and media development; Global report 2021/2022



Gene Foreman, Daniel R. Biddle, Emilie Lounsberry, Richard G. Jones. 2022. The Ethical Journalist: Making Responsible Decisions in the Digital Age. Wiley-Blackwell. 3rd edition. Lawrie Zion, David Craig (Eds.). 2014. Ethics for Digital Journalists. Emerging Best Practices. Routledge.
<https://pulitzercenter.org/about/ethics-and-standards-policies>
<https://pulitzercenter.org/blog/pulitzer-center-joins-call-worldwide-freelance-protection-standards>
https://www.journaliststoolbox.org/2022/04/26/urban_legendsfact-checking/
 UNDP's Engagement with the Media for Governance, Sustainable Development and Peace Teaching journalism for sustainable development: new syllabi The Associated Press Stylebook(s), 2019; 2020-2022 ed.

Resources

Suggested readings before class:

1. UNDESA World Social Report 2020: <https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/01/World-Social-Report-2020-FullReport.pdf>
2. Why are some countries richer than others?:
<https://www.bbc.co.uk/bitesize/guides/zxw2cwx/revision/4>
3. Leyshon (2021). Economic geography I: Uneven development, 'left behind places' and 'levelling up' in a time of crisis.
<https://journals.sagepub.com/doi/abs/10.1177/03091325211011684>
4. GDP vs GNI vs GNP <https://www.investopedia.com/terms/g/gross-national-income-gni.asp#toc-gdp-vs-gni-vs-gnp>

Introductory videos:

What is development: <https://world101.cfr.org/global-era-issues/development/what-development-links>

TedTalk-How economic inequality harms societies:

https://www.ted.com/talks/richard_wilkinson_how_economic_inequality_harms_societies

How do we measure poverty? Worldvision Australia:

<https://www.youtube.com/watch?v=w5wORaWcWPY>

Links:

Gapminder.org: <https://www.gapminder.org/>

Study Questions

Consider the following questions, as you go through the learning materials for Unit 1.

1. What does plural journalism mean?
2. How can we map it globally, nationally, or locally?



3. How do we define different types of journalism and how do they relate to professional ethics?
4. What does the media landscape look like in your country?
5. What are media observatories and what is their role?



Unit 2: Types of Journalism Relating to the SDGs

Learning Outcomes

At the end of this unit, should be able to:

1. Explain the diversity and plurality of journalism.
2. Describe new trends and visions regarding the responsible practice of journalism in the digital age.
3. Correlate journalism with sustainability.
4. Identify and counteract digital misinformation.

Overview of Topics

This unit reviews the professional journalistic landscape via the types of journalism based on several criteria - media channel, field of specialisation, degree of autonomy, institutional editorial model, specifics of documentation and editorial work, and degree of coverage. Besides that, students will consider the link between journalism and SDGs through development journalism, sustainable journalism and solution or constructive journalism. Students will explore the meaning of sustainable journalism. Aside from that, the topic of good practice in journalism will be discussed. The unit also explains the interference between professional journalism and social media. Not only will students learn about the opportunities of social networks in journalism, they will also examine the threats of social networks. With that, students will look at the challenges of social media in professional journalism. Students will also debate about the role of social media in sustainable development.

The key topics covered in Unit 2 are as follows:

- The professional journalistic landscape
- The link between journalism and SDGs
- Good practices in journalism and fact-checking
- The interference between professional journalism and social media
- Challenges of social media in professional journalism
- The role of social media in sustainable development

Activities/Tasks

In addition to the teaching sessions for Unit 2, your instructor will assign several practical activities and tasks for you to explore the content further, including:



- Guest speaker: Investigative journalism and sustainability
 - A talk about the challenges, risks and successes of journalistic investigations.
 - The theme and examples revolves around the field of sustainable development (e.g. corruption, illegal deforestation, the impact of businesses on the environment, etc.).
 - Students are urged to ask specific and clarifying questions.
- Fact-checking exercises
 - Students are to identify sites and media content in their country that are known to provide misinformation.
 - Students should take note of what these sites and media have in common.
 - Students ought to consider how deep fakes can be detected.
 - Students may work together to find the best and fastest methods and tips for spotting fake news.
- Autonomous learning
 - Students may explore more resources on journalism, its practices and sustainability for individual study.



Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for Unit 2.

1. What are the trends in current journalism connected to sustainable development and the human rights paradigm?
2. What is constructive journalism and how does it fit into journalistic practices?
3. What does investigative journalism entail?
4. How is journalism evolving under the impact of social media?
5. What is the role of professional journalists in counteracting digital misinformation?

Unit 3: Specialised Documentation Tracking and Data Verification

Learning Outcomes

At the end of this unit, students should be able to:

1. Interpret data, figures, statistics, expert sources, online resources, etc.
2. Construct appropriate questions to get relevant answers.
3. Development research and documentation skills.
4. Compose professionally (in terms of journalism).

Overview of Topics

This unit begins by introducing the main journalistic genres by reviewing the main journalistic formats, and underlining the differences between the genres of information and the genres of opinion. Following that, students will study the most used genre of information journalism, news. Students will consider matters like sources and resources in news reporting, documentation and the use of sources and data and news credibility. Also, this unit will look into news reporting structure and the basics of news writing.

The key topics covered in Unit 3 are as follows:

- Sources and resources in news reporting
- Documentation and the use of sources and data
- News credibility
- News reporting structure
- The ground rules of news writing

Activities/Tasks

In addition to the teaching sessions for Unit 3, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Exercise: Writing Practice
 - Students will practise writing SDGs news.
 - Things to consider in this writing practice:
 - Choice of topic: Is it of interest to your audience? Is it current? Does it bring useful information to your audience? What is the best coverage perspective?
 - Facts vs. opinions / statements: Which are facts, and which are opinions or statements? How to convert facts into relevant information? How to state

information as accurately, neutrally and impartially as possible, and what it is about? What words to choose? How to structure the text using the inverted pyramid?

- Title and clickbait: What is the best title? How do I avoid clickbait?
- Expert and authoritative opinion: Who can speak expertly / officially / authoritatively on the subject? How do I get the statement I need? How to use quotations?
- News illustration: How do I illustrate the news? What and which photos, videos, infographics, and/or animations to use? Which image is complementary to the text and best suited for the content? How to use images ethically?
- Links: How and where do I place links with adjacent information for valuable in-depth reading? How do I provide readers with evidence?
- Lead and text: How do I build the lead? What about the other paragraphs? How do I get a clear, concise and accurate text?

- Autonomous learning

- Students may look over the bibliography, and identify other scientific resources, guides, textbooks, multimedia materials that deal with journalism education.
 - UNDP's Engagement with the Media for Governance, Sustainable Development and Peace
 - Teaching journalism for sustainable development: new syllabi
 - Safety guide for journalists. A handbook for reporters in high-risk environments
 - UNESCO: Model Curricula for Journalism Education
 - Gavin Allen. 2021. Writing for Journalists. 4 New edition, Taylor & Francis Ltd
 - Jennie Dear and Faron Scott. 2014. The Responsible Journalist. An Introduction to News Reporting and Writing. Oxford.



Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for Unit 3.

1. What does documentation in information journalism mean?
2. What are the main sources and resources for news journalists?
3. What's the news?
4. How to build a news story?
5. How do we correlate information journalism with the sustainable development and implementation of the SDGs in your country?



Unit 4: Investigative Journalism, Quality Journalism and Data Journalism

Learning Outcomes

At the end of this unit, students should be able to:

1. Identify stories and formulate a hypothesis for a thorough investigation.
2. Create full, in-depth stories.
3. Use credible sources (research a specific topic in official public records).
4. Develop interviewing techniques and investigative reporting techniques.
5. Develop inquiry and interpretative skills.
6. Explain how local stories connect to global issues by using user-generated content and open source information in investigations.

Overview of Topics

This unit attempts to define the terms of investigative journalism and investigative reporting. Students will be introduced to the basic principles of investigative reporting - news values, obtaining, checking and putting facts together; working with evidence; working with and protecting sources, and; working with the law. Also, students will acquire knowledge of documentation standards in journalism. Students will be exposed to ways to use data and collaborate locally and across the borders. Hence, particular tools, software, techniques and open sources will be introduced to students to document and interpret their data. In addition, students will learn to discern the differences between disinformation, misinformation, mal-information and fake news while considering the ethics and professional standards for quality journalism.

The key topics covered in Unit 4 are as follows:

- The definition of investigative journalism and investigative reporting
- The basic principles of investigative reporting
- Documentation standards in journalism
- Tools, software, techniques and open sources for documentation and interpretation of data
- The differences between disinformation, misinformation, mal-information and fake news



Activities/Tasks

In addition to the teaching sessions for Unit 4, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Brainstorming: The concept of investigative journalism
 - Students will write down keywords on the flipchart, for example:
 - What or who would they want to investigate?
 - The purpose of their investigation, for example, is to expose criminal or illegal activities, human rights violation, ecological disasters, and many other important social issues.
 - How do they go about the investigation?
 - The purpose of this activity is to understand the crux of investigative journalism, which is to uncover matters which are concealed either intentionally or inadvertently, and to evaluate and disclose all the pertinent facts to the public (Kārklīšs, 2011).

Kārklīšs, J. (2011). Cover endorsement. In Hunter, M. L. (Ed.), *Story-based inquiry: A manual for investigative journalists*. UNESCO.

- Presentation: Investigative Journalism
 - Students should be prepared to discuss current issues, especially those with local impact.
 - Students will be asked to develop a story idea for their project; find and cultivate sources for their story; pitch and defend their idea in front of the class, and; present how they intend to write the story in a compelling manner.
 - Prior to the presentation, students are required to read national and local newspapers focusing on local issues, as well as investigative pieces that are published in their local and national newspapers.
 - Students are obliged to go online to obtain information for their stories; create a database and present how they can build an investigation on their chosen topic and interview people.
 - It is important is for students to learn how to form a hypothesis, to ask questions, and plan the right steps to create an investigative piece.
 - Students should be able to define the topic of their investigation and their hypothesis as well as to explain its social significance to their fellow classmates.

OR

- Guest speaker: Best practices in investigative journalism
 - A professional journalist will be invited as a guest speaker to provide examples of best practices in (local) investigative journalism.



- Case studies: Fact-checking
 - Students will be shown how to check a piece of information, a photo, etc.
 - Also, students will take a look at how to debunk false stories using online and free resources.
 - Games and quiz: Fake news and disinformation
 - Students will be tested in evaluating and recognising fake news and disinformation.
 - Guest speaker: Industry insights
 - A journalists, fact-checker, mining specialist and SMM specialist will be invited to explain how they collaborate in addition to sharing industry insights.
 - The goal is to explicate how they enhance communication skills as well as exchange knowledge and experience on how to take their findings and put them together for a story.
 - This shall provide answers as to what kind of stories can be created using data.
- OR**
- Data verification exercises
 - Students will complete some data verification exercises from Media and Information Literacy for Journalists.
 - Workshop: Documentation and journalistic verification in the digital world
 - Invited journalists/media experts will conduct a 3-hour workshop on advanced search of information.
 - The focus is on necessary abilities and tools to analyse reports, identifying networks, tracking information on different media (including social media such as Facebook, Twitter, etc.), and how to use *crowdtangle*, *ad library*, and other open sources.
 - The purpose of this activity is to help students create a story using maps, charts and graphs, and data by utilising free tools.
 - Additionally, this facilitates understanding of the importance of collaboration between journalists and coders and tech specialists.
 - Autonomous learning
 - Students may go through the bibliography, and identify other scientific resources, guides, textbooks, multimedia materials that address the issue of investigative journalism, data journalism and quality journalism.



Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for Unit 4.

1. What is investigative journalism?
2. What makes a story worth following?
3. What is Data Journalism and Computer Assisted Reporting?
4. Why do journalists use data and CAR and how can media professionals improve the quality of their work?

Unit 5: Digital Narratives, New Information and Dissemination Support

Learning Outcomes

At the end of this unit, students should be able to:

1. Develop a critical understanding of digital narratives and digital technologies.
2. Explain how new media have changed both the process of news production and dissemination and the relationship between journalists and audience.
3. Apply new forms and functions of storytelling.
4. Produce distinctive audio-visual pieces.

Overview of Topics

This unit focuses on changes in news with the emergence of social media. Social media is thought to not replace journalism. Rather, it adds another layer to it. With the desire for real time updates and stories reaching a broader audience, new ways of collecting information and using it for news stories and new tools for better reporting have come about. Therefore, we see the development of digital storytelling. Students will get to observe how multiple story angles are accommodated on various platforms, and how journalism is being re-constructed in an entirely new setting. Students will pick up on what a multimedia story is – a presentation of a narrative that is nonlinear and dynamic. This unit allows students to explore some of the many new forms of content creation and narrative practices that have appeared because of this technological and cultural change, and encourages students to engage with these forms critically and creatively. Additionally, this unit analyses political and corporate discourse in the digital space, and studies their impact. Students also scrutinise the digital narratives of citizen journalism and advocacy journalism. This will permit students to comprehend how narratives are constructed to garner support.

The key topics covered in Unit 5 are as follows:

- The emergence of new media, the use of social media in journalism today
- The meaning of digital storytelling
- Understanding what a multimedia story is
- Narrative construction for support in political communication, corporate narratives, citizen journalism and advocacy journalism in the digital sphere
- Developing skills in news reporting using digital format and tools



Activities/Tasks

In addition to the teaching sessions for **Unit 5**, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Game: The Fortunately – Unfortunately Game
 - Students will be seated in a circle.
 - One person thinks of the first sentence of a story to briefly set the scene.
 - Then, the next person in the circle should continue the story, starting their sentence with “*Unfortunately, ...*”.
 - The person after them continues with “*Fortunately...*”.
 - Students shall alternate between “*fortunately*” and “*unfortunately*” until the story ends.
- Game: Zoom In and Zoom Out
 - Students are paired up.
 - The first student starts narrating a story. Prompts will be prepared if students are unsure of where to begin.
 - The second student should occasionally tell the first student to “*zoom in*” or “*zoom out*”.
 - When students are asked to “*zoom in*”, their focus should be on describing details, while “*zooming out*”, reduces the level of detail and focuses on the main plot.
- Brainstorming: The role of storytelling within communities
 - Students have to brainstorm ideas about the role of storytelling within communities.
 - Next, students should consider the following questions:
 - People tell stories from ages, what has changed now?
 - Why is it important to change the way we tell our stories in an age of noise and challenges brought about by the Internet?
 - Therefore, when communication and interactions have changed, does the concept of stories change too?
- Group task: Methods of engaging the audience
 - Students will form small groups.
 - After choosing one traditional and online media, students will compare and contrast the way in which they engage with the audience, for instance, how they gather information and how they disseminate information, etc.



- Individual task: Create a cover story
 - Students are asked to find a relevant issue they would like to cover as a story.
 - After that, students may choose a way in which they would like to present it so that it leaves an impact.
 - Students should find a relevant angle, gather information on the topic, and structure it in a journalistic manner.
 - Subsequently, they should select the platform which they would like to use.
 - Students ought to consider the quality and substance of the message they would like to communicate, the structural features of their stories (non-linear, dynamic) and the features of the digital media environment (which are interactive and contextualised).
 - Students are expected to produce a blog entry, a social media series of posts and/or a YouTube video using their mobile devices to create an engaging and impactful story.

- Group task: Think, Plan and Write
 - Students must identify a number of social issues that have been under-covered by the mainstream media or completely absent and think of ways in which those cases could be addressed.
 - In addition, students have to select a local issue that has been covered by the mainstream media and addressed by an NGO as well. Then, they will compare and contrast the differences in angles, perspectives, dissemination strategies, and analyse their impact. Students may ponder on other strategies that could have been employed to increase engagement with the public.

- Workshop: Discussions and guest speaker
 - Discussion
 - Pinpoint a local issue that has been covered by mainstream media and addressed by an NGO as well.
 - Thereafter, compare and contrast the differences in angles, perspectives, dissemination strategy, and analyse the impact.
 - Students may make an observation of the other types of strategies which could have been employed to increase the engagement with the public.
 - Guest speaker
 - An invited guest speaker will talk about the strategies that can empower people and communities, and offer examples of best practices.
 - Discussion: With guest journalists



- In-depths discussions and practical activities with guest journalists with extensive hands-on broadcast experience will also held.
- Students will be introduced to audio and video formats and tools used to report the news so that they may learn the theoretical and practical aspects of audio and video media.
- Students will have the opportunity to learn about the different stages of audio and video production (i.e. pre-production, production and post-production).
- These include storytelling techniques, best practices for interviews, recording quality audio, recording voice, transcribing audio clips, narration writing, intro and outro writing, and practising news gathering for broadcast.
- The focal point should be on developing skills for radio and television news reporting and editing while training students how to use audio and video equipment.
- Discussion: What does writing for the ear imply?
 - Students are to distinguish the differences between print and broadcast writing, principles of news reporting, news writing techniques as well as the structure of news
 - Students will study the elements of audio and video storytelling; learn the basics of the form of a story, and how to develop their own narrative.
 - With the aid of short-form audio or video story to interest, students may learn how to work with visual elements, sound, and scriptwriting.
- Group task: Create an SDG story
 - Students will be divided into two groups.
 - The first group students will write a story for radio whereas the second group will do a piece for TV.
 - For the radio piece, students should think of how to use words to create imagery in the audience's mind, and choose the right sounds and set up the desired atmosphere.
 - As for the TV piece, the group should carefully choose images to complement the piece without being redundant.
- Autonomous learning
 - Students may explore the bibliography and other scientific resources, guides, textbooks, multimedia materials that look into the topics of digital narratives and digital technologies and their best practices.



Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for **Unit 5**.

1. What is and what is not a multimedia story?
2. How can we convey a narrative through multiple forms of media and social media such as: text, photography, audio, and video?
3. How can we communicate data-rich stories? (Students are introduced to digital collections and archives, data analysis and visualisation, scripting, blogging, and online publishing.)

Unit 6: Writing, Composition and Dissemination Techniques for the SDGs

Learning Outcomes

At the end of this unit, students should be able to:

1. Develop journalistic skills including writing, filming, editing, interviewing, communicating, negotiating, collaborating, teamwork and critical thinking.
2. Demonstrate strategic thinking in time-constrained situations.
3. Refine decision-making and coordination skills, and the strategic use of social media.

Overview of Topics

This unit focuses more on hands-on exercises. When writing, one has to know their audience. Furthermore, other matters also have to be taken into consideration, for instance, newsworthiness, public interest, topicality, proximity and usefulness. In the aspect of news writing, the language is recommended to be clear and precise. Students will examine the inverted pyramid structure and the six w's approach in journalistic writing. Students will also be familiarised with different approaches, style, tone, construction and writing and/or filming amongst different journalistic genres like news stories and features, interviews, creative writing and storytelling, podcasts and multimedia stories. Students will receive the opportunity to engage in different practical activities to study the techniques and processes of creating various types of journalistic work, good practices as well as tips and tricks.

The key topics covered in **Unit 6** are as follows:

- Considerations for writing or creating different journalistic pieces
- Grasping the different approaches, style, tone, construction and writing and/or filming amongst different journalistic genres
- Hands-on activities to learn about the techniques and processes of creating various types of journalistic work
- Good practices as well as tips and tricks for works of varying journalistic genres

Activities/Tasks

In addition to the teaching sessions for **Unit 6**, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Quiz: The environment and sustainable development
 - Student will participate in a short quiz about the environment and sustainable development as a warm-up activity.



- Group task: Writing/reporting exercises – News story and feature
 - Students will simulate an editorial meeting for a news website (could be an independent student publication).
 - The exercise is to design and write a news story and a feature on the same topic.
 - Students are required to pick a topic related to SDGs for a news article in their campus or community.
 - Students are advised to research the subject using authorised, expert, scientific sources and data to acquire relevant information for their news story.
 - Students should take note of putting the topic into context.
 - Skills such as critical thinking and the ability to corroborate and correlate data to understand the problem they will be writing about are essential in this exercise.
 - Students have to work outside of the classroom to record, to interview, to film and to photograph in order to write and elaborate one news story and one feature on the same topic.
 - Students will learn how to illustrate their materials (e.g. photos, videos, infographics, etc.).
 - Finally, when the material is ready, students will work together to pick the most appropriate headline.
 - When writing a journalistic headline, students must keep in mind two important things:
 - Avoid clickbait. Don't mislead their audience with sensational, inappropriate or deceptive headlines).
 - Keep in mind the keywords one enters in the headline so that search engines and platforms will display the news or feature (enhance the visibility of one's news piece).
 - Then, students may decide on how to strategically use different social media platforms to make their journalistic work more recognised.

- Group task: Writing/reporting exercises - Documenting, conducting and editing interviews
 - Students will be split into different work teams.
 - Group members will discuss potential topics, approaches, and the implementation of plan together.
 - Topics should be related to the SDGs.



- Each group should choose a form of journalism they consider the most appropriate.
 - The instructor will offer suggestions for documentation and construction of their piece.
 - The exercise will be conducted during **autonomous learning hours** due to time constraints.
 - Before embarking on the interview, each group should make sufficient preparations such as contacting their interviewee and obtaining consent for the interview.
 - The exercise requires certain considerations, for instance, the purpose of the interview, the audience of this piece, methods of interviewing, location of the interview (if it is face to face), the technique used, the role of each group member, aspects related to production and post-production.
 - Students are reminded to anticipate any institutional or personality difficulties related to the interviewee.
 - Students ought to keep in mind that a journalist leads the conversation and keeps the direction of the conversation.
 - Finally, each group should determine their strategy for utilising different platforms to make their journalistic work more visible.
- Group task: Podcast
 - Students will create a podcast. The steps include pre-writing, scripting, editing and reflection.
 - Students need to include atmosphere, narration, intro and outro, sound bites and music.
 - There are a few matters to consider during preparation including the story's purpose, impact, engagement, content and evaluation.
 - Language and delivery is an important aspect.
 - Thus, students are reminded to write short sentences as the ear cannot process complex sentences (i.e. one idea into one sentence).
 - Keep a simple sentence structure: subject, verb, direct object, indirect object.
 - Use simple (but not simplistic) language, as if you would tell something to a friend.
 - Also, the rhythm should be carefully paced.
 - Last, but not least, always read their script out loud, "biting" on every word to make sure that all consonants are audible (the voice needs to sound engaging and authoritative).



- Voice control exercises are recommended. Before recording the podcast, one should train their voice and pronunciation as enunciation, voice and the tone of the voice are important elements in audio pieces.
 - Required equipment: computer, headphones, microphones, mobile devices, recording apps, editing programs like Adobe Audition or Audacity.
 - As producing the podcast may require more than two hours and some field work (interviews, vox-pops, sound recording, etc.) students may carry out this task during autonomous learning.
- Individual task: Digital story
 - Students should prepare a digital story about a world that has more representation in an area of the group's choice.
 - Students have to establish the focus of their story. As each goal has multiple targets, students need to determine the exact focus of their story.
 - Each student will choose an issue related to the chosen SDG and formulate a thesis or debatable statement about the issue.
 - Next, students need to research information about the issue, and then review and organise their materials.
 - It is also necessary to determine which research information supports their argument and which information contradicts it.
 - Students and the instructor will discuss digital narratives and tools that give the best voice to their stories on local sustainability issues.
 - Thenceforth, students are expected to pitch their stories to their fellow course mates.
 - With the guidance of the instructor, students will develop their ideas, write a plan, make an outline (script), create a storyboard, film and record.
 - Students should consider where to publish and how to share their stories on social media, so their stories reach their target audiences.
 - At the end, students will reflect on how they felt telling their story.
 - Autonomous learning
 - Students may review the bibliography and other scientific resources, guides, textbooks, multimedia materials that deal with topics surrounding writing, composition and dissemination techniques for SDGs.

Resources

Suggested readings before class:



1. Title: link
2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for **Unit 6.**

1. What does the step-by-step practice of making journalistic materials entail?
2. How do we build news and other journalistic genres with the help of technology?
3. How is the information obtained?
4. How do we connect journalistic practice with sustainable development?
5. How do we choose SDG topics that are relevant to our audience?
6. How do we determine the approach angle?

Module Assessment

Please add.



Module 3

Journalism and Narrative Techniques of Digital Information

Study Materials



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How to study the materials

This module is divided into six units, each corresponding to **three (3)** contact teaching hours. This study guide provides an overview of all units, each containing a short description of the content, learning objectives, activities and tasks as well as study questions, to help you prepare for the module. Important resources including reading materials, relevant videos and links are also provided.

You should read the learning objectives carefully before and after studying the material, as these guide you through the key concepts of each unit. The activities or tasks assigned during classes are included to assist you with your learning. However, in order to fully benefit from the module, you are encouraged to engage with all the additional resources presented in each unit on your own.



Module Three: Journalism and Narrative Techniques of Digital Information

Introduction

According to the American Press Institute (2017), journalism encompasses the activity and the product of gathering, assessing, creating, and presenting news and information. The purpose of journalism is to afford citizens with the information they require to make optimal decisions about their lives, communities, societies and governments. Kovach and Rosenstiel (2021) have detailed the elements of journalism including obligation to the truth, loyalty to citizens, discipline of verification, maintenance of independence, and keeping the news comprehensive and proportional.

Pavlik (2000) had anticipated that the changes in technology would influence how journalists do their work and the content of news. It is believed that new media like the internet and other digital technologies would transform journalism. As one may observe in these past two decades, the role and status of journalism have indeed changed with the advancement of digital technology. There is a shift in the consumption of news media from traditional channels (print media, radio and television) to online platforms. Based on Ofcom's research (2022), nine in ten of United Kingdom's young audiences between the ages of 16 and 24 follow news stories online. Even though the television remains the most-used platform among UK adults for news (79%), the online platform comes in as a rather close second place with 73%. As a result, the narrative technique in journalistic works has evolved. To package a news story and to immerse the audience, journalists would incorporate a combination of text, image, video, audio and graphic animation. This will in turn create a multimedia story.

Even with the changes in the age of digital information, journalistic ethics is still a crucial matter. Hence, this module will discuss ethical issues in professional journalism as well as media responsibility and regulation. Students will also get to understand the different types of journalism by taking a closer look at the diversity and plurality of journalism, for example, quality journalism in contrast to yellow or tabloid journalism, and professional journalism as opposed to citizen journalism. In addition, this module explores multimedia and investigative journalism. As social media plays a rather vital role in today's information landscape, students will examine the opportunities and challenges presented by social media in journalism.



This unit also intends to boost the research and documentation skills of students. Students will get the opportunity to participate in hands-on activities such as creating their own piece of work through different forms of journalism. To help with these kinds of activities, students will learn various skills including how to write, compose and structure their news story, multimedia story and/or podcast. Students will gain knowledge of weaving a cohesive and an engaging narrative while working with different genres of journalism. Besides that, one of the topics which is highlighted in this module is learning to grasp the concepts of disinformation, misinformation, mal-information and fake news, and the effective strategies to counter their rise.

Throughout this module, student will constantly be reminded of good and responsible practices in journalism. Most topics, activities and tasks will correlate journalism with sustainability.

The module is divided into six (6) units:

Unit 1: Journalism Regulatory Standards and Media Standards

Unit 2: Types of Journalism Relating to the SDGs

Unit 3: Specialised Documentation Tracking and Data Verification

Unit 4: Investigative Journalism, Quality Journalism and Data Journalism

Unit 5: Digital Narratives, New Information and Dissemination Support

Unit 6: Writing, Composition and Dissemination Techniques for the SDGs

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<https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/>

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Kovach, B., & Rosenstiel, T. (2021). *The Elements of Journalism, Revised and Updated 4th Edition: What Newspeople Should Know and the Public Should Expect (2021)* (4th ed.). Crown.



News consumption in the UK. (2022, February 21). Ofcom. Retrieved June 8, 2022, from <https://www.ofcom.org.uk/research-and-data/tv-radio-and-on-demand/news-media/news-consumption>

Pavlik, J. (2000). The Impact of Technology on Journalism. *Journalism Studies*, 1(2), 229–237. <https://doi.org/10.1080/14616700050028226>

Learning outcomes

After working through this module, you should be able to:

- Describe the plurality of journalism and responsible journalism.
- Interpret a wide range of quantitative and qualitative data sources.
- Develop investigative reporting techniques for sustainability issues.
- Apply new forms of digital narratives and digital technologies to storytelling.
- Apply journalistic skills in writing, composition and dissemination.

Unit 1: Journalism Regulatory Standards and Media Standards

Learning Outcomes

At the end of this unit, students should be able to:

1. Understand and apply journalistic ethics.
2. Assess ethical issues in professional journalism.
3. Interpret data, scientific studies and reports.

Overview of Topics

This unit puts the topic of journalistic ethics as the focal point. Students will obtain knowledge of the distinction and interferences between the legal and ethical dimensions of journalism. The topic of media pluralism, ethics and professional standards for journalists will be introduced to students. The concept of freedom of expression, its essential characteristics and restrictions to this right will be discussed. Students will also have the opportunity to explore the different types of journalism, for example, quality journalism vs. yellow or tabloid journalism, and professional journalism vs. citizen journalism. Students will also learn to distinguish between facts and opinions in journalism. Furthermore, the topic of media responsibility and regulation will be examined. Students will study the role of media observatories. Here, students will take a look at challenges such as fake news and digital dis/misinformation or the amplification of hate speech. Thus, fact-checking tips and tricks as well as other strategies to thwart the upsurge of digital dis / misinformation will be shared in this unit.

The key topics covered in Unit 1 are as follows:

- Media pluralism, ethics and professional standards for journalists
- Freedom of expression, essential characteristics of and restriction to freedom of expression
- Types of journalism
- Facts vs. opinions in journalism
- Media responsibility and regulation
- Challenges in the digital media ecosystem
- Effective strategies to counteract the rise of digital dis / misinformation.



Activities/Tasks

In addition to the teaching sessions for Unit 1, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Group task: Quality, autonomy and ethical standards of media outlets
 - Students are split into teams of four to do carry out desk research on their own devices.
 - Students have to identify some of the independent newsrooms in their country.
 - In order to identify and select them, students must consider these aspects:
 - The technical characteristics of the site such as functionality, update, menu, interactivity, links to social media, etc.
 - The content of the news site, for instance, theme, headlines, tone and style, angles of events, etc.
 - Transparency (editorial staff and financial resources) is an important detail in the analysis of journalistic sites.
 - The purpose of this seminar is for students to compare and understand the differences in quality, autonomy and ethical standards between the various media outlets in their country.
- Case studies and discussions: Media observatory
 - For the first 30 minutes, students will be given two case studies.
 - i) Rappaz, J. (2020, November). *Media observatory initiative*. Federal Office of Communications OFCOM. <https://www.media-initiative.ch/wp-content/uploads/2019/10/moi-ofcomv11.pdf>
 - ii) European Digital Media Observatory. (n.d.). *EDMO – United against disinformation*. EDMO. Retrieved June 13, 2022, from <https://edmo.eu/>
 - Students are then divided into two groups, and each group is given one case study.
 - Each group will examine the context, role, necessity and conclusions related to countering misinformation, disinformation, etc.
 - For the next 50 minutes, students will present the main working group comments for each of the two case studies.
 - For the subsequent 20 minutes, students will discuss the presence of media observatories (or lack thereof) in their country.
 - If media observatories exist in their country, students should review if they are functional and helpful for journalists and citizens.



Resources

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- Broersma, M., & Peters, C. (2016). Introduction: Towards a functional perspective on journalism's role and relevance. In C. Peters & M. Broersma (Eds.), *Rethinking journalism again: Societal role and public relevance in a digital age* (pp. 1–17). Routledge. <https://doi.org/10.4324/9781315716244>
- Daudin Clavaud, P., Mendel, T., & Lafrenière, I. (2015). *Freedom of expression and public order: Training manual*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000231305>
- European Commission, Directorate-General for Communications Networks, Content and Technology. (2018). *A multi-dimensional approach to disinformation : Report of the independent High level Group on fake news and online disinformation*. Publications Office. <https://data.europa.eu/doi/10.2759/739290>
- European Digital Media Observatory. (n.d.). *EDMO – United against disinformation*. EDMO. Retrieved June 13, 2022, from <https://edmo.eu/>
- Hanitzsch, T., Hanusch, F., Ramaprasad, J., & Beer, A. (Eds.). (2019). *Worlds of journalism: Journalistic cultures around the globe*. Columbia University Press.
- International Federation of Journalists. (2019). *Global charter of ethics for journalists*. IFJ. Retrieved June 13, 2022, from <https://www.ifj.org/who/rules-and-policy/global-charter-of-ethics-for-journalists.html>
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UNESCO. (2016). *Finlandia declaration world press freedom day, 3 May 2016*. https://en.unesco.org/sites/default/files/finlandia_declaration_3_may_2016.pdf

UNESCO. (2017). Model curricula for journalism education. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000151209>

Zion, L., & Craig, D. (Eds.). (2014). *Ethics for digital journalists: Emerging best practices* (1st ed.). Routledge.

Study Questions

Consider the following questions, as you go through the learning materials for Unit 1.

1. What does plural journalism mean?
2. How can we map it globally, nationally, or locally?
3. How do we define different types of journalism and how do they relate to professional ethics?
4. What does the media landscape look like in your country?
5. What are media observatories and what is their role?



Unit 2: Types of Journalism Relating to the SDGs

Learning Outcomes

At the end of this unit, should be able to:

1. Explain the diversity and plurality of journalism.
2. Describe new trends and visions regarding the responsible practice of journalism in the digital age.
3. Correlate journalism with sustainability.
4. Identify and counteract digital misinformation.

Overview of Topics

This unit reviews the professional journalistic landscape via the types of journalism based on several criteria - media channel, field of specialisation, degree of autonomy, institutional editorial model, specifics of documentation and editorial work, and degree of coverage. Besides that, students will consider the link between journalism and SDGs through development journalism, sustainable journalism and solution or constructive journalism. Students will explore the meaning of sustainable journalism. Aside from that, the topic of good practice in journalism will be discussed. The unit also explains the interference between professional journalism and social media. Not only will students learn about the opportunities of social networks in journalism, they will also examine the threats of social networks. With that, students will look at the challenges of social media in professional journalism. Students will also debate about the role of social media in sustainable development.

The key topics covered in Unit 2 are as follows:

- The professional journalistic landscape
- The link between journalism and SDGs
- Good practices in journalism and fact-checking
- The interference between professional journalism and social media
- Challenges of social media in professional journalism
- The role of social media in sustainable development

Activities/Tasks

In addition to the teaching sessions for Unit 2, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Guest speaker: Investigative journalism and sustainability



- A talk about the challenges, risks and successes of journalistic investigations.
- The theme and examples revolves around the field of sustainable development (e.g. corruption, illegal deforestation, the impact of businesses on the environment, etc.).
- Students are urged to ask specific and clarifying questions.
- Fact-checking exercises
 - Students are to identify sites and media content in their country that are known to provide misinformation.
 - Students should take note of what these sites and media have in common.
 - Students ought to consider how deep fakes can be detected.
 - Students may work together to find the best and fastest methods and tips for spotting fake news.

Resources

The following is a list of references for Unit 2:

DataReportal. (n.d.). *Global Digital Insights*. DataReportal. Retrieved June 13, 2022, from <https://datareportal.com/>

Hunter, M. L. (2012). *The global investigative journalism casebook*. UNESCO.
<https://unesdoc.unesco.org/ark:/48223/pf0000217636>

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Retrieved June 13, 2022, from <https://www.investigative-manual.org/chapters/chapter-1-becoming-an-investigative-journalist/2-why-do-investigative-reporting/>

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Mast, J., Coesemans, R., & Temmerman, M. (2018). Constructive journalism: Concepts, practices, and discourses. *Journalism*, 20(4), 492–503.

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Public Media Alliance. (2021, July 14). *Fact checking & investigative journalism tools*. Retrieved June 13, 2022, from <https://www.publicmediaalliance.org/tools/fact-checking-investigative-journalism/>

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Tallert, L. (2021, May 13). *From traditional journalism to sustainable journalism*. Global Investigative Journalism Network. Retrieved June 13, 2022, from <https://gijn.org/2021/05/13/from-traditional-journalism-to-sustainable-journalism/>

Video:

Reuters Institute. (2021, June 22). *Digital news report 2021 | Reuters Institute for the Study of Journalism* [Video]. YouTube. <https://www.youtube.com/watch?v=-K17rILYISs>

Study Questions

Consider the following questions, as you go through the learning materials for Unit 2.

1. What are the trends in current journalism connected to sustainable development and the human rights paradigm?
2. What is constructive journalism and how does it fit into journalistic practices?
3. What does investigative journalism entail?
4. How is journalism evolving under the impact of social media?



5. What is the role of professional journalists in counteracting digital misinformation?



Unit 3: Specialised Documentation Tracking and Data Verification

Learning Outcomes

At the end of this unit, students should be able to:

1. Interpret data, figures, statistics, expert sources, online resources, etc.
2. Construct appropriate questions to get relevant answers while verifying data.
3. Development research and documentation skills.
4. Apply news report structure and writing norms in a composition.

Overview of Topics

This unit begins by introducing the main journalistic genres by reviewing the main journalistic formats, and underlining the differences between the genres of information and the genres of opinion. Following that, students will study the most used genre of information journalism, news. Students will consider matters like sources and resources in news reporting, documentation and the use of sources and data and news credibility. Also, this unit will look into news reporting structure and the basics of news writing.

The key topics covered in Unit 3 are as follows:

- Sources and resources in news reporting
- Documentation and the use of sources and data
- News credibility
- News reporting structure
- The ground rules of news writing

Activities/Tasks

In addition to the teaching sessions for Unit 3, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Exercise: Writing practice
 - Students will practise writing SDGs news.
 - Things to consider in this writing practice:
 - Choice of topic: Is it of interest to their audience? Is it current? Does it bring useful information to their audience? What is the best coverage perspective?



- Facts vs. opinions / statements: Which are facts, and which are opinions or statements? How to convert facts into relevant information? How to state information as accurately, neutrally and impartially as possible, and what it is about? What words to choose? How to structure the text using the inverted pyramid?
- Title and clickbait: What is the best title? How do they avoid clickbait?
- Expert and authoritative opinion: Who can speak expertly / officially / authoritatively on the subject? How do they get the statement they need? How do they use quotations?
- News illustration: How do they illustrate the news? What and which photos, videos, infographics, and/or animations to use? Which image is complementary to the text and best suited for the content? How to use images ethically?
- Links: How and where do they place links with adjacent information for valuable in-depth reading? How do they provide readers with evidence?
- Lead and text: How do they build the lead? What about the other paragraphs? How do they get a clear, concise and accurate text?

Resources

The following is a list of references for Unit 3:

BBC. (2022a, March 8). *Newspaper reports*. BBC Bitesize. Retrieved June 13, 2022, from <https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z9jgn9q>

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 3.

1. What does documentation in information journalism mean?
2. What are the main sources and resources for news journalists?
3. What's the news?
4. How to build a news story?
5. How do we correlate information journalism with the sustainable development and implementation of the SDGs in your country?



Unit 4: Investigative Journalism, Quality Journalism and Data Journalism

Learning Outcomes

At the end of this unit, students should be able to:

1. Identify stories and formulate a hypothesis for a thorough investigation.
2. Create full, in-depth stories.
3. Use credible sources (research a specific topic in official public records).
4. Develop interviewing techniques and investigative reporting techniques.
5. Develop inquiry and interpretative skills.
6. Explain how local stories connect to global issues by using user-generated content and open source information in investigations.

Overview of Topics

This unit attempts to define the terms of investigative journalism and investigative reporting. Students will be introduced to the basic principles of investigative reporting - news values, obtaining, checking and putting facts together; working with evidence; working with and protecting sources, and; working with the law. Also, students will acquire knowledge of documentation standards in journalism. Students will be exposed to ways to use data and collaborate locally and across the borders. Hence, particular tools, software, techniques and open sources will be introduced to students to document and interpret their data. In addition, students will learn to discern the differences between disinformation, misinformation, mal-information and fake news while considering the ethics and professional standards for quality journalism.

The key topics covered in Unit 4 are as follows:

- The definition of investigative journalism and investigative reporting
- The basic principles of investigative reporting
- Documentation standards in journalism
- Tools, software, techniques and open sources for documentation and interpretation of data
- The differences between disinformation, misinformation, mal-information and fake news



Activities/Tasks

In addition to the teaching sessions for Unit 4, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Brainstorming: The concept of investigative journalism
 - Students will write down keywords on the flipchart, for example:
 - What or who would they want to investigate?
 - The purpose of their investigation, for example, is to expose criminal or illegal activities, human rights violation, ecological disasters, and many other important social issues.
 - How do they go about the investigation?
 - The purpose of this activity is to understand the crux of investigative journalism, which is to uncover matters which are concealed either intentionally or inadvertently, and to evaluate and disclose all the pertinent facts to the public (Kārkliņš, 2011).

Reference:

Kārkliņš, J. (2011). Cover endorsement. In Hunter, M. L. (Ed.), *Story-based inquiry: A manual for investigative journalists*. UNESCO.

- Presentation: Investigative journalism
 - Students should be prepared to discuss current issues, especially those with local impact.
 - Students will be asked to develop a story idea for their project; find and cultivate sources for their story; pitch and defend their idea in front of the class, and; present how they intend to write the story in a compelling manner.
 - Prior to the presentation, students are required to read national and local newspapers focusing on local issues, as well as investigative pieces that are published in their local and national newspapers.
 - Students are obliged to go online to obtain information for their stories; create a database and present how they can build an investigation on their chosen topic and interview people.
 - It is important for students to learn how to form a hypothesis, to ask questions, and plan the right steps to create an investigative piece.
 - Students should be able to define the topic of their investigation and their hypothesis as well as to explain its social significance to their fellow classmates.



- Case studies: Fact-checking
 - Students will be shown how to check a piece of information, a photo, etc. using the following:
 - Also, students will take a look at how to debunk false stories using online and free resources such as:
 - i) FactCheck.org. (n.d.). *Debunking false stories archives*. Retrieved June 13, 2022, from <https://www.factcheck.org/fake-news/>
 - ii) EUvsDisinfo. (n.d.). *EU vs disinformation*. Retrieved June 13, 2022, from <https://euvsdisinfo.eu/>
 - Students may analyse some of the most important misinformation debunks in 2021:
 - i) The Cube. (2021, December 27). *Euronews' best misinformation debunks in 2021 | #TheCube*. Euronews. Retrieved June 13, 2022, from <https://www.euronews.com/my-europe/2021/12/27/euronews-best-misinformation-debunks-in-2021-thecube>
 - ii) Singh, S. (2021, December 30). *How Covid and climate misinformation spread in 2021* [Video]. BBC News. <https://www.bbc.com/news/av/world-59736375>

Resources

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Bounegru, L., Chambers, L., & Gray, J. (Eds.). (2012). *The data journalism handbook 1*. European Journalism Centre. <https://datajournalism.com/read/handbook/one>

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- Data Journalism Tools. (n.d.). *Data journalism tools found 15 tools to with data without any data experience - Favorites first*. Retrieved June 13, 2022, from <https://datajournalism.tools/>
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- Flourish. (n.d.). *Flourish / Data visualization & storytelling*. Retrieved June 13, 2022, from <https://flourish.studio/>
- Forbes, D. (2005). *A watchdog's guide to investigative reporting: A simple introduction to principles and practice in investigative reporting*. Konrad Adenauer Stiftung.
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[Database%2520Investigations%2520-%2520The%2520role%2520of%2520the%2520computer-assisted%2520reporter.pdf](#)

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 4.

1. What is investigative journalism?
2. What makes a story worth following?
3. What is data journalism and computer-assisted reporting?
4. Why do journalists use data and CAR, and how can media professionals improve the quality of their work?



Unit 5: Digital Narratives, New Information and Dissemination Support

Learning Outcomes

At the end of this unit, students should be able to:

1. Develop a critical understanding of digital narratives and digital technologies.
2. Explain how new media have changed both the process of news production and dissemination and the relationship between journalists and audience.
3. Apply new forms and functions of storytelling.
4. Produce distinctive audio-visual pieces.

Overview of Topics

This unit focuses on changes in news with the emergence of social media. Social media is thought to not replace journalism. Rather, it adds another layer to it. With the desire for real time updates and stories reaching a broader audience, new ways of collecting information and using it for news stories and new tools for better reporting have come about. Therefore, we see the development of digital storytelling. Students will get to observe how multiple story angles are accommodated on various platforms, and how journalism is being re-constructed in an entirely new setting. Students will pick up on what a multimedia story is – a presentation of a narrative that is nonlinear and dynamic. This unit allows students to explore some of the many new forms of content creation and narrative practices that have appeared because of this technological and cultural change, and encourages students to engage with these forms critically and creatively. Additionally, this unit analyses political and corporate discourse in the digital space, and studies their impact. Students also scrutinise the digital narratives of citizen journalism and advocacy journalism. This will permit students to comprehend how narratives are constructed to garner support.

The key topics covered in Unit 5 are as follows:

- The emergence of new media, the use of social media in journalism today
- The meaning of digital storytelling
- Understanding what a multimedia story is
- Narrative construction for support in political communication, corporate narratives, citizen journalism and advocacy journalism in the digital sphere
- Developing skills in news reporting using digital format and tools



Activities/Tasks

In addition to the teaching sessions for Unit 5, the instructor will assign several practical activities and tasks for you to explore the content further, including:

- Game: Fortunately – Unfortunately
 - Students will be seated in a circle.
 - The instructor will give students prompts related to the content of this unit.
 - One person thinks of the first sentence of a story to briefly set the scene.
 - Then, the next person in the circle should continue the story, starting their sentence with “*Unfortunately, ...*”.
 - The person after them continues with “*Fortunately...*”.
 - Students shall alternate between “*fortunately*” and “*unfortunately*” until the story ends.
- Game: Zoom In and Zoom Out
 - Students are paired up.
 - The first student starts narrating a story. Prompts will be prepared if students are unsure of where to begin.
 - The second student should occasionally tell the first student to “*zoom in*” or “*zoom out*”.
 - When students are asked to “*zoom in*”, their focus should be on describing details, while “*zooming out*”, reduces the level of detail and focuses on the main plot.
- Individual task: Create a cover story
 - Students are asked to find a relevant issue they would like to cover as a story.
 - After that, students may choose a way in which they would like to present it so that it leaves an impact.
 - Students should find a relevant angle, gather information on the topic, and structure it in a journalistic manner.
 - Subsequently, they should select the platform which they would like to use.
 - Students ought to consider the quality and substance of the message they would like to communicate, the structural features of their stories (non-linear, dynamic) and the features of the digital media environment (which are interactive and contextualised).
 - Students are expected to produce a blog entry, a social media series of posts and/or a YouTube video using their mobile devices to create an engaging and impactful story.



- Group task: Think, Plan and Write
 - Students must identify a number of social issues that have been under-covered by the mainstream media or completely absent and think of ways in which those cases could be addressed.
 - In addition, students have to select a local issue that has been covered by the mainstream media and addressed by an NGO as well. Then, they will compare and contrast the differences in angles, perspectives, dissemination strategies, and analyse their impact. Students may ponder on other strategies that could have been employed to increase engagement with the public.

- [OPTIONAL] Workshop: Discussions and guest speaker
 - Discussion
 - Pinpoint a local issue that has been covered by mainstream media and addressed by an NGO as well.
 - Thereafter, compare and contrast the differences in angles, perspectives, dissemination strategy, and analyse the impact.
 - Students may make an observation of the other types of strategies which could have been employed to increase the engagement with the public.
 - Guest speaker
 - An invited guest speaker will talk about the strategies that can empower people and communities, and offer examples of best practices.
 - Discussion: With guest journalists
 - In-depths discussions and practical activities with guest journalists with extensive hands-on broadcast experience will also held.
 - Students will be introduced to audio and video formats and tools used to report the news so that they may learn the theoretical and practical aspects of audio and video media.
 - Students will have the opportunity to learn about the different stages of audio and video production (i.e. pre-production, production and post-production).
 - These include storytelling techniques, best practices for interviews, recording quality audio, recording voice, transcribing audio clips, narration writing, intro and outro writing, and practising news gathering for broadcast.
 - The focal point should be on developing skills for radio and television news reporting and editing while training students how to use audio and video equipment.
 - Discussion: What does writing for the ear imply?



- Students are to distinguish the differences between print and broadcast writing, principles of news reporting, news writing techniques as well as the structure of news
- Students will study the elements of audio and video storytelling; learn the basics of the form of a story, and how to develop their own narrative.
- With the aid of short-form audio or video story to interest, students may learn how to work with visual elements, sound, and scriptwriting.
- Group task: Create an SDG story
 - Students will be divided into two groups.
 - The first group students will write a story for radio whereas the second group will do a piece for TV.
 - For the radio piece, students should think of how to use words to create imagery in the audience's mind, and choose the right sounds and set up the desired atmosphere.
 - As for the TV piece, the group should carefully choose images to complement the piece without being redundant.

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 5.

1. What is and what is not a multimedia story?
2. How can we convey a narrative through multiple forms of media and social media such as: text, photography, audio, and video?
3. How can we communicate data-rich stories? (Students are introduced to digital collections and archives, data analysis and visualisation, scripting, blogging, and online publishing).

Unit 6: Writing, Composition and Dissemination Techniques for the SDGs

Learning Outcomes

At the end of this unit, students should be able to:

1. Develop journalistic skills including writing, filming, editing, interviewing, communicating, negotiating, collaborating, teamwork and critical thinking.
2. Demonstrate strategic thinking in time-constrained situations.
3. Refine decision-making and coordination skills, and the strategic use of social media.

Overview of Topics

This unit focuses more on hands-on exercises. When writing, one has to know their audience. Furthermore, other matters also have to be taken into consideration, for instance, newsworthiness, public interest, topicality, proximity and usefulness. In the aspect of news writing, the language is recommended to be clear and precise. Students will examine the inverted pyramid structure and the six w's approach in journalistic writing. Students will also be familiarised with different approaches, style, tone, construction and writing and/or filming amongst different journalistic genres like news stories and features, interviews, creative writing and storytelling, podcasts and multimedia stories. Students will receive the opportunity to engage in different practical activities to study the techniques and processes of creating various types of journalistic work, good practices as well as tips and tricks.

The key topics covered in Unit 6 are as follows:

- Considerations for writing or creating different journalistic pieces
- Grasping the different approaches, style, tone, construction and writing and/or filming amongst different journalistic genres
- Hands-on activities to learn about the techniques and processes of creating various types of journalistic work
- Good practices as well as tips and tricks for works of varying journalistic genres

Activities/Tasks

In addition to the teaching sessions for Unit 6, the instructor will assign several practical activities and tasks for you to explore the content further, including:

- Quiz: The environment and sustainable development
 - Student will participate in a short quiz about the environment and sustainable development as a warm-up activity.



- Group task: Writing/reporting exercises – News story and feature
 - Students will simulate an editorial meeting for a news website (could be an independent student publication).
 - The exercise is to design and write a news story and a feature on the same topic.
 - Students are required to pick a topic related to SDGs for a news article in their campus or community.
 - Students are advised to research the subject using authorised, expert, scientific sources and data to acquire relevant information for their news story.
 - Students should take note of putting the topic into context.
 - Skills such as critical thinking and the ability to corroborate and correlate data to understand the problem they will be writing about are essential in this exercise.
 - Students have to work outside of the classroom to record, to interview, to film and to photograph in order to write and elaborate one news story and one feature on the same topic.
 - Students will learn how to illustrate their materials (e.g. photos, videos, infographics, etc.).
 - Finally, when the material is ready, students will work together to pick the most appropriate headline.
 - When writing a journalistic headline, students must keep in mind two important things:
 - Avoid clickbait. Don't mislead their audience with sensational, inappropriate or deceptive headlines).
 - Keep in mind the keywords one enters in the headline so that search engines and platforms will display the news or feature (enhance the visibility of one's news piece).
 - Then, students may decide on how to strategically use different social media platforms to make their journalistic work more recognised.

- Group task: Writing/reporting exercises - Documenting, conducting and editing interviews
 - Students will be split into different work teams.
 - Group members will discuss potential topics, approaches, and the implementation of plan together.
 - Topics should be related to the SDGs.



- Each group should choose a form of journalism they consider the most appropriate.
 - The instructor will offer suggestions for documentation and construction of their piece.
 - Before embarking on the interview, each group should make sufficient preparations such as contacting their interviewee and obtaining consent for the interview.
 - The exercise requires certain considerations, for instance, the purpose of the interview, the audience of this piece, methods of interviewing, location of the interview (if it is face to face), the technique used, the role of each group member, aspects related to production and post-production.
 - Students are reminded to anticipate any institutional or personality difficulties related to the interviewee.
 - Students ought to keep in mind that a journalist leads the conversation and keeps the direction of the conversation.
 - Finally, each group should determine their strategy for utilising different platforms to make their journalistic work more visible.
- Group task: Podcast
 - Students will create a podcast. The steps include pre-writing, scripting, editing and reflection.
 - Students need to include atmosphere, narration, intro and outro, sound bites and music.
 - There are a few matters to consider during preparation including the story's purpose, impact, engagement, content and evaluation.
 - Language and delivery is an important aspect.
 - Thus, students are reminded to write short sentences as the ear cannot process complex sentences (i.e. one idea into one sentence).
 - Keep a simple sentence structure: subject, verb, direct object, indirect object.
 - Use simple (but not simplistic) language, as if you would tell something to a friend.
 - Also, the rhythm should be carefully paced.
 - Last, but not least, always read their script out loud, "biting" on every word to make sure that all consonants are audible (the voice needs to sound engaging and authoritative).



- Voice control exercises are recommended. Before recording the podcast, one should train their voice and pronunciation as enunciation, voice and the tone of the voice are important elements in audio pieces.
- Required equipment: computer, headphones, microphones, mobile devices, recording apps, editing programs like Adobe Audition or Audacity.
- Individual task: Digital story
 - Students should prepare a digital story about a world that has more representation in an area of the group's choice.
 - Students have to establish the focus of their story. As each goal has multiple targets, students need to determine the exact focus of their story.
 - Each student will choose an issue related to the chosen SDG and formulate a thesis or debatable statement about the issue.
 - Next, students need to research information about the issue, and then review and organise their materials.
 - It is also necessary to determine which research information supports their argument and which information contradicts it.
 - Students and the instructor will discuss digital narratives and tools that give the best voice to their stories on local sustainability issues.
 - Thenceforth, students are expected to pitch their stories to their fellow coursemates.
 - With the guidance of the instructor, students will develop their ideas, write a plan, make an outline (script), create a storyboard, film and record.
 - Students should consider where to publish and how to share their stories on social media, so their stories reach their target audiences.
 - At the end, students will reflect on how they felt telling their story.

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Video:

NPR. (2017, June 19). *Three tips for training your voice* / *NPR Training* / *NPR* [Video].

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 6.

1. What does the step-by-step practice of making journalistic materials entail?
2. How do we build news and other journalistic genres with the help of technology?
3. How is the information obtained?
4. How do we connect journalistic practice with sustainable development?
5. How do we choose SDG topics that are relevant to our audience?
6. How do we determine the approach angle?

Module Assessment

Please add (Input from NUBB).



Module 1

The World Agenda and the SDGs

Study Materials (Online Course)



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How to study the materials

This module is divided into five units, each corresponding to **three (3)** contact teaching hours. This study guide provides an overview of all units, each containing a short description of the content, learning objectives, activities and tasks, and study questions, to help you prepare for the module. Important resources including reading materials, relevant videos and links will also be provided.

You should read the learning objectives carefully before and after reading or studying the material, as these guide you through the key concepts of each unit. The activities or tasks given during the classes are included to assist you with your learning but to fully benefit from the module, you are encouraged to engage with all the additional resources given in each unit on your own. The study questions provided aim to facilitate deeper discussion and reflection on the course content.

This online course requires more self-directed learning and more resources for this can be found on the Sustainable Development Goals in Journalism Reporting (SDGsJR) platform **URL**.



Module One: The World Agenda and the SDGs

Introduction

In September 2015, the world's leaders adopted the 2030 Agenda for Sustainable Development, along with a new set of goals collectively called the Sustainable Development Goals (SDGs) at the United Nations General Assembly. This answered the call for a global vision of important social, economic, and environmental needs to support the planet and its people in long-term prosperity and survival. The goals include a set of key areas of focus, as well as detailed targets to put our planet on track for this continuing sustainability through 2030 and beyond. Sustainable development is not just a problem for future generations but a shared global responsibility now and forevermore as thoughtful stewards of our entire world – from developed countries to developing countries, from high-level policymakers to individuals.

Experts argue that if the SDGs are ignored in the public sphere, then politicians will not necessarily feel they must be held accountable for them. The role of the media in sustainable development consists of serving as nation builders, partners with government, agents of empowerment as well as watchdogs and guardians of transparency. This role ascribed to the media helps to transform government policies into practical action and is a way that civil society can hold the government accountable to its promises to the people. Therefore, there is a strong correlation between a free, independent, and pluralistic media system and the overall process of sustainable development.

This module introduces the 17 SDGs including its history and development, application to global and local issues and the role of the media in communicating the goals to the wider public.

The module is divided into five (5) units:

Unit 1: Understanding the SDGs: History and Development

Unit 2: The 17 SDGs

Unit 3: Localizing the SDGs

Unit 4: National Approaches to Sustainability

Unit 5: Communicating the SDGs

Learning outcomes

After working through this module, you should be able to:

- Understand the global agenda on sustainable development and its development
- Explain how the SDGs as a global vision connects with local realities
- Describe what concrete steps your country has taken to achieve the UN 2030 agenda
- Understand the role of journalism with reference to sustainability



Unit 1: Understanding the SDGs: History and Development

Learning Outcomes

At the end of this unit, students should be able to:

1. Describe how the SDG framework was developed and how it can be used to address long-standing and challenging sustainable development issues.
2. Critically reflect on their own cultural assumptions and practices about sustainability.

Overview of Topics

This unit introduces the concept of sustainability, including important terminology such as the Millenium Development Goals (MDGs), Sustainable Development Goals (SDGs), the United Nations (UN) and Agenda 2030, their purpose and importance, their connection with other global commitments. The five thematic areas (pillars) of sustainable development goals - people, planet, prosperity, peace, and partnership – will also be discussed. Importantly, you will reflect on the role of the media and journalists in drawing attention, raising awareness of the goals, and calling for action on sustainable development issues.

The key topics covered in Unit 1 are as follows:

- Introduction to the concept of sustainability and the Sustainable Development Goals (SDGs)
- Comparing the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs)
- The Five Pillars of Sustainable Development
- A brief history of the SDGs
- “Leave no one behind” and the 2030 Agenda

To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.

Resources

Suggested readings before class:

From MDGs to SDGs: <https://www.undp.org/library/mdgs-sustainable-development-all> ; <https://www.local2030.org/library/251/From-MDGs-to-SDGs-What-are-the-Sustainable-Development-Goals.pdf>

The SDG Goals: <https://sdg.guide/chapter-1-getting-to-know-the-sustainable-development-goals-e05b9d17801> ; <https://sdgs.un.org/goals> ; <https://sdgtoolkit.org/find-tools-by-goal/>



Critique of the SDGs: <https://foreignpolicy.com/2015/09/28/the-sdgs-are-utopian-and-worthless-mdgs-development-rise-of-the-rest/>

Brand assets and media content: <https://www.globalgoals.org/resources/>

Videos:

Transitioning from the MDGs to the SDGs: https://youtu.be/5_hLuEui6ww

Numbers In Action | Global Goals: https://youtu.be/Mdm49_rUMgo

Leave No One Behind | Global Goals: <https://youtu.be/pBqe8JD62QE>

Crack The Crises – Covid, Injustice and Climate Change: <https://youtu.be/tmIAI7TKXeE>

Activities/Tasks

In addition to the teaching sessions for Unit 1, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Sustainability
 - What do you know about the concept of sustainability? Prepare to share your ideas with the class.
- Group exercise: MDGs versus the SDGs
 - Can you distinguish between the MDGs and SDGs? There is one similarity and 10 differences between the SDGs and the MDGs. Your instructor will invite you and your classmates to identify them.
- Group exercise: The Five Pillars Memory Game
 - There are 5 thematic areas (pillars) of sustainable development goals: people, planet, prosperity, peace and partnership – the 5 Ps. In small groups, you will be tasked to tie each of the 17 SDGs to one of the 5 pillars.
- Project prompt: Reflecting on your role in promoting sustainability.
 - Think of your personal life, focusing on your daily life on campus or in your local community.
 - Reflect on your personal consumption habits, daily activities and how you engage with others.



- Come up with a personal action plan, including at least 5 specific actions you can take to promote sustainability on campus or in your local community or workplace.
- Share your action plan with the class via the online platform.

Study Questions

Consider the following questions, as you go through the learning materials for Unit 1.

1. What is sustainable development and the 2030 Agenda?
2. How are the SDGs different from the MDGs?
3. What are the SDGs important and how can we benefit from them?



Unit 2: The 17 SDGs

Learning Outcomes

After completing this unit, learners should be able to

1. Outline the relevance of the 17 SDGs to all countries in general and local areas in particular
2. Explain key SDG concepts such as “leave no one behind” and how the framework can be used to enhance positive impact on sustainable development.
3. Relate the interdependence of local, national and global in implementing the SDGs.
4. Reflect on their role as people and future journalists in sustainability

Overview of Topics

Following the introduction to the origins of the global agenda for sustainable development, in Unit 2, you will learn more about each of the 17 SDGs and how these are interconnected in the achievement of the global agenda. While there are common issues of sustainability across the globe, these translate into different practicalities in the context of individual countries. The 169 targets enable each country to tailor their sustainability efforts to best meet local needs and challenges. In Unit 2, you will also learn about the key stakeholder groups in sustainable development, considering them in your local context, alongside opportunities and barriers. Finally, you will learn about the three dimensions of sustainable development, that is, the economic, social, and environmental dimensions and how every sustainability issue can be examined from these dimensions in order to identify solutions for local challenges.

The key topics covered in Unit 2 are as follows:

- Introduction to the SDGs (17 goals)
- SDGs and individual countries (17 Goals + 169 targets)
- SDGs – Key Stakeholders, Opportunities & Barriers
- Three Dimensions of Sustainable Development - economic, social, and environmental



Figure 1.2: Module 1-Unit 2: Topics Covered



To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.

Resources

Suggested readings before class:

Sustainable Development: A Guide for Teaching the Sustainable Development Goals

The Sustainable Development Goals: <https://en.unesco.org/themes/education/sdgs/material>

The Lazy Person's Guide to Saving the World:

<https://www.un.org/sustainabledevelopment/takeaction/>

Video:

Do You Know All the SDGs? <https://youtu.be/0XTBYMfZyrM>

Activities/Tasks

To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.

In addition to the teaching sessions for Unit 2, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Sustainability
 - What three words come to mind when you hear the term “sustainable development”? Prepare to share your ideas with the class to create a shared mind map.
- Paired Task: Exploring a local issue (One Issue - Three Angles)
 - This task will challenge you to explore the three different perspectives of sustainable development and explain in detail the connections and interactions between the three elements (social, environmental and economic) of sustainable development.
 - Working with another student, write down a particular challenge that society is facing. This can be either a local, a national or a global issue, for example, air pollution, tax havens, plastic waste in the ocean, inequality between rich and poor. Spend approximately 10 minutes defining the social, economic and



environmental perspectives of the selected issue/challenge. Present your work to the class. Your instructor will give you further questions to reflect upon.

- **Self-Reflection: My Daily Impact on Sustainability**
 - This task should be completed on your own, as part of your autonomous learning.
 - Choose one day of the week and prepare a log of all your activities and fill in as much detail as you can.
 - Then, based on the log, create a chart with the following items: time, activity, emotional experience, impact on yourself, impact on others, impact on natural environment.
 - After completing the chart, reflect on the following question: Are there areas where I could improve my own well-being, the well-being of others, and/or the natural environment?
 - Share your thoughts during the next session or in the online forum for the course.

Study Questions

Consider the following questions as you go through the learning materials for Unit 2.

1. What are the 17 goals and their targets?
2. Where are we today, how do they came to be, what do they stand for and what challenges they pose?



Unit 3: Localizing the SDGs

Learning Outcomes

After completing this unit, learners should be able to:

1. Explain the localization process and the political levers involved in sustainable development issues
2. Relate how the SDGs as a global vision connects with local realities

Overview of Topics

This unit explains what localization means in SDGs terminology and introduces some of the abbreviations used in SDGs terminologies, such as LGRs and LRGAs. You will learn the main concepts regarding localization, including key terms, such as glocalization, multi-level governance, cross-level, domestication, contextualization, and regionalization. You will discover that local governments play a critical role in global sustainable development. One of journalism's most critical functions is to monitor policymakers' actions, advocate on their behalf, and educate the general public. Additionally, you will learn that certain policy decisions may have an impact on the long-term development of communities, vulnerable groups, or the environment, while others may benefit people. Journalists must observe and report on these events to protect the truth and the public's interest.

The key topics covered in Unit 3 are as follows:

- Introduction to the concept of localization in SDGs
- Definition of glocalization, multi-level governance, cross-level, localization, contextualization, regionalization
- The role of local authorities in sustainable development around the world
- The important roles of journalists in advancing the SDGs

To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.

Resources

Suggested readings before class:

The Sustainable Development Goals What Local Governments Need to Know:
https://www.uclg.org/sites/default/files/the_sdgs_what_localgov_need_to_know_0.pdf

Localizing The Post-2015 Development Agenda:

https://www.uclg.org/sites/default/files/dialogues_on_localizing_the_post-2015_development_agenda.pdf

Roadmap For Localizing the SDGs: Implementation and Monitoring at Subnational Level:

https://www.uclg.org/sites/default/files/roadmap_for_localizing_the_sdgs_0.pdf



The Future Is Now Science for Achieving Sustainable Development:
https://sustainabledevelopment.un.org/content/documents/24797GSDR_report_2019.pdf

Activities/Tasks

In addition to the teaching sessions for Unit 3, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- **Brainstorming: Sustainability**
 - In your opinion, what are the localization process and the political levers involved in sustainable development? Prepare to share your ideas with the class.
- **Quiz**
 - A quiz on SDGs terminology and some of the abbreviations used in SDGs terminologies, such as LGRs and LRGAs.
- **Pair Task: Presentation**
 - Working with a partner student, you will search for a video content that reflects one of the priority SDGs.
 - You and another student will discuss how the shooting material is made, and then discuss the strengths and weaknesses of the video (with reference to theme, perspective, conception, or style).
 - You are encouraged to critically evaluate the video and argue on the role of local authorities in sustainable development around the world and how important roles of journalists in advancing the SDGs. One student from each team will present the argumentative assessment in 3-5 minutes.
- **Self-Reflection**
 - This task should be completed on your own, as part of your autonomous learning.
 - learn that certain policy decisions may have an impact on the long-term development of communities, vulnerable groups, or the environment, while others may benefit people. Journalists must observe and report on these events to protect the truth and the public's interest.
 - Then, reflect on roles that could be played by institutions and public policies, government and academia in achieving the SDG goals.
 - Share your thoughts during the next session or in the online forum for the course.

Study Questions

Consider the following questions, as you go through the learning materials for Unit 3.

1. How can we identify social, economic, or environmental issues in our community that are related to the SDGs?
2. What are the main challenges that our local communities are currently facing with regards to the SDGs?
3. Why should these kinds of topics be covered by the media?



Unit 4: National Approaches to Sustainability

Learning Outcomes

After completing this unit, learners should be able to:

1. Describe the interdependence between local, national, and global in the implementation of the SDGs
2. Identify the realities in the data from one's own country
3. Explain the role of journalism with reference to sustainability
4. Compare Journalism and other types of public communication, such as PR and critical thinking

Overview of Topics

In this unit, you will learn about the national approaches to sustainability as well as the implementation of SDGs in a comparative zonal and global context. With reference to the 2030 agenda approach, the evolution of the SDGs in different countries will be analyzed. Apart from that, this unit also covers the holistic approaches and coherent actions by global, regional, country and local level actors/governments/authorities. In addition, you will learn to obtain data from relevant scientific sources, extract content relevant to journalism and evaluate the latest UN SDGs report and other journalistic materials. Most importantly, the role of media and good practice in journalism related to SDGs are highlighted.

The key topics covered in Unit 4 are as follows:

- The evolution of sustainable development in your local context
- National and local strategies to implement the SDGs including the main drivers of the SDG agenda
- The extent of media reporting on the SDGs in the local context

To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.

Resources

Suggested readings before class:

The sustainable development goals: What local governments need to know:

https://www.uclg.org/sites/default/files/the_sdgs_what_localgov_need_to_know_0.pdf

Voluntary national reviews: <https://sustainabledevelopment.un.org/vnrs/>

Take action for the Sustainable Development Goals:

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>



The Sustainable Development Goals Report 2020: <https://unstats.un.org/sdgs/report/2020/The-Sustainable-Development-Goals-Report-2020.pdf>

Rosling, H., Rosling, O., & Rönnlund, A. R. (2019). *Factfulness: Ten Reasons We're Wrong About The World - And Why Things Are Better Than You Think*. New York: Flatiron Books.

Video:

Nations United: Urgent Solutions for Urgent Times | Presented by Thandie Newton:
<https://www.youtube.com/watch?v=xVWHuJOmaEk&t=222s>

Activities/Tasks

In addition to the teaching sessions for Unit 4, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Sustainability
 - In your opinion, what are the main feature of the local and national sustainability contexts? Prepare to share your ideas with the class.
- Individual task: Infographic
 - Present in the form of an infographic the evolution of the SDGs in your country, the most relevant targets of each goal to local governments, the main sustainability issues and the implementation of SDGs in your country in a comparative zonal and global context.
 - Upload your infographic to the online platform.
- Group exercise: Presentation
 - Working with another 2 – 4 students, you will search for video content that reflects one of the priority SDGs.
 - As a group, you will observe how the material is made, and then discuss the strengths and weaknesses of the video (with reference to theme, perspective, conception or style). You are encouraged to critically evaluate the video and argue whether it is a journalistic or PR content.
 - One student from each team will present the argumentative assessment in 3-5 minutes.
- Self-Reflection
 - This task should be completed on your own, as part of your autonomous learning.



- Attempt the test from Hans Rosling's book *Factfulness* and find out your perceptions of the world.
- Then, reflect on roles that could be played by institutions and public policies, government and academia in achieving the SDG goals.
- Share your thoughts during the next session or in the online forum for the course.

Study Questions

Consider the following questions as you go through the learning materials for Unit 4:

1. Are there concerns regarding specific SDGs or SDGs in general at national level (strategies, policies, projects carried out with third parties)? Are there such concerns at the state/ zonal / local level?
2. Are there collaborations, partnerships among the local / central institutions, local NGOs, local media and University?
3. To what extent does mainstream media reflect government concern for sustainability and the 2030 agenda?



Unit 5: Communicating the SDGs

Learning Outcomes

After completing this unit, learners should be able to:

1. Describe what concrete steps their country has taken to achieve the UN 2030 agenda
2. Identify the government department, agencies and politicians involved in the SDG agenda and relevant documents that refer to the SDG agenda
3. Explain how government officials, national media and ordinary citizens relate to global SDGs

Overview of Topics

Unit 5, which is a continuation of the topics in Unit 4, has a focus on how information about SDGs is communicated. You will explore how information in the public sphere comes from three actors: politicians, journalists, and ordinary people. These three groups play different roles and have different agendas and thus will communicate about SDGs differently. In this unit, you will learn to search for this information, interact with people from each category of actors (if possible) and develop a taxonomy of digital resources related to SDGs in your country.

The key topics covered in Unit 5 are as follows:

- The media channels for SDG reporting
- Media monitoring and accessing reliable sources of information

To prepare for the learning activities, you should go through the readings and videos listed in the Resources section before attending the session.

Resources

Suggested readings before class:

World trends in Freedom of Expression and Media Development (<https://unesdoc.unesco.org/ark:/48223/pf0000261065/PDF/261065eng.pdf.multi>)

Journalism versus public relations (<https://medium.com/@Adeeb1/journalism-vs-public-relations-521881fd4f39>)

The World Press Freedom Index: (<https://rsf.org/en/ranking>)



Starting out with vox-pops (<https://www.journalism.co.uk/tip-of-the-day/tip-starting-out-with-vox-pops/s419/a736764/>)

Activities/Tasks

In addition to the teaching sessions for Unit 5, your instructor will be assigning several practical activities and tasks for you to explore the content further, including:

- Question-and-answer session
 - Invite a government representative to speak about SDG implementation strategies in your local context
 - After the presentation, the guest will answer students' questions in this session, which you can design in a similar way to a press conference.
- Vox-pop exercise
 - Conduct a vox-pop/survey with online users about SDG awareness
 - Decide together a main question and 2-3 other helpful (adjacent) questions, then ask students to check the voice recording app on their mobile phone
 - During the break between two courses, collect online responses from users
 - Process and interpret the results, taking into account that this exercise is not sociological, but journalistic, and the sample is homogeneous and limited.

Study Questions

1. What official documents are on the websites of the government in your country and what has been said about sustainability measures and strategies in line with the SDGs?
2. Has the national media covered this information?
3. Do ordinary people have knowledge/information about of the implementation of the SDGs in your country?

Module Assessment

Report on the identification and evaluation of SDGs in your country



Module 2

Sustainability

Study Materials
(Online Course)

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How to study the materials

This module is divided into six units, each corresponding to **three (3)** contact teaching hours. This study guide provides an overview of all units, each containing a short description of the content, learning objectives, activities and tasks, as well as study questions, to help you prepare for the module. Important resources including reading materials, relevant videos and links are also provided.

You should read the learning objectives carefully before and after studying the material, as these guide you through the key concepts of each unit. The activities or tasks assigned during classes are included to assist you with your learning. However, in order to fully benefit from the module, you are encouraged to engage with all the additional resources presented in each unit on your own.

This online course requires more self-directed learning and more resources for this can be found on the Sustainable Development Goals in Journalism Reporting (SDGsJR) platform [URL](#).

Module Two: Sustainability

Introduction

In 1987, sustainability was defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” by the United Nations Brundtland Commission (United Nations, n.d.).

According to UNESCO (*Sustainable Development*, 2015), sustainable development consists of four intertwined dimensions – society, environment, culture and economy. Sustainability is viewed as a paradigm for contemplating about the future where balance exists in the respect of environment, society and economy in order to achieve an improved quality of life.

UNESCO also differentiates the two concepts of sustainable development and sustainability. Sustainability is habitually deemed as a long-term goal whereas sustainable development suggests the various processes and routes to achieve it.

Unlike the four intertwined dimensions mentioned above, other studies have indicated that there are three intersecting elements in sustainability as illustrated in Figure 2.1.

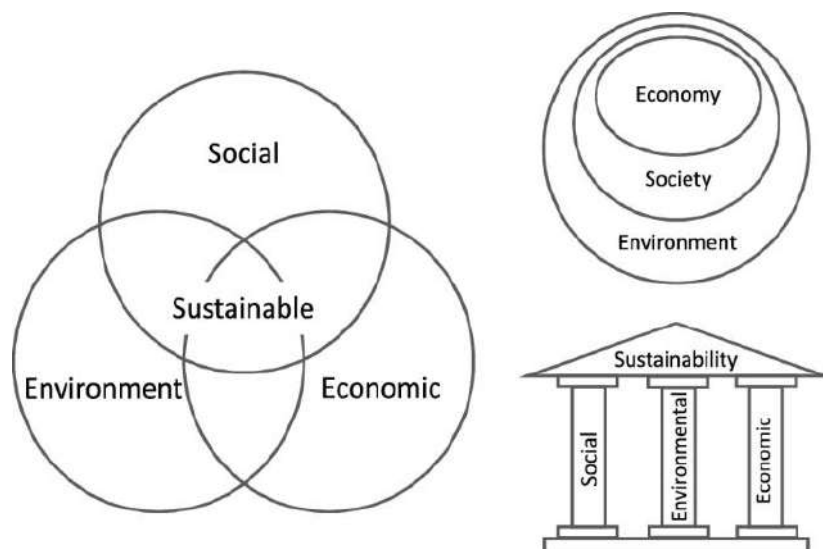


Figure 2.1: The representation of sustainability

Left: The typical representation of sustainability as three intersecting circles. Right: Alternative depictions: literal ‘pillars’ and a concentric circles approach (Purvis et al., 2018).



Similar to Purvis et al. (2018), the UCLA Sustainability Committee identifies three key aspects, and defines sustainability as “the integration of environmental health, social equity and economic vitality in order to create thriving, healthy, diverse and resilient communities for this generation and generations to come. The practice of sustainability recognises how these issues are interconnected and requires a systems approach and an acknowledgement of complexity” (*What Is Sustainability?*, n.d.). A presumption of sustainability is that resources are limited, and should be used cautiously and wisely – bearing in mind the long-term priorities and consequences of how resources are used.

This module also links sustainability to three main pillars - economy, society and environment. Each feature is discussed in separate units. Some of the significant topics covered here include contrasting uneven development and sustainable development; the effects of intra- and intergenerational equity on sustainability; understanding the relationship between economic, social justice and environmental issues and the three pillars of sustainability - society, environment, and economy. Furthermore, it dips into the topic of ethical issues concerning sustainable development.

The module is divided into six (6) units:

Unit 1: Uneven Development vs. Sustainable Development

Unit 2: Sustainability: Equity = Economy + Society + Environment (E=E+S+E)

Unit 3: Economy and Sustainability

Unit 4: Social Justice and Sustainability

Unit 5: Environment and Sustainability

Unit 6: Equity = Economy + Society + Environment (E=E+S+E) Decision-Making: Global Ethics and Journalistic Ethics

References

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Learning outcomes

After working through this module, you should be able to:

- Explain uneven vs. sustainable development and its consequences.
- Describe intra- and intergenerational equity and its effects on sustainability.
- Relate economic, social justice and environmental issues to the three pillars of sustainability - society, environment, and economy.
- Assess ethical issues in sustainable development.



Unit 1: Uneven Development vs. Sustainable Development

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain the causes of uneven development.
2. Describe the uses of the indicators of development.
3. Examine the consequences of uneven development in different regions and countries.
4. Explore strategies that can be used to address uneven development.

Overview of Topics

This unit takes a closer look at how different countries are making progress in achieving development, highlighting the differences between uneven development and sustainable development. Students will first be introduced to the concept of development and specific areas of development that a country can focus on, and how these link to quality of life for people. The challenges that countries face in generating wealth and promoting development will be explored. This is followed by a discussion on how development can be measured, comparing three major indicators of GDP, GNI and HDI. The causes and effects of uneven development will then be discussed, with students drawing links to their own countries and the role of journalists in drawing attention to issues of uneven development.

The key topics covered in Unit 1 are as follows:

- Uneven development
- Indicators of development (GDP, GNI and HDI)
- Causes and impacts of uneven development
- Strategies to reduce inequality

Activities/Tasks

In addition to the teaching sessions for Unit 1, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Reflective Task: Envisioning a Sustainable and Equitable World
 - Your instructor will guide you through this reflective task.
 - Close your eyes and “travel” to a place where a peaceful community is serving people and the planet in a sustainable and flourishing way. Spend 5-7 minutes



in this “world”, walking around, noticing how people are learning, working, eating, playing, etc.

- Coming back to the present, write down notes about what you saw and felt.
- In groups of 3-5 people, share your experiences. What can we do to get closer towards achieving a sustainable and equitable future?
- **Group task: Highlighting Causes of Unequal Development (infographic and video)**
 - In groups of 3-5, create an infographic outlining all the issues that may contribute to certain areas in the world being poorer than others, for example, Weather and Climate, Disease, Terrain, Corruption and Political factors.
 - After designing the infographic, create a 2-minute video focusing on one specific part of the world/country. Explain in detail why that specific area is poor, with real facts about this area.
 - Embed this video on your infographic.
 - Your instructor will give further instructions about how to conduct the task and share your infographic/video.

Resources

Suggested readings before class:

1. UNDESA World Social Report 2020: <https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/01/World-Social-Report-2020-FullReport.pdf>
2. Why are some countries richer than others?: <https://www.bbc.co.uk/bitesize/guides/zxw2cwx/revision/4>
3. Leyshon (2021). Economic geography I: Uneven development, ‘left behind places’ and ‘levelling up’ in a time of crisis. <https://journals.sagepub.com/doi/abs/10.1177/03091325211011684>
4. GDP vs GNI vs GNP <https://www.investopedia.com/terms/g/gross-national-income-gni.asp#toc-gdp-vs-gni-vs-gnp>

Introductory videos:

What is development: <https://world101.cfr.org/global-era-issues/development/what-development-links>

TedTalk-How economic inequality harms societies:

https://www.ted.com/talks/richard_wilkinson_how_economic_inequality_harms_societies

How do we measure poverty? Worldvision Australia:

<https://www.youtube.com/watch?v=w5wORaWcWPY>

Links:

Gapminder.org: <https://www.gapminder.org/>



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Study Questions

Consider the following questions, as you go through the learning materials for Unit 1.

1. What is uneven development as opposed to sustainable development?
2. How is development measured?
3. What are the areas of development that a country can make?
4. What are the causes and effects of uneven development?



Unit 2: Sustainability: Equity = Economy + Society + Environment (E=E+S+E)

Learning Outcomes

At the end of this unit, students should be able to:

1. Identify and reflect on sustainable behaviour.
2. Describe intra- and intergenerational equity.
3. Define and contextualise sustainable solutions.
4. Explain intra- and intergenerational equity and the three-dimensions-concept of Equity, Economy, and Environment.

Overview of Topics

This unit dives into the correlation between sustainability and equity. Students will first be introduced to the concept of sustainable development and its ultimate goal. The three pillars of sustainability, i.e. economy, society and environment, will also be discussed. Students will familiarise themselves with the concept of intra- and intergenerational equity and their principles as well as their link to sustainability. Finally, this unit looks into the topic of strong and weak sustainability – two distinctive ways of perceiving the need to ensure that future generations can supply their demands.

The key topics covered in Unit 2 are as follows:

- The notion of sustainable development
- The concept of intra- and intergenerational equity
- The three pillars of sustainability and their connection to intra- and intergenerational equity
- Strong and weak sustainability

Activities/Tasks

In addition to the teaching sessions for Unit 2, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Presentation by a guest speaker/expert/NGO representative



- The presentation will cover these identified issues in the global and local contexts:
 - poor distribution of resources
 - continuous degradation of the environment
 - global warming
 - rise of sea level
 - hole in the ozone layer
 - deforestation for industrialisation
 - carbon emissions
 - rich and poor
 - global north and global south
 - gender disparity, etc.

OR

- Student presentation: Sustainable Development and Equity in the Cambodian, Malaysian or Chinese Context.
 - The presentation should focus on the challenges and opportunities of sustainable development and equity.
 - The content should be relevant to the local context.
 - Does the presented solution address a real issue?
 - Does it contribute to the common good?
 - Are the intra-generational, social, and economic gap reduced?
 - What actants are involved? How are they involved? How do they collaborate?
 - Does it incorporate sustainability?
- ~~Invited speaker: The Importance of Climate Equity~~
 - ~~The talk will help students understand the importance of climate equity and foster productive collaborations in climate and environmental development efforts.~~
 - ~~Additionally, the talk will highlight the matter of intergenerational responsibility with reference to domestic issues, for example extinctions, deforestation, overexploitation, collaboration instead of competition, equity instead of disparity, “our world” instead of “my world”.~~

OR

- ~~Simulation and role play activity: Press conference~~



OR

- ~~Student led discussions~~
- ~~Presentation: How to report on climate equitably~~
 - ~~By using an assigned resource, students will look at potential stories through the lens of equity.~~
- ~~Role play activities: Intra-generational / Intergenerational Equity~~

OR

- Media campaign: Intra-generational / Intergenerational Equity
 - Students are to organise a media campaign to promote intragenerational / intergenerational equity.
 - Students should do the following:
 - Assess the potential effectiveness of the sustainable development goals.
 - Explore the nature of the SDGs and to think critically about them.



Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

References:

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Study Questions

Consider the following questions, as you go through the learning materials for **Unit 2**.

1. How does the economic sustainability dimension relate to the ongoing preservation or establishment of a sufficient quality of life?
2. To what extent is sustainable development connected to climate change?
3. How can we redefine the relationship between the environment, society and economy?
4. What is intra- and intergenerational equity?
5. How do features of economically sustainable development impact the present and future generations?



Unit 3: Economy and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain issues of local, global and economic significance.
2. Formulate valid arguments by identifying and using the right evidence.
3. Assess relevant data, courses of actions and consequences.
4. Describe the interrelationships between the three pillars of sustainability: society, environment and economy.

Overview of Topics

This unit emphasises the idea of a holistic approach towards sustainable development, spotlighting the effects of unsustainable economic activities on the environment and communities. This approach to development takes into account the interdependence of human and natural systems, and shows the value of business models that are sustainable. Hence, the fundamentals of the circular economy model, which is thought to help facilitate the progress towards the SDGs like sustainable businesses, are explained. Besides that, this unit also expounds the benefits of circular economy.

The key topics covered in Unit 3 are as follows:

- The fundamentals of circular economy
- The benefits of circular economy
- The relationship between circularity and sustainability

Activities/Tasks

In addition to the teaching sessions for Unit 3, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Guest speaker (NGO member, local expert): **[Refine topic]**
 - The talk centres on a contextualised topic with reference to justice and equity, poverty or environmental problems in a particular country/region/city, or examples of best practices in environmental justice and/or equitable development, problem solving with a visible difference in communities.



- Discussion: Case studies on Circular Economy models and integration of Sustainable Development Goals in business strategies in the EU and LAC
 - Students may compare and contrast the cases in the given material with that of their own country / region.

OR

- Watch documentaries or short films: Sustainability
 - Students will watch documentaries or short films on the topic of sustainability to gain a deeper understanding.
- Group task: **[Refine topic]**
 - In a group of 3 to 4 people, students are to collect data and relevant information from reports on the topic such as sustainable cities, poverty and inequality, environmental issues.
 - Students are to identify a major environmental problem at global, national and local scale and then identify a range of measures to promote sustainability both in their own lifestyles and in the broader community.
 - Then, students should analyse the results together and discuss possible solutions.
- ~~• Workshop: How to create a narrative for sustainability

 - The topics for discussion include a comprehensive overview of the fundamentals of research practice, writing, finding the right angle, and how to break local stories on sustainability issues.
 - Students are then encouraged to develop their own story to promote a sustainability issue.~~
- ~~• Autonomous learning: Guided research: **[Refine topic]**
 - Using scientific resources, guides, textbooks, multimedia materials as references, students may look into issues like social justice, equity, sustainable cities, circular economy, economic growth, etc.
 - Students can do desk research to build a database with scientific bibliography and multimedia resources in the field of sustainability.~~

Resources

Suggested readings before class:



1. Title: link
2. Title: link

Introductory videos:

Title: link

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Study Questions

Consider the following questions, as you go through the learning materials for **Unit 3**.

1. What do we mean by equity with social justice?
2. How can we promote equity and social and environmental justice?
3. Can we fight poverty and inequality while protecting the environment?
4. What is the role of data in social justice, environmental preservation, economic growth and sustainability?
5. What is circular economy and how does it relate to environmental preservation?
6. How do social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy relate to the SDGs?
7. What is the role of public communication in raising awareness of sustainability?
8. What is sustainability narrative?
9. How do we create narratives that work?



Unit 4: Social Justice and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain social justice concepts.
2. Assess data from one's own country.
3. Identify hate speech in the media and other narratives of exclusion.
4. Examine the interference of different roles in public communication (journalists, activists, politicians, audiences).

Overview of Topics

This unit explicates the concept of social justice and its application. Aside from that, it also touches upon issues related to social justice. The role of activism in social development is also underscored in this unit. Students will learn to identify hate speech in the media and other narratives of exclusion, and scrutinise its prevalence. Additionally, the unit features topics like the concept of citizen journalism as an essential part of the participatory web and social media platforms, and inequality of access to media and digital literacy. It also looks into anti-discrimination campaigns and activities promoting human rights and social justice.

The key topics covered in Unit 4 are as follows:

- Social work practice
- Concept of social justice and its application
- The role of activism in social development
- Hate speech on social media and its pervasiveness
- Concept of citizen journalism
- Inequality of access to media and digital literacy
- Activities related to anti-discrimination, human rights and social justice

Activities/Tasks

In addition to the teaching sessions for Unit 4, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Brainstorming: Social justice



- Students are asked to draw a chart / diagram in which they represent SDGs which are explicitly related to the social area.
- Students are urged to examine how they interconnect with the others in the economic and environmental area.

OR

- Quiz: Social justice
 - Students are required to take a quiz about social justice.
- Guest speaker(s): Social Justice
 - The talk outlines social justice in a particular country/region/city.
 - The role of activism in social development will also be discussed.
 - In addition, examples of good practices in NGOs will be presented.
 - Students may propose in advance to the expert guest to bring for debate a case study, perhaps an example of an awareness campaign from the NGO they represent.
- Team exercise: Inequality of access to media and digital literacy
 - Students will be divided into teams.
 - Each team will retrieve global and local reports from the last two years of a particular region to extract relevant data on access to media and communication technologies, and present them briefly.
 - The purpose of this exercise is to analyse comparatively the situation of access to the media by region; to observe the differences, and; to correlate them with the socio-political situation in the countries of that region.
- ~~Autonomous learning~~
 - ~~The instructor will guide students through the bibliography of these courses and seminars, which are related to Unit 4.~~
 - ~~Students are encouraged to identify other scientific resources, guides, textbooks, multimedia materials which address the issue of social justice from the perspective of public communication.~~

Resources

Suggested readings before class:

1. Title: link
2. Title: link



Introductory videos:

Title: link

Module 2 Unit 4 Resources

References:

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 4.

1. What do we mean by social justice?
2. How is the concept of social justice represented in your country?



3. What is the role of public communication in promoting social justice?
4. How can we identify the different narratives of exclusion from public discourse?
5. What is the role of activism for social justice?



Unit 5: Environment and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain the global and local environmental issues.
2. Identify relevant, scientifically reliable sources for documenting materials related to climate and environmental change
3. Compare the roles and voices in media and public communication on environmental issues.

Overview of Topics

This unit calls attention to global and local environmental issues. It also talks about the impact of environmental issues on the lives of people and communities. Students will be presented the opportunity to reflect on the consequences of unsustainable economics on the environment. Moreover, this prompts the discussion of the existence of any legislative regulations and measures to protect the environment. The unit also examines the role of environmental journalism as well as its objectives. Topics about environmental journalism are also reviewed here.

The key topics covered in Unit 5 are as follows:

- Global and local environmental issues
- Impact of environmental issues on the lives of people and communities
- Effects of unsustainable economics on the environment
- Examples of environmental protection
- The role of environmental journalism and its objectives
- Environmental journalism topics

Activities/Tasks

In addition to the teaching sessions for Unit 5, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Guest speaker(s): Climate Change and Health
 - The speaker will stress on the topic of climate change impact on our health.
 - They will also delve into the matter of institutional, corporate and human policies and responsibilities for this major issue.



- Students are encouraged to probe the guest for specific information.
- The idea of a holistic approach to sustainable development with an emphasis on the impact of unsustainable economic activities on the environment and communities will be underlined.
- Team exercise: Environment
 - Students will be divided into two large groups: one for environmental communicators (e.g. activists and NGOs) and another for environmental journalists.
 - Students should think about an important environmental topic in their country (e.g. air pollution, plastics and water waste, deforestation, etc.).
 - Each group are to propose an approach to the subject from either the perspective of the role of communicator and activist, or that of a journalist.
 - Each group should explore the following:
 - What strategies are employed for media coverage on the selected topic and which channels are used?
 - What kind of sources whether common or different are used to document the selected topic?
 - How do these two roles intersect?
 - The aim of this exercise is for students to understand the different roles and the diversity of voices in the media on the matter of environmental protection.
- Case study and Debate (BBC Earth): Sustainable global and local development
 - Students should take note and present pertinent and critical observations regarding prevalent topics, angles of approach, media products, such as podcast, etc.
- Autonomous learning
 - Students will scrutinise studies and other resources on environmental communication.

Resources

Suggested readings before class:

1. Title: link
2. Title: link

Introductory videos:

Title: link



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Study Questions

Consider the following questions, as you go through the learning materials for **Unit 5**.

1. What are the main global environmental issues from the perspective of scientists?



2. How does climate change impact our lives? How about its impact at the regional and local level?
3. What is the role of activism and journalism for the protection of the environment and biodiversity?
4. Why should journalists cover environmental issues ethically and professionally?



Unit 6: Equitable (E=E+S+E) Decision-Making: Global Ethics and Journalistic Ethics

Learning Outcomes

At the end of this unit, students should be able to:

1. Describe ethical concepts for sustainable development.
2. Assess ethical issues in sustainable development.
3. Develop critical thinking, argumentation and public speaking skills.

Overview of Topics

This unit begins with an explanation of the principles and values of global ethics. Thereafter, students will study the differences between equity and equality and the relationship of these two concepts. Additionally, this unit looks at ethical economics and the reasons why it is necessary. Following that, students will gain knowledge of media ethics and its importance. The topic of journalistic ethics and its principles as well as its necessity will be explored.

The key topics covered in Unit 6 are as follows:

- Principles and values of global ethics
- The differences between equity and equality
- The relationship between equity and equality
- Ethical economics and why we need it
- Media ethics and its significance
- Journalistic ethics, its principles and its necessity
- The correlation of global ethics of sustainable development with media and journalistic ethics

Activities/Tasks

In addition to the teaching sessions for Unit 6, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- ~~Guest speaker: A global ethical perspective on economics: Rights and duties~~
 - ~~The guest presentation examines the accessibility of economic topics and concepts related to social justice, global warming as well as other pressing environmental issues.~~
 - ~~Concrete examples will be given.~~



- ~~○ Students may ask for clarifications and discuss ethical dilemmas with the guest speaker.~~
- Quiz: Do You Know about Media Ethics and Law?
 - To end the class for the day, students will partake in an online quiz on the topic of journalistic ethics and standards.
- Debate: Is there a need for a global perspective on media and journalistic ethics?
 - Topic of debate: “... *journalism with a global perspective is needed to help citizens understand the daunting global problems of poverty, environmental degradation, technological inequalities, and political instability.*” Do you agree or disagree? Why is that so?
 - Students will argue for and against the idea of having a global media ethics.
 - Students will be split into two groups. The board will also be divided into two columns to gather arguments for and against this possibility.
 - Students are given 15 to 20 minutes to conduct online research.
 - An hour is allotted for the debate.
 - Students should express their opinions freely while supporting them with logical, critical and factual arguments as well as providing relevant examples.
- ~~• Case study presentation: Media Sustainability~~
 - ~~○ This will be an interactive case study presentation between the instructor and students.~~
 - ~~○ The focal point of this activity is ethical issues as the use of images in the press often raises ethical dilemmas.~~
- Discussion: Ethical issues
 - Students are to identify ethical issues in the media that are related to sustainable development, for instance, poverty, migration, inequality, environmental problems, etc., at the local, national or international level.
- Autonomous learning
 - Students may look into additional bibliography in the field of human rights ethics and media ethics.
 - Students should read and compare codes of ethics from international (e.g. BBC, The Guardian, Reuters, DW, AP, etc.) and national media outlets.



- Students may carry out desk research to build a database with scientific bibliography and multimedia resources in the field of sustainability ethics, media ethics and journalistic ethics.



Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

References:

Beyond Bylines Team. (2021, April 6). *These 11 environmental news sites are bringing urgency and innovation to stories on climate change*. Beyond Bylines. Retrieved June 13, 2022, from <https://mediablog.prnewswire.com/2018/04/12/top-environmental-news-sites/>

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Zurich. (2020, January 15). *The global risks report 2020: Polarization and economic stagnation in 2020 will worsen climate crisis*. Retrieved June 12, 2022, from <https://www.zurich.com/en/knowledge/topics/global-risks/the-global-risks-report-2020>

Video:

Society of Professional Journalists. (2020, April 24). *SPJ #Press4Education: Media ethics* [Video]. YouTube. <https://www.youtube.com/watch?v=JUuUBYGI58k>

Study Questions

Consider the following questions, as you go through the learning materials for **Unit 6**.

1. Which are the principles and values of global ethics from a human rights perspective?
2. How do we relate to the principle of equality and how it understands the concept of equity?
3. What is an ethical approach to economics and why we need it?
4. What do we mean by media ethics and journalistic ethics?
5. How do we correlate the global ethics of sustainable development with media and journalistic ethics?

Module Assessment

Please add.



Module 2

Sustainability

Study Materials
(Online Course)



Contents

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How to study the materials

This module is divided into six units, each corresponding to three (3) contact teaching hours. This study guide provides an overview of all units, each containing a short description of the content, learning objectives, activities and tasks, as well as study questions, to help you prepare for the module. Important resources including reading materials, relevant videos and links are also provided.

You should read the learning objectives carefully before and after studying the material, as these guide you through the key concepts of each unit. The activities or tasks assigned during classes are included to assist you with your learning. However, in order to fully benefit from the module, you are encouraged to engage with all the additional resources presented in each unit on your own.

This online course requires more self-directed learning and more resources for this can be found on the Sustainable Development Goals in Journalism Reporting (SDGsJR) platform [URL](#).

Module Two: Sustainability

Introduction

In 1987, sustainability was defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” by the United Nations Brundtland Commission (United Nations, n.d.).

According to UNESCO (*Sustainable Development*, 2015), sustainable development consists of four intertwined dimensions – society, environment, culture and economy. Sustainability is viewed as a paradigm for contemplating about the future where balance exists in the respect of environment, society and economy in order to achieve an improved quality of life.

UNESCO also differentiates the two concepts of sustainable development and sustainability. Sustainability is habitually deemed as a long-term goal whereas sustainable development suggests the various processes and routes to achieve it.

Unlike the four intertwined dimensions mentioned above, other studies have indicated that there are three intersecting elements in sustainability as illustrated in Figure 2.1.

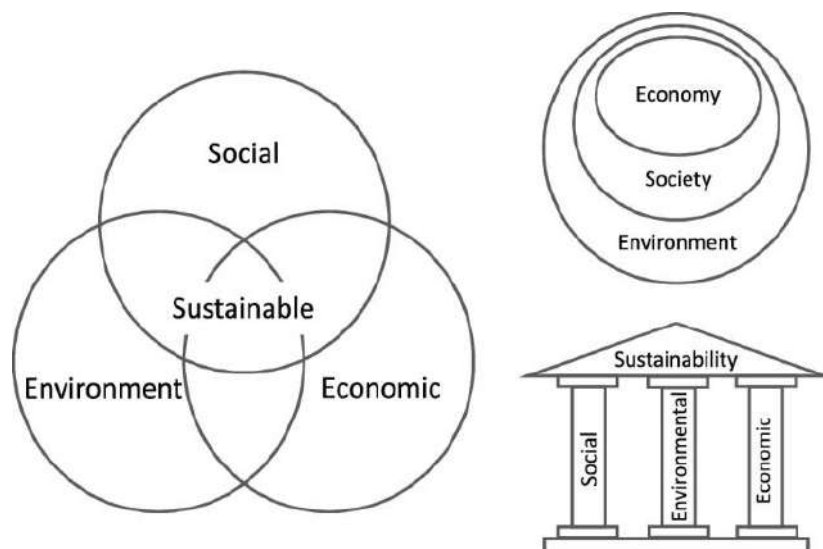


Figure 2.1: The representation of sustainability

Left: The typical representation of sustainability as three intersecting circles. Right: Alternative depictions: literal ‘pillars’ and a concentric circles approach (Purvis et al., 2018).



Similar to Purvis et al. (2018), the UCLA Sustainability Committee identifies three key aspects, and defines sustainability as “the integration of environmental health, social equity and economic vitality in order to create thriving, healthy, diverse and resilient communities for this generation and generations to come. The practice of sustainability recognises how these issues are interconnected and requires a systems approach and an acknowledgement of complexity” (*What Is Sustainability?*, n.d.). A presumption of sustainability is that resources are limited, and should be used cautiously and wisely – bearing in mind the long-term priorities and consequences of how resources are used.

This module also links sustainability to three main pillars - economy, society and environment. Each feature is discussed in separate units. Some of the significant topics covered here include contrasting uneven development and sustainable development; the effects of intra- and intergenerational equity on sustainability; understanding the relationship between economic, social justice and environmental issues and the three pillars of sustainability - society, environment, and economy. Furthermore, it dips into the topic of ethical issues concerning sustainable development.

The module is divided into six (6) units:

Unit 1: Uneven Development vs. Sustainable Development

Unit 2: Sustainability: Equity = Economy + Society + Environment (E=E+S+E)

Unit 3: Economy and Sustainability

Unit 4: Social Justice and Sustainability

Unit 5: Environment and Sustainability

Unit 6: Equity = Economy + Society + Environment (E=E+S+E) Decision-Making: Global Ethics and Journalistic Ethics

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Learning outcomes

After working through this module, you should be able to:

- Explain uneven vs. sustainable development and its consequences.
- Describe intra- and intergenerational equity and its effects on sustainability.
- Relate economic, social justice and environmental issues to the three pillars of sustainability - society, environment, and economy.
- Assess ethical issues in sustainable development.



Unit 1: Uneven Development vs. Sustainable Development

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain the causes of uneven development.
2. Describe the uses of the indicators of development.
3. Examine the consequences of uneven development in different regions and countries.
4. Explore strategies that can be used to address uneven development.

Overview of Topics

This unit takes a closer look at how different countries are making progress in achieving development, highlighting the differences between uneven development and sustainable development. Students will first be introduced to the concept of development and specific areas of development that a country can focus on, and how these link to quality of life for people. The challenges that countries face in generating wealth and promoting development will be explored. This is followed by a discussion on how development can be measured, comparing three major indicators of GDP, GNI and HDI. The causes and effects of uneven development will then be discussed, with students drawing links to their own countries and the role of journalists in drawing attention to issues of uneven development.

The key topics covered in Unit 1 are as follows:

- Uneven development
- Indicators of development (GDP, GNI and HDI)
- Causes and impacts of uneven development
- Strategies to reduce inequality

Activities/Tasks

In addition to the teaching sessions for Unit 1, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Reflective Task: Envisioning a Sustainable and Equitable World
 - The instructor will guide students through this reflective task.
 - Students should close their eyes and “travel” to a place where a peaceful community is serving people and the planet in a sustainable and flourishing



- way. Spend 5-7 minutes in this “world”, walking around, noticing how people are learning, working, eating, playing, etc.
- Coming back to the present, students will write down notes about what they had seen and felt.
 - In groups of 3-5 people, students will share their experiences. What can we do to get closer towards achieving a sustainable and equitable future?
- Group task: Highlighting causes of unequal development (infographic and video)
 - In groups of 3 to 5, students will create an infographic outlining all the issues that may contribute to certain areas in the world being less developed than others, for example, Weather and Climate, Disease, Terrain, Corruption and Political factors.
 - After designing the infographic, students will make a 2-minute video focusing on one specific part of the world/country. Students will explain in detail why that specific area is less developed, with real facts about this area.
 - The video will then be embedded on their infographic.
 - The instructor will give students further instructions about how to conduct the task and share their infographic/video.

Resources

Suggested readings:

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 1.

1. What is uneven development as opposed to sustainable development?
2. How is development measured?
3. What are the areas of development that a country can make?
4. What are the causes and effects of uneven development?



Unit 2: Sustainability: Equity = Economy + Society + Environment (E=E+S+E)

Learning Outcomes

At the end of this unit, students should be able to:

1. Identify and reflect on sustainable behaviour.
2. Describe intra- and intergenerational equity.
3. Define and contextualise sustainable solutions.
4. Explain intra- and intergenerational equity and the three-dimensions-concept of Equity, Economy, and Environment.

Overview of Topics

This unit dives into the correlation between sustainability and equity. Students will first be introduced to the concept of sustainable development and its ultimate goal. The three pillars of sustainability, i.e. economy, society and environment, will also be discussed. Students will familiarise themselves with the concept of intra- and intergenerational equity and their principles as well as their link to sustainability. Finally, this unit looks into the topic of strong and weak sustainability – two distinctive ways of perceiving the need to ensure that future generations can supply their demands.

The key topics covered in Unit 2 are as follows:

- The notion of sustainable development
- The concept of intra- and intergenerational equity
- The three pillars of sustainability and their connection to intra- and intergenerational equity
- Strong and weak sustainability

Activities/Tasks

In addition to the teaching sessions for Unit 2, the instructor will assign several practical activities and tasks for you to explore the content further, including:

- [OPTIONAL] Presentation by a guest speaker/expert/NGO representative



- The presentation will either be a live video or a pre-recorded clip uploaded to the learning platform.
- The presentation will cover these identified issues in the global and local contexts:
 - poor distribution of resources
 - continuous degradation of the environment
 - global warming
 - rise of sea level
 - hole in the ozone layer
 - deforestation for industrialisation
 - carbon emissions
 - rich and poor
 - global north and global south
 - gender disparity, etc.
- Student presentation: Sustainable development and equity in the Cambodian, Malaysian or Chinese Context.
 - The presentation should focus on the challenges and opportunities of sustainable development and equity.
 - The content should be relevant to the local context.
 - Does the presented solution address a real issue?
 - Does it contribute to the common good?
 - Are the intra-generational, social, and economic gap reduced?
 - What actants are involved? How are they involved? How do they collaborate?
 - Does it incorporate sustainability?
- Media campaign: Intra-generational / Intergenerational Equity
 - Students are to organise a media campaign to promote intragenerational / intergenerational equity.
 - Students should do the following:
 - Assess the potential effectiveness of the sustainable development goals.
 - Explore the nature of the SDGs and to think critically about them.



Resources

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 2.

1. How does the economic sustainability dimension relate to the ongoing preservation or establishment of a sufficient quality of life?
2. To what extent is sustainable development connected to climate change?
3. How can we redefine the relationship between the environment, society and economy?
4. What is intra- and intergenerational equity?
5. How do features of economically sustainable development impact the present and future generations?



Unit 3: Economy and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain issues of local, global and economic significance.
2. Formulate valid arguments by identifying and using the right evidence.
3. Assess relevant data, courses of actions and consequences.
4. Describe the interrelationships between the three pillars of sustainability: society, environment and economy.

Overview of Topics

This unit emphasises the idea of a holistic approach towards sustainable development, spotlighting the effects of unsustainable economic activities on the environment and communities. This approach to development takes into account the interdependence of human and natural systems, and shows the value of business models that are sustainable. Hence, the fundamentals of the circular economy model, which is thought to help facilitate the progress towards the SDGs like sustainable businesses, are explained. Besides that, this unit also expounds the benefits of circular economy.

The key topics covered in Unit 3 are as follows:

- The fundamentals of circular economy
- The benefits of circular economy
- The relationship between circularity and sustainability

Activities/Tasks

In addition to the teaching sessions for Unit 3, the instructor will assign several practical activities and tasks for you to explore the content further, including:

- Guest speaker (NGO member, local expert)
 - The talk will either be carried out live or via a pre-recorded video which will be uploaded to the learning platform.
 - The talk centres on a contextualised topic with reference to justice and equity, poverty or environmental problems in a particular country/region/city, or



examples of best practices in environmental justice and/or equitable development, problem solving with a visible difference in communities.

- Discussion: Case studies on Circular Economy models and integration of Sustainable Development Goals in business strategies in the European Union (EU) and countries of Latin America and the Caribbean (LAC)
 - Students may compare and contrast the cases in the given material with that of their own country / region.
- Watch documentaries or short films: Sustainability
 - Students will watch documentaries or short films on the topic of sustainability to gain a deeper understanding.
- Group task: Sustainability – Analysis and discussion
 - In a group of 3 to 4 people, students are to collect data and relevant information from reports on the topic such as sustainable cities, poverty and inequality, environmental issues.
 - Students are to identify a major environmental problem at global, national and local scale and then identify a range of measures to promote sustainability both in their own lifestyles and in the broader community.
 - Then, students should analyse the results together and discuss possible solutions.

Resources

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 3.

1. What do we mean by equity with social justice?
2. How can we promote equity and social and environmental justice?
3. Can we fight poverty and inequality while protecting the environment?
4. What is the role of data in social justice, environmental preservation, economic growth and sustainability?



5. What is circular economy and how does it relate to environmental preservation?
6. How do social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy relate to the SDGs?
7. What is the role of public communication in raising awareness of sustainability?
8. What is sustainability narrative?
9. How do we create narratives that work?



Unit 4: Social Justice and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain social justice concepts.
2. Assess data from one's own country.
3. Identify hate speech in the media and other narratives of exclusion.
4. Examine the interference of different roles in public communication (journalists, activists, politicians, audiences).

Overview of Topics

This unit explicates the concept of social justice and its application. Aside from that, it also touches upon issues related to social justice. The role of activism in social development is also underscored in this unit. Students will learn to identify hate speech in the media and other narratives of exclusion, and scrutinise its prevalence. Additionally, the unit features topics like the concept of citizen journalism as an essential part of the participatory web and social media platforms, and inequality of access to media and digital literacy. It also looks into anti-discrimination campaigns and activities promoting human rights and social justice.

The key topics covered in Unit 4 are as follows:

- Social work practice
- Concept of social justice and its application
- The role of activism in social development
- Hate speech on social media and its pervasiveness
- Concept of citizen journalism
- Inequality of access to media and digital literacy
- Activities related to anti-discrimination, human rights and social justice

Activities/Tasks

In addition to the teaching sessions for Unit 4, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Brainstorming: Social justice



- Students are asked to draw a chart / diagram in which they represent SDGs which are explicitly related to the social area.
- Students are urged to examine how they interconnect with the others in the economic and environmental area.
- Quiz: Social justice
 - Students are required to take a quiz about social justice.
- Guest speaker(s): Social justice
 - The talk will either be a live video or a pre-recorded one uploaded to the learning platform.
 - The talk outlines social justice in a particular country/region/city.
 - The role of activism in social development will also be discussed.
 - In addition, examples of good practices in NGOs will be presented.
 - Students may propose in advance to the expert guest to bring for debate a case study, perhaps an example of an awareness campaign from the NGO they represent.
- Group task: Inequality of access to media and digital literacy
 - Students will be divided into teams.
 - Each team will retrieve global and local reports from the last two years of a particular region to extract relevant data on access to media and communication technologies, and present them briefly.
 - The purpose of this exercise is to analyse comparatively the situation of access to the media by region; to observe the differences, and; to correlate them with the socio-political situation in the countries of that region.

Resources

The following is a list of references for Unit 4:

Broome, B. J., Anastasiou, H., Hajipavlou, M., & Kanol, B. (2012). Opening communication pathways in protracted conflict: From tragedy to dialogue in Cyprus. In L. R. Frey & K. M. Carragee (Eds.), *Communication activism: Vol. 3. Struggling for social justice amidst difference* (pp. 69–104). Hampton Press.



- Broome, B., Carey, C., De La Garza, S. A., Martin, J. N., Morris, R. (2005). "In the thick of things": A dialogue about the activist turn in intercultural communication. In W. J. Starosta, G.-M. Chen, (Eds.), *Taking stock in intercultural communication: Where to now? International and Intercultural Communication Annual*, Vol. 28 (pp. 145-175). National Communication Association.
- Conquergood, D. (1995). Between rigor and relevance: Rethinking applied communication. In K. N. Cissna (Ed.), *Applied communication in the 21st century* (pp. 79–96). Lawrence Erlbaum.
- Frey, L. R., Russell, V., & German, J. (2021). Communication activism for social justice research. In H. D. O'Hair & M. J. O'Hair (Eds.), *The handbook of applied communication research* (pp. 731–746). Wiley.
<https://doi.org/10.1002/9781119399926.ch40>
- Hootsuite & we are social. (2022). *Digital-2022-Global-Overview-Report.pdf*. Hootsuite. Retrieved June 12, 2022, from <https://hootsuite.widen.net/s/gqprmtzq6g/digital-2022-global-overview-report>
- McLaughlin, M. (2022, April 20). *BRAC USA / World day of social justice quiz: Test your knowledge*. BRAC USA. Retrieved June 12, 2022, from <https://bracusa.org/world-day-of-social-justice-quiz-test-your-knowledge/>
- Rawls, J. (2001). *Justice as fairness: A restatement* (E. Kelly I., Ed.; 2nd ed.). Belknap Press: An Imprint of Harvard University Press.
- Reisch, M., & Garvin, C. D. (2016). *Social work and social justice: Concepts, challenges, and strategies* (1st ed.). Oxford University Press.

Study Questions

Consider the following questions, as you go through the learning materials for Unit 4.

1. What do we mean by social justice?
2. How is the concept of social justice represented in your country?
3. What is the role of public communication in promoting social justice?
4. How can we identify the different narratives of exclusion from public discourse?
5. What is the role of activism for social justice?



Unit 5: Environment and Sustainability

Learning Outcomes

At the end of this unit, students should be able to:

1. Explain the global and local environmental issues.
2. Identify relevant, scientifically reliable sources for documenting materials related to climate and environmental change
3. Compare the roles and voices in media and public communication on environmental issues.

Overview of Topics

This unit calls attention to global and local environmental issues. It also talks about the impact of environmental issues on the lives of people and communities. Students will be presented the opportunity to reflect on the consequences of unsustainable economics on the environment. Moreover, this prompts the discussion of the existence of any legislative regulations and measures to protect the environment. The unit also examines the role of environmental journalism as well as its objectives. Topics about environmental journalism are also reviewed here.

The key topics covered in Unit 5 are as follows:

- Global and local environmental issues
- Impact of environmental issues on the lives of people and communities
- Effects of unsustainable economics on the environment
- Examples of environmental protection
- The role of environmental journalism and its objectives
- Environmental journalism topics

Activities/Tasks

In addition to the teaching sessions for Unit 5, the instructor will assign several practical activities and tasks for you to explore the content further, including:

- Guest speaker(s): Climate change and health
 - The talk will either be a live or pre-recorded video that will be uploaded to the learning platform.
 - The speaker will stress on the topic of climate change impact on our health.



- They will also delve into the matter of institutional, corporate and human policies and responsibilities for this major issue.
- Students are encouraged to probe the guest for specific information.
- The idea of a holistic approach to sustainable development with an emphasis on the impact of unsustainable economic activities on the environment and communities will be underlined.
- Group task: Environment
 - Students will be divided into two large groups: one for environmental communicators (e.g. activists and NGOs) and another for environmental journalists.
 - Students should think about an important environmental topic in their country (e.g. air pollution, plastics and water waste, deforestation, etc.).
 - Each group are to propose an approach to the subject from either the perspective of the role of communicator and activist, or that of a journalist.
 - Each group should explore the following:
 - What strategies are employed for media coverage on the selected topic and which channels are used?
 - What kind of sources whether common or different are used to document the selected topic?
 - How do these two roles intersect?
 - The aim of this exercise is for students to understand the different roles and the diversity of voices in the media on the matter of environmental protection.
- Case study and Debate (BBC Earth): Sustainable global and local development
 - Students should take note and present pertinent and critical observations regarding prevalent topics, angles of approach, media products, such as podcast, etc.

Resources

The following is a list of references for Unit 5:

Beyond Bylines Team. (2021, April 6). *These 11 environmental news sites are bringing urgency and innovation to stories on climate change*. Beyond Bylines. Retrieved June 13, 2022, from <https://mediablog.prnewswire.com/2018/04/12/top-environmental-news-sites/>



- Dasgupta, P. (2021). *The economics of biodiversity: The Dasgupta review - Abridged version*. HM Treasury.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957292/Dasgupta_Review_-_Abridged_Version.pdf
- FAO. (2019). *The state of the world's biodiversity for food and agriculture*. In J. Bélanger & D. Pilling (Eds.). FAO Commission on Genetic Resources for Food and Agriculture Assessments. <https://www.fao.org/3/CA3129EN/CA3129EN.pdf>
- Living Sustainably. (2022a). *Sustainability - Critical developments*. Sustainability-Yes. Retrieved June 12, 2022, from <https://www.sustainability-yes.ch/living-sustainably-chapter-5/>
- Living Sustainably. (2022b). *Sustainability - Our dilemma*. Sustainability-Yes. Retrieved June 13, 2022, from <https://www.sustainability-yes.ch/en/>
- Meisner, M. (2022, June 6). *Environmental communication: What it is and why it matters*. The IECA. Retrieved June 13, 2022, from <https://www.theieca.org/resources/environmental-communication-what-it-and-why-it-matters>
- Parrique T., Barth J., Briens F., C. Kerschner, Kraus-Polk A., Kuokkanen A., & Spangenberg J. H. (2019). *Decoupling debunked: Evidence and arguments against green growth as a sole strategy for sustainability*. European Environmental Bureau. <https://eeb.org/wp-content/uploads/2019/07/Decoupling-Debunked.pdf>
- Stockholm Resilience Centre. (n.d.). *The nine planetary boundaries*. Retrieved June 13, 2022, from <https://www.stockholmresilience.org/research/planetary-boundaries/the-nine-planetary-boundaries.html>
- Zurich. (2020, January 15). *The global risks report 2020: Polarization and economic stagnation in 2020 will worsen climate crisis*. Retrieved June 12, 2022, from <https://www.zurich.com/en/knowledge/topics/global-risks/the-global-risks-report-2020>



Study Questions

Consider the following questions, as you go through the learning materials for Unit 5.

1. What are the main global environmental issues from the perspective of scientists?
2. How does climate change impact our lives? How about its impact at the regional and local level?
3. What is the role of activism and journalism for the protection of the environment and biodiversity?
4. Why should journalists cover environmental issues ethically and professionally?



Unit 6: Equitable (E=E+S+E) Decision-Making: Global Ethics and Journalistic Ethics

Learning Outcomes

At the end of this unit, students should be able to:

1. Describe ethical concepts for sustainable development.
2. Assess ethical issues in sustainable development.
3. Develop critical thinking, argumentation and public speaking skills.

Overview of Topics

This unit begins with an explanation of the principles and values of global ethics. Thereafter, students will study the differences between equity and equality and the relationship of these two concepts. Additionally, this unit looks at ethical economics and the reasons why it is necessary. Following that, students will gain knowledge of media ethics and its importance. The topic of journalistic ethics and its principles as well as its necessity will be explored.

The key topics covered in Unit 6 are as follows:

- Principles and values of global ethics
- The differences between equity and equality
- The relationship between equity and equality
- Ethical economics and why we need it
- Media ethics and its significance
- Journalistic ethics, its principles and its necessity
- The correlation of global ethics of sustainable development with media and journalistic ethics

Activities/Tasks

In addition to the teaching sessions for Unit 6, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Quiz: Do You Know about Media Ethics and Law?
 - o To end the class for the day, students will partake in an online quiz on the topic of journalistic ethics and standards.



- Debate: Is there a need for a global perspective on media and journalistic ethics?
 - Topic of debate: “... *journalism with a global perspective is needed to help citizens understand the daunting global problems of poverty, environmental degradation, technological inequalities, and political instability.*” Do you agree or disagree? Why is that so?
 - Students will argue for and against the idea of having a global media ethics.
 - Students will be split into two groups. The board will also be divided into two columns to gather arguments for and against this possibility.
 - Students are given 15 to 20 minutes to conduct online research.
 - An hour is allotted for the debate.
 - Students should express their opinions freely while supporting them with logical, critical and factual arguments as well as providing relevant examples.
- Discussion: Ethical issues
 - Students are to identify ethical issues in the media that are related to sustainable development, for instance, poverty, migration, inequality, environmental problems, etc., at the local, national or international level.

Resources

The following is a list of references for Unit 6:

Beyond Bylines Team. (2021, April 6). *These 11 environmental news sites are bringing urgency and innovation to stories on climate change.* Beyond Bylines. Retrieved June 13, 2022, from <https://mediablog.prnewswire.com/2018/04/12/top-environmental-news-sites/>

Charlie Hebdo shooting. (2022, June 9). In *Wikipedia*. https://en.wikipedia.org/wiki/Charlie_Hebdo_shooting

Gmcleod. (2022, March 22). *Quiz: Do you know about media ethics and law?* ProProfs. Retrieved June 13, 2022, from <https://www.proprofs.com/quiz-school/story.php?title=chapter-2-media-ethics--law>

International Federation of Journalists. (2019). *Global charter of ethics for journalists.* IFJ. Retrieved June 13, 2022, from <https://www.ifj.org/who/rules-and-policy/global-charter-of-ethics-for-journalists.html>

- Kolstad C., Urama, K., Broome, J. , Bruvoll, A., Cariño Olvera, M., Fullerton, D., Gollier, C., Hanemann, W. M., Hassan, R., Jotzo, F., Khan, M. R., Meyer, L., & Mundaca, L. (2014). Social, economic and ethical concepts and methods. In Edenhofer, O., R. Pichs-Madruga, Y. Sokona, E. Farahani, S. Kadner, K. Seyboth, A. Adler, I. Baum, S. Brunner, P. Eickemeier, B. Kriemann, J. Savolainen, S. Schlömer, C. von Stechow, T. Zwickel and J.C. Minx (Eds.), *Climate change 2014: Mitigation of climate change. Contribution of working group iii to the fifth assessment report of the intergovernmental panel on climate change*. Cambridge University Press. https://www.ipcc.ch/site/assets/uploads/2018/02/ipcc_wg3_ar5_chapter3.pdf
- Lauricella, S. (2021, March 24). *Does the photo fit the news?* Media Ethics Initiative. Retrieved June 13, 2022, from <https://mediaethicsinitiative.org/2018/12/11/does-the-photo-fit-the-news/>
- Media Ethics Initiative. (2020, October 19). *Journalism ethics case studies*. Retrieved June 13, 2022, from <https://mediaethicsinitiative.org/journalism-ethics-case-studies/>
- Society of Professional Journalists. (2014, September 6). *SPJ code of ethics - Society of professional journalists*. SPJ.ORG. Retrieved June 13, 2022, from <https://www.spj.org/ethicscode.asp>
- Soken-Huberty, E. (2022, April 6). *Human rights ethics*. Human Rights Careers. Retrieved June 13, 2022, from <https://www.humanrightscareers.com/issues/human-rights-ethics/>
- South Africa National Editors' Forum (SANEF). (2021). *Media sustainability and access to public interest journalism: Strategies and considerations*. SANEF. <https://kq.freepressunlimited.org/wp-content/uploads/2021/10/SANEF-Media-Sustainability-Report-FINAL-V2-1.pdf>
- UNESCO. (2019, March 13). *Why independent media matter for the SDGs*. Retrieved June 13, 2022, from <https://en.unesco.org/news/why-independent-media-matter-sdgs>
- Ward, S. J. A. (n.d.). *Global media ethics*. Center for Journalism Ethics. Retrieved June 13, 2022, from <https://ethics.journalism.wisc.edu/resources/global-media-ethics/>
- Warner, K. (2009, May 1). *A short course in environmental ethics: Introduction*. Markkula Center for Applied Ethics. Retrieved June 13, 2022, from <https://www.scu.edu/environmental-ethics/short-course-in-environmental-ethics/>



Zurich. (2020, January 15). *The global risks report 2020: Polarization and economic stagnation in 2020 will worsen climate crisis*. Retrieved June 12, 2022, from <https://www.zurich.com/en/knowledge/topics/global-risks/the-global-risks-report-2020>

Video:

Society of Professional Journalists. (2020, April 24). *SPJ #Press4Education: Media ethics* [Video]. YouTube. <https://www.youtube.com/watch?v=JUuUBYGI58k>

Study Questions

Consider the following questions, as you go through the learning materials for Unit 6.

1. Which are the principles and values of global ethics from a human rights perspective?
2. How are the concepts of equity and equality connected to each other?
3. What is an ethical approach to economics and why we need it?
4. What do we mean by media ethics and journalistic ethics?
5. How do we correlate the global ethics of sustainable development with media and journalistic ethics?

Module Assessment

Please add (Input from NUBB).



Module 3

Journalism and Narrative Techniques of Digital Information

**Study Materials
(Online Course)**





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How to study the materials

This module is divided into six units, each corresponding to **three (3)** contact teaching hours. This study guide provides an overview of all units, each containing a short description of the content, learning objectives, activities and tasks, as well as study questions, to help you prepare for the module. Important resources including reading materials, relevant videos and links are also provided.

You should read the learning objectives carefully before and after studying the material, as these guide you through the key concepts of each unit. The activities or tasks assigned during classes are included to assist you with your learning. However, in order to fully benefit from the module, you are encouraged to engage with all the additional resources presented in each unit on your own.

This online course requires more self-directed learning and more resources for this can be found on the Sustainable Development Goals in Journalism Reporting (SDGsJR) platform [**URL**](#).



Module Three: Journalism and Narrative Techniques of Digital Information

Introduction

According to the American Press Institute (2017), journalism encompasses the activity and the product of gathering, assessing, creating, and presenting news and information. The purpose of journalism is to afford citizens with the information they require to make optimal decisions about their lives, communities, societies and governments. Kovach and Rosenstiel (2021) have detailed the elements of journalism. Among them are obligation to the truth, loyalty to citizens, discipline of verification, maintenance of independence, keeping the news comprehensive and proportional, etc.

Pavlik (2000) had anticipated that the changes in technology would influence how journalists do their work and the content of news. It is believed that new media like the Internet and other digital technologies would transform journalism. As one may observe in these past two decades, the role and status of journalism have indeed changed with the advancement of digital technology. There is a shift in the consumption of news media from traditional channels (print media, radio and television) to online platforms. Based on Ofcom's research (2022), nine in ten of United Kingdom's young audiences between the ages of 16 and 24 follow news stories online. Even though the television remains the most-used platform among UK adults for news (79%), the online platform comes in as a rather close second place with 73%. As a result, the narrative technique in journalistic works has evolved. To package a news story and to immerse the audience, journalists would incorporate a combination of text, image, video, audio and graphic animation. This will in turn create a multimedia story.

Even with the changes in the age of digital information, journalistic ethics is still a crucial matter. Hence, this module will discuss ethical issues in professional journalism as well as media responsibility and regulation. Students will also get to understand the different types of journalism by taking a closer look at the diversity and plurality of journalism, for example, quality journalism in contrast to yellow or tabloid journalism, and professional journalism as opposed to citizen journalism. In addition, this module explores multimedia and investigative journalism. As social media plays a rather vital role, students will examine the opportunities and challenges presented by social media in journalism.



Aside from that, this unit intends to boost the research and documentation skills of students. Students will get the opportunity to participate in hands-on activities such as creating their own piece of work through different forms of journalism. To help with these kinds of activities, students will learn various skills including how to write, compose and structure their news story, multimedia story and/or podcast. Students will gain knowledge of weaving a cohesive and an engaging narrative while working with different genres of journalism.

Besides that, one of the topics which is highlighted in this module is learning to grasp the concepts of disinformation, misinformation, mal-information and fake news, and the effective strategies to counter their rise.

Throughout this module, student will constantly be reminded of good and responsible practices in journalism. Most topics, activities and tasks will correlate journalism with sustainability.

The module is divided into six (6) units:

Unit 1: Journalism Regulatory Standards and Media Standards

Unit 2: Types of Journalism Relating to the SDGs

Unit 3: Specialised Documentation Tracking and Data Verification

Unit 4: Investigative Journalism, Quality Journalism and Data Journalism

Unit 5: Digital Narratives, New Information and Dissemination Support

Unit 6: Writing, Composition and Dissemination Techniques for the SDGs

References

American Press Institute. (2017a, July 18). *What is journalism? definition and meaning of the craft*. American Press Institute. Retrieved June 8, 2022, from <https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/>

American Press Institute. (2017b, July 18). *What is the purpose of journalism?* Retrieved June 8, 2022, from <https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/purpose-journalism/>



Kovach, B., & Rosenstiel, T. (2021). *The Elements of Journalism, Revised and Updated 4th Edition: What Newspeople Should Know and the Public Should Expect (2021)* (4th ed.). Crown.

News consumption in the UK. (2022, February 21). Ofcom. Retrieved June 8, 2022, from <https://www.ofcom.org.uk/research-and-data/tv-radio-and-on-demand/news-media/news-consumption>

Pavlik, J. (2000). The Impact of Technology on Journalism. *Journalism Studies*, 1(2), 229–237. <https://doi.org/10.1080/14616700050028226>

Learning outcomes

After working through this module, you should be able to:

- Describe the plurality of journalism and responsible journalism.
- Interpret a wide range of quantitative and qualitative data sources.
- Develop investigative reporting techniques for sustainability issues.
- Apply new forms of digital narratives and digital technologies to storytelling.
- Apply journalistic skills in writing, composition and dissemination.



Unit 1: Journalism Regulatory Standards and Media Standards

Learning Outcomes

At the end of this unit, students should be able to:

1. Understand and apply journalistic ethics.
2. Assess ethical issues in professional journalism.
3. Interpret data, scientific studies and reports.

Overview of Topics

This unit puts the topic of journalistic ethics as the focal point. Students will obtain knowledge of the distinction and interferences between the legal and ethical dimensions of journalism. The topic of media pluralism, ethics and professional standards for journalists will be introduced to students. The concept of freedom of expression, its essential characteristics and restrictions to this right will be discussed. Students will also have the opportunity to explore the different types of journalism, for example, quality journalism vs. yellow or tabloid journalism, and professional journalism vs. citizen journalism. Students will also learn to distinguish between facts and opinions in journalism. Furthermore, the topic of media responsibility and regulation will be examined. Students will study the role of media observatories. Here, students will take a look at challenges such as fake news and digital dis/misinformation or the amplification of hate speech. Thus, fact-checking tips and tricks as well as other strategies to thwart the upsurge of digital dis / misinformation will be shared in this unit.

The key topics covered in Unit 1 are as follows:

- Media pluralism, ethics and professional standards for journalists
- Freedom of expression, essential characteristics of and restriction to freedom of expression
- Types of journalism
- Facts vs. opinions in journalism
- Media responsibility and regulation
- Challenges in the digital media ecosystem
- Effective strategies to counteract the rise of digital dis / misinformation.



Activities/Tasks

In addition to the teaching sessions for Unit 1, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Team exercise: Quality, autonomy and ethical standards of media outlets
 - Students are split into teams of four to do carry out desk research on their own devices.
 - Students have to identify some of the independent newsrooms in their country.
 - In order to identify and select them, students must consider these aspects:
 - The technical characteristics of the site such as functionality, update, menu, interactivity, links to social media, etc.
 - The content of the news site, for instance, theme, headlines, tone and style, angles of events, etc.
 - Transparency (editorial staff and financial resources) is an important detail in the analysis of journalistic sites.
 - The purpose of this seminar is for students to compare and understand the differences in quality, autonomy and ethical standards between the various media outlets in their country.
- Case studies and discussions: Media observatory
 - For the first 30 minutes, students will be given two case studies.
 - Students are then divided into two groups, and each group is given one case study.
 - Each group will examine the context, role, necessity and conclusions related to countering misinformation, disinformation, etc.
 - For the next 50 minutes, students will present the main working group comments for each of the two case studies.
 - For the subsequent 20 minutes, students will discuss the presence of media observatories (or lack thereof) in their country.
 - If media observatories exist in their country, students should review if they are functional and helpful for journalists and citizens?
- ~~Autonomous learning~~
 - ~~Students are recommended to continue to study additional valuable resources about journalism standards and principles:~~



Noorlander, Peter. 2021. UNESCO guide for amicus curiae interventions in freedom of expression cases Journalism is a public good: World trends in freedom of expression and media development; Global report 2021/2022
Gene Foreman, Daniel R. Biddle, Emilie Lounsberry, Richard G. Jones. 2022. The Ethical Journalist: Making Responsible Decisions in the Digital Age. Wiley-Blackwell. 3rd edition. Lawrie Zion, David Craig (Eds.). 2014. Ethics for Digital Journalists. Emerging Best Practices. Routledge.
<https://pulitzercenter.org/about/ethics-and-standards-policies>
<https://pulitzercenter.org/blog/pulitzer-center-joins-call-worldwide-freelance-protection-standards>
https://www.journaliststoolbox.org/2022/04/26/urban_legendsfact-checking/
UNDP's Engagement with the Media for Governance, Sustainable Development and Peace Teaching journalism for sustainable development: new syllabi The Associated Press Stylebook(s), 2019; 2020-2022 ed.

Resources

Suggested readings before class:

1. UNDESA World Social Report 2020: <https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/01/World-Social-Report-2020- FullReport.pdf>
2. Why are some countries richer than others?:
<https://www.bbc.co.uk/bitesize/guides/zxw2cwx/revision/4>
3. Leyshon (2021). Economic geography I: Uneven development, 'left behind places' and 'levelling up' in a time of crisis.
<https://journals.sagepub.com/doi/abs/10.1177/03091325211011684>
4. GDP vs GNI vs GNP <https://www.investopedia.com/terms/g/gross-national-income-gni.asp#toc-gdp-vs-gni-vs-gnp>

Introductory videos:

What is development: <https://world101.cfr.org/global-era-issues/development/what-development-links>

TedTalk-How economic inequality harms societies:

https://www.ted.com/talks/richard_wilkinson_how_economic_inequality_harms_societies

How do we measure poverty? Worldvision Australia:

<https://www.youtube.com/watch?v=w5wORaWcWPY>

Links:

Gapminder.org: <https://www.gapminder.org/>



Study Questions

Consider the following questions, as you go through the learning materials for Unit 1.

1. What does plural journalism mean?
2. How can we map it globally, nationally, or locally?
3. How do we define different types of journalism and how do they relate to professional ethics?
4. What does the media landscape look like in your country?
5. What are media observatories and what is their role?



Unit 2: Types of Journalism Relating to the SDGs

Learning Outcomes

At the end of this unit, should be able to:

1. Explain the diversity and plurality of journalism.
2. Describe new trends and visions regarding the responsible practice of journalism in the digital age.
3. Correlate journalism with sustainability.
4. Identify and counteract digital misinformation.

Overview of Topics

This unit reviews the professional journalistic landscape via the types of journalism based on several criteria - media channel, field of specialisation, degree of autonomy, institutional editorial model, specifics of documentation and editorial work, and degree of coverage. Besides that, students will take a look at the link between journalism and SDGs through development journalism, sustainable journalism and solution or constructive journalism. Students will explore the meaning of sustainable journalism. Aside from that, the topic of good practice in journalism will be discussed. The unit also explains the interference between professional journalism and social media. Not only will students learn about the opportunities of social networks in journalism, they will also examine the threats of social networks. With that, students will look at the challenges of social media in professional journalism. Students will also debate about the role of social media in sustainable development.

The key topics covered in Unit 2 are as follows:

- The professional journalistic landscape
- The link between journalism and SDGs
- Good practices in journalism and fact-checking
- The interference between professional journalism and social media
- Challenges of social media in professional journalism
- The role of social media in sustainable development



Activities/Tasks

In addition to the teaching sessions for Unit 2, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Guest speaker: Investigative journalism and sustainability
 - A talk about the challenges, risks and successes of journalistic investigations.
 - The theme and examples revolves around the field of sustainable development (e.g. corruption, illegal deforestation, the impact of businesses on the environment, etc.).
 - Students are urged to ask specific and clarifying questions.
- Fact-checking exercises
 - Students are to identify sites and media content in their country that are known to provide misinformation.
 - Students should take note of what these sites and media have in common.
 - Students ought to consider how deep fakes can be detected.
 - Students may work together to find the best and fastest methods and tips for spotting fake news.
- Autonomous learning
 - Students may explore more resources on journalism, its' practices and sustainability for individual study.



Resources

Suggested readings before class:

1. Title: link
2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for Unit 2.

1. What are the trends in current journalism connected to sustainable development and the human rights paradigm?
2. What is constructive journalism and how does it fit into journalistic practices?
3. What does investigative journalism entail?
4. How is journalism evolving under the impact of social media?
5. What is the role of professional journalists in counteracting digital misinformation?



Unit 3: Specialised Documentation Tracking and Data Verification

Learning Outcomes

At the end of this unit, students should be able to:

1. Interpret data, figures, statistics, expert sources, online resources, etc.
2. Construct appropriate questions to get relevant answers.
3. Development research and documentation skills.
4. Compose professionally (in terms of journalism).

Overview of Topics

This unit begins by introducing the main journalistic genres by reviewing the main journalistic formats, and underlining the differences between the genres of information and the genres of opinion. Following that, students will study the most used genre of information journalism, news. Students will consider matters like sources and resources in news reporting, documentation and the use of sources and data and news credibility. Also, this unit will look into news reporting structure and the basics of news writing.

The key topics covered in Unit 3 are as follows:

- Sources and resources in news reporting
- Documentation and the use of sources and data
- News credibility
- News reporting structure
- The ground rules of news writing

Activities/Tasks

In addition to the teaching sessions for Unit 3, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Exercise: Writing Practice
 - Students will practise writing SDGs news.
 - Things to consider in this writing practice:
 - Choice of topic: Is it of interest to your audience? Is it current? Does it bring useful information to your audience? What is the best coverage perspective?



- Facts vs. opinions / statements: Which are facts, and which are opinions or statements? How to convert facts into relevant information? How to state information as accurately, neutrally and impartially as possible, and what it is about? What words to choose? How to structure the text using the inverted pyramid?
 - Title and clickbait: What is the best title? How do I avoid clickbait?
 - Expert and authoritative opinion: Who can speak expertly / officially / authoritatively on the subject? How do I get the statement I need? How to use quotations?
 - News illustration: How do I illustrate the news? What and which photos, videos, infographics, and/or animations to use? Which image is complementary to the text and best suited for the content? How to use images ethically?
 - Links: How and where do I place links with adjacent information for valuable in-depth reading? How to provide readers with evidence?
 - Lead and text: How do I build the lead? What about the other paragraphs? How do I get a clear, concise and accurate text?
- Autonomous learning
 - Students may look over the bibliography, and identify other scientific resources, guides, textbooks, multimedia materials that deal with journalism education.
 - UNDP's Engagement with the Media for Governance, Sustainable Development and Peace
 - Teaching journalism for sustainable development: new syllabi
 - Safety guide for journalists. A handbook for reporters in high-risk environments
 - UNESCO: Model Curricula for Journalism Education
 - Gavin Allen. 2021. Writing for Journalists. 4 New edition, Taylor & Francis Ltd
 - Jennie Dear and Faron Scott. 2014. The Responsible Journalist. An Introduction to News Reporting and Writing. Oxford.





Resources

Suggested readings before class:

1. Title: link
2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for **Unit 3**.

1. What does documentation in information journalism mean?
2. What are the main sources and resources for news journalists?
3. What's the news?
4. How to build a news story?
5. How do we correlate information journalism with the sustainable development and implementation of the SDGs in your country?



Unit 4: Investigative Journalism, Quality Journalism and Data Journalism

Learning Outcomes

At the end of this unit, students should be able to:

1. Identify stories and formulate a hypothesis for a thorough investigation.
2. Create full, in-depth stories.
3. Use credible sources (research a specific topic in official public records).
4. Develop interviewing techniques and investigative reporting techniques.
5. Develop inquiry and interpretative skills.
6. Explain how local stories connect to global issues by using user-generated content and open source information in investigations.

Overview of Topics

This unit attempts to define the terms of investigative journalism and investigative reporting. Students will be introduced to the basic principles of investigative reporting - news values, obtaining, checking and putting facts together; working with evidence; working with and protecting sources, and; working with the law. Also, students will acquire knowledge of documentation standards in journalism. Students will be exposed to ways to use data and collaborate locally and across the borders. Hence, particular tools, software, techniques and open sources will be introduced to students to document and interpret their data. In addition, students will learn to discern the differences between disinformation, misinformation, mal-information and fake news while considering the ethics and professional standards for quality journalism.

The key topics covered in Unit 4 are as follows:

- The definition of investigative journalism and investigative reporting
- The basic principles of investigative reporting
- Documentation standards in journalism
- Tools, software, techniques and open sources for documentation and interpretation of data
- The differences between disinformation, misinformation, mal-information and fake news



Activities/Tasks

In addition to the teaching sessions for Unit 4, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Brainstorming: The concept of investigative journalism
 - Students will write down keywords on the flipchart, for example:
 - What or who would they want to investigate?
 - The purpose of their investigation, for example, is to expose criminal or illegal activities, human rights violation, ecological disasters, and many other important social issues.
 - How do they go about the investigation?
 - The purpose of this activity is to understand the crux of investigative journalism, which is to uncover matters which are concealed either intentionally or inadvertently, and to evaluate and disclose all the pertinent facts to the public (Kārklīš, 2011).

Kārklīš, J. (2011). Cover endorsement. In Hunter, M. L. (Ed.), *Story-based inquiry: A manual for investigative journalists*. UNESCO.

- Presentation: Investigative Journalism
 - Students should be prepared to discuss current issues, especially those with local impact.
 - Students will be asked to develop a story idea for their project; find and cultivate sources for their story; pitch and defend their idea in front of the class, and; present how they intend to write the story in a compelling manner.
 - Prior to the presentation, students are required to read national and local newspapers focusing on local issues, as well as investigative pieces that are published in their local and national newspapers.
 - Students are obliged to go online to obtain information for their stories; create a database and present how they can build an investigation on their chosen topic and interview people.
 - It is important is for students to learn how to form a hypothesis, to ask questions, and plan the right steps to create an investigative piece.
 - Students should be able to define the topic of their investigation and their hypothesis as well as to explain its social significance to their fellow coursemates.



OR

- ~~Guest speaker: Best practices in investigative journalism~~
 - ~~A professional journalist will be invited as a guest speaker to provide examples of best practices in (local) investigative journalism.~~
- ~~Case studies: Fact checking~~
 - ~~Students will be shown how to check a piece of information, a photo, etc.~~
 - ~~Also, students will take a look at how to debunk false stories using online and free resources.~~
- Games and quiz: Fake news and disinformation
 - Students will be tested in evaluating and recognising fake news and disinformation.
- ~~Guest speaker: Industry insights~~
 - ~~A journalists, fact-checker, mining specialist and SMM specialist will be invited to explain how they collaborate in addition to sharing industry insights.~~
 - ~~The goal is to explicate how they enhance communication skills as well as exchange knowledge and experience on how to take their findings and put them together for a story.~~
 - ~~This shall provide answers as to what kind of stories can be created using data.~~

OR

- ~~Data verification exercises~~
 - ~~Students will complete some data verification exercises from Media and Information Literacy for Journalists.~~
- ~~Workshop: Documentation and journalistic verification in the digital world~~
 - ~~Invited journalists/media experts will conduct a 3-hour workshop on advanced search of information.~~
 - ~~The focus is on necessary abilities and tools to analyse reports, identifying networks, tracking information on different media (including social media such as Facebook, Twitter, etc.), and how to use *crowdtangle*, *ad library*, and other open sources.~~
 - ~~The purpose of this activity is to help students create a story using maps, charts and graphs, and data by utilising free tools.~~



○ Additionally, this facilitates understanding of the importance of collaboration between journalists and coders and tech specialists.

● Autonomous learning

○ Students may go through the bibliography, and identify other scientific resources, guides, textbooks, multimedia materials that address the issue of investigative journalism, data journalism and quality journalism.

Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for Unit 4.

1. What is investigative journalism?
2. What makes a story worth following?
3. What Data Journalism and Computer Assisted Reporting is?
4. Why journalists use data and CAR and how media professionals can improve the quality of their work?



Unit 5: Digital Narratives, New Information and Dissemination Support

Learning Outcomes

At the end of this unit, students should be able to:

1. Develop a critical understanding of digital narratives and digital technologies.
2. Explain how new media have changed both the process of news production and dissemination and the relationship between journalists and audience.
3. Apply new forms and functions of storytelling.
4. Produce distinctive audio-visual pieces.

Overview of Topics

This unit focuses on changes in news with the emergence of social media. Social media is thought to not replace journalism. Rather, it adds another layer to it. With the desire for real time updates and stories reaching a broader audience, new ways of collecting information and using it for news stories and new tools for better reporting have come about. Therefore, we see the development of digital storytelling. Students will get to observe how multiple story angles are accommodated on various platforms, and how journalism is being re-constructed in an entirely new setting. Students will pick up on what a multimedia story is – a presentation of a narrative that is nonlinear and dynamic. This unit allows students to explore some of the many new forms of content creation and narrative practices that have appeared because of this technological and cultural change, and encourages students to engage with these forms critically and creatively. Additionally, this unit analyses political and corporate discourse in the digital space, and studies their impact. Students also scrutinise the digital narratives of citizen journalism and advocacy journalism. This will permit students to comprehend how narratives are constructed to garner support.

The key topics covered in **Unit 5** are as follows:

- The emergence of new media, the use of social media in journalism today
- The meaning of digital storytelling
- Understanding what a multimedia story is
- Narrative construction for support in political communication, corporate narratives, citizen journalism and advocacy journalism in the digital sphere
- Developing skills in news reporting using digital format and tools



Activities/Tasks

In addition to the teaching sessions for **Unit 5**, your instructor will assign several practical activities and tasks for you to explore the content further, including:

- Game: The Fortunately – Unfortunately Game
 - Students will be seated in a circle.
 - One person thinks of the first sentence of a story to briefly set the scene.
 - Then, the next person in the circle should continue the story, starting their sentence with “*Unfortunately, ...*”.
 - The person after them continues with “*Fortunately...*”.
 - Students shall alternate between “*fortunately*” and “*unfortunately*” until the story ends.
- Game: Zoom In and Zoom Out
 - Students are paired up.
 - The first student starts narrating a story. Prompts will be prepared if students are unsure of where to begin.
 - The second student should occasionally tell the first student to “*zoom in*” or “*zoom out*”.
 - When students are asked to “*zoom in*”, their focus should be on describing details, while “*zooming out*”, reduces the level of detail and focuses on the main plot.
- Brainstorming: The role of storytelling within communities
 - Students have to brainstorm ideas about the role of storytelling within communities.
 - Next, students should consider the following questions:
 - People tell stories from ages, what has changed now?
 - Why is it important to change the way we tell our stories in an age of noise and challenges brought about by the Internet?
 - Therefore, when communication and interactions have changed, does the concept of stories change too?
- Group task: Methods of engaging the audience



- Students will form small groups.
- After choosing one traditional and online media, students will compare and contrast the way in which they engage with the audience, for instance, how they gather information and how they disseminate information, etc.
- Individual task: Create a cover story
 - Students are asked to find a relevant issue they would like to cover as a story.
 - After that, students may choose a way in which they would like to present it so that it leaves an impact.
 - Students should find a relevant angle, gather information on the topic, and structure it in a journalistic manner.
 - Subsequently, they should select the platform which they would like to use.
 - Students ought to consider the quality and substance of the message they would like to communicate, the structural features of their stories (non-linear, dynamic) and the features of the digital media environment (which are interactive and contextualised).
 - Students are expected to produce a blog entry, a social media series of posts and/or a YouTube video using their mobile devices to create an engaging and impactful story.
- ~~Group task: Think, Plan and Write~~
 - ~~Students must identify a number of social issues that have been under-covered by the mainstream media or completely absent and think of ways in which those cases could be addressed.~~
 - ~~In addition, students have to select a local issue that has been covered by the mainstream media and addressed by an NGO as well. Then, they will compare and contrast the differences in angles, perspectives, dissemination strategies, and analyse their impact. Students may ponder on other strategies that could have been employed to in elevate engagement with the public.~~
- ~~Workshop: Discussions and guest speaker~~
 - ~~Discussion~~
 - Pinpoint a local issue that has been covered by mainstream media and addressed by an NGO as well.



- Thereafter, compare and contrast the differences in angles, perspectives, dissemination strategy, and analyse the impact.
- Students may make an observation of the other types of strategies which could have been employed to increase the engagement with the public.
- Guest speaker
 - An invited guest speaker will talk about the strategies that can empower people and communities, and offer examples of best practices.
- Discussion: With guest journalists
 - In-depths discussions and practical activities with guest journalists with extensive hands-on broadcast experience will also held.
 - Students will be introduced to audio and video formats and tools used to report the news so that they may learn the theoretical and practical aspects of audio and video media.
 - Students will have the opportunity to learn about the different stages of audio and video production (i.e. pre-production, production and post-production).
 - These include storytelling techniques, best practices for interviews, recording quality audio, recording voice, transcribing audio clips, narration writing, intro and outro writing, and practising news gathering for broadcast.
 - The focal point should be on developing skills for radio and television news reporting and editing while training students how to use audio and video equipment.
- Discussion: What does writing for the ear imply?
 - Students are to distinguish the differences between print and broadcast writing, principles of news reporting, news writing techniques as well as the structure of news
 - Students will study the elements of audio and video storytelling; learn the basics of the form of a story, and how to develop their own narrative.
 - With the aid of short-form audio or video story to interest, students may learn how to work with visual elements, sound, and scriptwriting.
- Group task: Create an SDG story
 - Students will be divided into two groups.
 - The first group students will write a story for radio whereas the second group will do a piece for TV.



- For the radio piece, students should think of how to use words to create imagery in the audience's mind, and choose the right sounds and set up the desired atmosphere.
- As for the TV piece, the group should carefully choose images to complement the piece without being redundant.

● ~~Autonomous learning~~

- ~~Students may explore the bibliography and other scientific resources, guides, textbooks, multimedia materials that look into the topics of digital narratives and digital technologies and their best practices.~~

Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for **Unit 5**.

1. What is and what is not a multimedia story?
2. How to convey a narrative through multiple forms of media and social media such as: text, photography, audio, and video?
3. How to communicate data-rich stories? Introduce students to digital collections and archives, data analysis and visualisation, scripting, blogging, and online publishing.





Unit 6: Writing, Composition and Dissemination Techniques for the SDGs

Learning Outcomes

At the end of this unit, students should be able to:

1. Develop journalistic skills including writing, filming, editing, interviewing, communicating, negotiating, collaborating, teamwork and critical thinking.
2. Demonstrate strategic thinking in time-constrained situations.
3. Refine decision-making and coordination skills, and the strategic use of social media.

Overview of Topics

This unit focuses more on hands-on exercises. When writing, one has to know their audience. Furthermore, other matters also have to be taken into consideration, for instance, newsworthiness, public interest, topicality, proximity and usefulness. In the aspect of news writing, the language is recommended to be clear and precise. Students will examine the inverted pyramid structure and the six w's approach in journalistic writing. Students will also be familiarised with different approaches, style, tone, construction and writing and/or filming amongst different journalistic genres like news stories and features, interviews, creative writing and storytelling, podcasts and multimedia stories. Students will receive the opportunity to engage in different practical activities to study the techniques and processes of creating various types of journalistic work, good practices as well as tips and tricks.

The key topics covered in Unit 6 are as follows:

- Considerations for writing or creating different journalistic pieces
- Grasping the different approaches, style, tone, construction and writing and/or filming amongst different journalistic genres
- Hands-on activities to learn about the techniques and processes of creating various types of journalistic work
- Good practices as well as tips and tricks for works of varying journalistic genres

Activities/Tasks

In addition to the teaching sessions for Unit 6, your instructor will assign several practical activities and tasks for you to explore the content further, including:



- Quiz: The environment and sustainable development
 - Student will participate in a short quiz about the environment and sustainable development as a warm-up activity.
- Group task: Writing/reporting exercises – News story and feature
 - Students will simulate an editorial meeting for a news website (could be an independent student publication).
 - The exercise is to design and write a news story and a feature on the same topic.
 - Students are required to pick a topic related to SDGs for a news article in their campus or community.
 - Students are advised to research the subject using authorised, expert, scientific sources and data to acquire relevant information for their news story.
 - Students should take note of putting the topic into context.
 - Skills such as critical thinking and the ability to corroborate and correlate data to understand the problem they will be writing about are essential in this exercise.
 - Students have to work outside of the classroom to record, to interview, to film and to photograph in order to write and elaborate one news story and one feature on the same topic.
 - Students will learn how to illustrate their materials (e.g. photos, videos, infographics, etc.).
 - Finally, when the material is ready, students will work together to pick the most appropriate headline.
 - When writing a journalistic headline, students must keep in mind two important things:
 - Avoid clickbait. Don't mislead their audience with sensational, inappropriate or deceptive headlines).
 - Keep in mind the keywords one enters in the headline so that search engines and platforms will display the news or feature (enhance the visibility of one's news piece).
 - Then, students may decide on how to strategically use different social media platforms to make their journalistic work more recognised.



- Group task: Writing/reporting exercises - Documenting, conducting and editing interviews
 - Students will be split into different work teams.
 - Group members will discuss potential topics, approaches, and the implementation of plan together.
 - Topics should be related to the SDGs.
 - Each group should choose a form of journalism they consider the most appropriate.
 - The instructor will offer suggestions for documentation and construction of their piece.
 - The exercise will be conducted during **autonomous learning hours** due to time constraints.
 - Before embarking on the interview, each group should make sufficient preparations such as contacting their interviewee and obtaining consent for the interview.
 - The exercise requires certain considerations, for instance, the purpose of the interview, the audience of this piece, methods of interviewing, location of the interview (if it is face to face), the technique used, the role of each group member, aspects related to production and post-production.
 - Students are reminded to anticipate any institutional or personality difficulties related to the interviewee.
 - Students ought to keep in mind that a journalist leads the conversation and keeps the direction of the conversation.
 - Finally, each group should determine their strategy for utilising different platforms to make their journalistic work more visible.
- ~~Group task: Podcast~~
 - Students will create a podcast. The steps include pre-writing, scripting, editing and reflection.
 - Students need to include atmosphere, narration, intro and outro, sound bites and music.
 - There are a few matters to consider during preparation including the story's purpose, impact, engagement, content and evaluation.
 - Language and delivery is an important aspect.



- Thus, students are reminded to write short sentences as the ear cannot process complex sentences (i.e. one idea into one sentence).
- Keep a simple sentence structure: subject, verb, direct object, indirect object.
- Use simple (but not simplistic) language, as if you would tell something to a friend.
- Also, the rhythm should be carefully paced.
- Last, but not least, always read their script out loud, “biting” on every word to make sure that all consonants are audible (the voice needs to sound engaging and authoritative).
- Voice control exercises are recommended. Before recording the podcast, one should train their voice and pronunciation as enunciation, voice and the tone of the voice are important elements in audio pieces.
- Required equipment: computer, headphones, microphones, mobile devices, recording apps, editing programs like Adobe Audition or Audacity.
- As producing the podcast may require more than two hours and some field work (interviews, vox-pops, sound recording, etc.) students may carry out this task during autonomous learning.
- Individual task: Digital story
 - Students should prepare a digital story about a world that has more representation in an area of the group’s choice.
 - Students have to establish the focus of their story. As each goal has multiple targets, students need to determine the exact focus of their story.
 - Each student will choose an issue related to the chosen SDG and formulate a thesis or debatable statement about the issue.
 - Next, students need to research information about the issue, and then review and organise their materials.
 - It is also necessary to determine which research information supports their argument and which information contradicts it.
 - Students and the instructor will discuss digital narratives and tools that give the best voice to their stories on local sustainability issues.
 - Thenceforth, students are expected to pitch their stories to their fellow coursemates.



- With the guidance of the instructor, students will develop their ideas, write a plan, make an outline (script), create a storyboard, film and record.
- Students should consider where to publish and how to share their stories on social media, so their stories reach their target audiences.
- At the end, students will reflect on how they felt telling their story.

● ~~Autonomous learning~~

- Students may review the bibliography and other scientific resources, guides, textbooks, multimedia materials that deal with topics surrounding writing, composition and dissemination techniques for SDGs.

Resources

Suggested readings before class:

1. Title: link

2. Title: link

Introductory videos:

Title: link

Study Questions

Consider the following questions, as you go through the learning materials for **Unit 6.**

1. What does the step-by-step practice of making journalistic materials entail?
2. How do we build news and other journalistic genres with the help of technology?
3. How is the information obtained?
4. How do we connect journalistic practice with sustainable development?
5. How do we choose SDG topics that are relevant to our audience?
6. How do we determine the approach angle?

Module Assessment

Please add.



Module 3

Journalism and Narrative Techniques of Digital Information

**Study Materials
(Online Course)**



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How to study the materials

This module is divided into six units, each corresponding to **three (3)** contact teaching hours. This study guide provides an overview of all units, each containing a short description of the content, learning objectives, activities and tasks, as well as study questions, to help you prepare for the module. Important resources including reading materials, relevant videos and links are also provided.

You should read the learning objectives carefully before and after studying the material, as these guide you through the key concepts of each unit. The activities or tasks assigned during classes are included to assist you with your learning. However, in order to fully benefit from the module, you are encouraged to engage with all the additional resources presented in each unit on your own.

This online course requires more self-directed learning and more resources for this can be found on the Sustainable Development Goals in Journalism Reporting (SDGsJR) platform [URL](#).



Module Three: Journalism and Narrative Techniques of Digital Information

Introduction

According to the American Press Institute (2017), journalism encompasses the activity and the product of gathering, assessing, creating, and presenting news and information. The purpose of journalism is to afford citizens with the information they require to make optimal decisions about their lives, communities, societies and governments. Kovach and Rosenstiel (2021) have detailed the elements of journalism including obligation to the truth, loyalty to citizens, discipline of verification, maintenance of independence, and keeping the news comprehensive and proportional.

Pavlik (2000) had anticipated that the changes in technology would influence how journalists do their work and the content of news. It is believed that new media like the internet and other digital technologies would transform journalism. As one may observe in these past two decades, the role and status of journalism have indeed changed with the advancement of digital technology. There is a shift in the consumption of news media from traditional channels (print media, radio and television) to online platforms. Based on Ofcom's research (2022), nine in ten of United Kingdom's young audiences between the ages of 16 and 24 follow news stories online. Even though the television remains the most-used platform among UK adults for news (79%), the online platform comes in as a rather close second place with 73%. As a result, the narrative technique in journalistic works has evolved. To package a news story and to immerse the audience, journalists would incorporate a combination of text, image, video, audio and graphic animation. This will in turn create a multimedia story.

Even with the changes in the age of digital information, journalistic ethics is still a crucial matter. Hence, this module will discuss ethical issues in professional journalism as well as media responsibility and regulation. Students will also get to understand the different types of journalism by taking a closer look at the diversity and plurality of journalism, for example, quality journalism in contrast to yellow or tabloid journalism, and professional journalism as opposed to citizen journalism. In addition, this module explores multimedia and investigative journalism. As social media plays a rather vital role in today's information landscape, students will examine the opportunities and challenges presented by social media in journalism.



This unit also intends to boost the research and documentation skills of students. Students will get the opportunity to participate in hands-on activities such as creating their own piece of work through different forms of journalism. To help with these kinds of activities, students will learn various skills including how to write, compose and structure their news story, multimedia story and/or podcast. Students will gain knowledge of weaving a cohesive and an engaging narrative while working with different genres of journalism. Besides that, one of the topics which is highlighted in this module is learning to grasp the concepts of disinformation, misinformation, mal-information and fake news, and the effective strategies to counter their rise.

Throughout this module, student will constantly be reminded of good and responsible practices in journalism. Most topics, activities and tasks will correlate journalism with sustainability.

The module is divided into six (6) units:

Unit 1: Journalism Regulatory Standards and Media Standards

Unit 2: Types of Journalism Relating to the SDGs

Unit 3: Specialised Documentation Tracking and Data Verification

Unit 4: Investigative Journalism, Quality Journalism and Data Journalism

Unit 5: Digital Narratives, New Information and Dissemination Support

Unit 6: Writing, Composition and Dissemination Techniques for the SDGs

References

American Press Institute. (2017a, July 18). *What is journalism? definition and meaning of the craft*. American Press Institute. Retrieved June 8, 2022, from

<https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/>

American Press Institute. (2017b, July 18). *What is the purpose of journalism?* Retrieved

June 8, 2022, from <https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/purpose-journalism/>

Kovach, B., & Rosenstiel, T. (2021). *The Elements of Journalism, Revised and Updated 4th Edition: What Newspeople Should Know and the Public Should Expect (2021)* (4th ed.). Crown.



News consumption in the UK. (2022, February 21). Ofcom. Retrieved June 8, 2022, from <https://www.ofcom.org.uk/research-and-data/tv-radio-and-on-demand/news-media/news-consumption>

Pavlik, J. (2000). The Impact of Technology on Journalism. *Journalism Studies*, 1(2), 229–237. <https://doi.org/10.1080/14616700050028226>

Learning outcomes

After working through this module, you should be able to:

- Describe the plurality of journalism and responsible journalism.
- Interpret a wide range of quantitative and qualitative data sources.
- Develop investigative reporting techniques for sustainability issues.
- Apply new forms of digital narratives and digital technologies to storytelling.
- Apply journalistic skills in writing, composition and dissemination.

Unit 1: Journalism Regulatory Standards and Media Standards

Learning Outcomes

At the end of this unit, students should be able to:

1. Understand and apply journalistic ethics.
2. Assess ethical issues in professional journalism.
3. Interpret data, scientific studies and reports.

Overview of Topics

This unit puts the topic of journalistic ethics as the focal point. Students will obtain knowledge of the distinction and interferences between the legal and ethical dimensions of journalism. The topic of media pluralism, ethics and professional standards for journalists will be introduced to students. The concept of freedom of expression, its essential characteristics and restrictions to this right will be discussed. Students will also have the opportunity to explore the different types of journalism, for example, quality journalism vs. yellow or tabloid journalism, and professional journalism vs. citizen journalism. Students will also learn to distinguish between facts and opinions in journalism. Furthermore, the topic of media responsibility and regulation will be examined. Students will study the role of media observatories. Here, students will take a look at challenges such as fake news and digital dis/misinformation or the amplification of hate speech. Thus, fact-checking tips and tricks as well as other strategies to thwart the upsurge of digital dis / misinformation will be shared in this unit.

The key topics covered in Unit 1 are as follows:

- Media pluralism, ethics and professional standards for journalists
- Freedom of expression, essential characteristics of and restriction to freedom of expression
- Types of journalism
- Facts vs. opinions in journalism
- Media responsibility and regulation
- Challenges in the digital media ecosystem
- Effective strategies to counteract the rise of digital dis / misinformation.



Activities/Tasks

In addition to the teaching sessions for Unit 1, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Group task: Quality, autonomy and ethical standards of media outlets
 - Students are split into teams of four to carry out their own research.
 - Students have to identify some of the independent newsrooms in their country.
 - In order to identify and select them, students must consider these aspects:
 - The technical characteristics of the site such as functionality, update, menu, interactivity, links to social media, etc.
 - The content of the news site, for instance, theme, headlines, tone and style, angles of events, etc.
 - Transparency (editorial staff and financial resources) is an important detail in the analysis of journalistic sites.
 - The purpose of this seminar is for students to compare and understand the differences in quality, autonomy and ethical standards between the various media outlets in their country.
- Case studies and discussions: Media observatory
 - For the first 30 minutes, students will be given two case studies.
 - i) Rappaz, J. (2020, November). *Media observatory initiative*. Federal Office of Communications OFCOM. <https://www.media-initiative.ch/wp-content/uploads/2019/10/moi-ofcomv11.pdf>
 - ii) European Digital Media Observatory. (n.d.). *EDMO – United against disinformation*. EDMO. Retrieved June 13, 2022, from <https://edmo.eu/>
 - Students are then divided into two groups, and each group is given one case study.
 - Each group will examine the context, role, necessity and conclusions related to countering misinformation, disinformation, etc.
 - For the next 50 minutes, students will present the main working group comments for each of the two case studies.
 - For the subsequent 20 minutes, students will discuss the presence of media observatories (or lack thereof) in their country.
 - If media observatories exist in their country, students should review if they are functional and helpful for journalists and citizens?



Resources

The following is a list of references for Unit 1:

- Ariev, V. (2015, June 8). *PACE - Doc. 13803 (2015) - Media responsibility and ethics in a changing media environment*. Council of Europe. Retrieved June 13, 2022, from <https://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=21805&lang=en>
- Broersma, M., & Peters, C. (2016). Introduction: Towards a functional perspective on journalism's role and relevance. In C. Peters & M. Broersma (Eds.), *Rethinking journalism again: Societal role and public relevance in a digital age* (pp. 1–17). Routledge. <https://doi.org/10.4324/9781315716244>
- Daudin Clavaud, P., Mendel, T., & Lafrenière, I. (2015). *Freedom of expression and public order: Training manual*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000231305>
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Rappaz, J. (2020, November). *Media observatory initiative*. Federal Office of Communications OFCOM. <https://www.media-initiative.ch/wp-content/uploads/2019/10/moi-ofcomv11.pdf>

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 1.

1. What does plural journalism mean?
2. How can we map it globally, nationally, or locally?
3. How do we define different types of journalism and how do they relate to professional ethics?
4. What does the media landscape look like in your country?
5. What are media observatories and what is their role?



Unit 2: Types of Journalism Relating to the SDGs

Learning Outcomes

At the end of this unit, should be able to:

1. Explain the diversity and plurality of journalism.
2. Describe new trends and visions regarding the responsible practice of journalism in the digital age.
3. Correlate journalism with sustainability.
4. Identify and counteract digital misinformation.

Overview of Topics

This unit reviews the professional journalistic landscape via the types of journalism based on several criteria - media channel, field of specialisation, degree of autonomy, institutional editorial model, specifics of documentation and editorial work, and degree of coverage. Besides that, students will consider the link between journalism and SDGs through development journalism, sustainable journalism and solution or constructive journalism. Students will explore the meaning of sustainable journalism. Aside from that, the topic of good practice in journalism will be discussed. The unit also explains the interference between professional journalism and social media. Not only will students learn about the opportunities of social networks in journalism, they will also examine the threats of social networks. With that, students will look at the challenges of social media in professional journalism. Students will also debate about the role of social media in sustainable development.

The key topics covered in Unit 2 are as follows:

- The professional journalistic landscape
- The link between journalism and SDGs
- Good practices in journalism and fact-checking
- The interference between professional journalism and social media
- Challenges of social media in professional journalism
- The role of social media in sustainable development

Activities/Tasks

In addition to the teaching sessions for Unit 2, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Guest speaker: Investigative journalism and sustainability



- A talk about the challenges, risks and successes of journalistic investigations.
- The theme and examples revolves around the field of sustainable development (e.g. corruption, illegal deforestation, the impact of businesses on the environment, etc.).
- Students are urged to ask specific and clarifying questions.
- Fact-checking exercises
 - Students are to identify sites and media content in their country that are known to provide misinformation.
 - Students should take note of what these sites and media have in common.
 - Students ought to consider how deep fakes can be detected.
 - Students may work together to find the best and fastest methods and tips for spotting fake news.

Resources

The following is a list of references for Unit 2:

DataReportal. (n.d.). *Global Digital Insights*. DataReportal. Retrieved June 13, 2022, from <https://datareportal.com/>

Hunter, M. L. (2012). *The global investigative journalism casebook*. UNESCO.
<https://unesdoc.unesco.org/ark:/48223/pf0000217636>

Investigative Journalism Manual. (2021, October 17). *Why do investigative reporting?*
Retrieved June 13, 2022, from <https://www.investigative-manual.org/chapters/chapter-1-becoming-an-investigative-journalist/2-why-do-investigative-reporting/>

Investigative Journalism Manual. (2021, October 7). *Investigative Journalism Manual*.
Retrieved June 13, 2022, from <https://www.investigative-manual.org/>

Ireton, C., & Posetti, J. (Eds.). (2018). *Journalism, “fake news” and disinformation: A handbook for journalism education and training*. UNESCO.
https://en.unesco.org/sites/default/files/journalism_fake_news_disinformation_print_friendly_0.pdf

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Video:

Reuters Institute. (2021, June 22). *Digital news report 2021 | Reuters Institute for the Study of Journalism* [Video]. YouTube. <https://www.youtube.com/watch?v=-K17rILYISs>

Study Questions

Consider the following questions, as you go through the learning materials for Unit 2.

1. What are the trends in current journalism connected to sustainable development and the human rights paradigm?
2. What is constructive journalism and how does it fit into journalistic practices?
3. What does investigative journalism entail?
4. How is journalism evolving under the impact of social media?
5. What is the role of professional journalists in counteracting digital misinformation?



Unit 3: Specialised Documentation Tracking and Data Verification

Learning Outcomes

At the end of this unit, students should be able to:

1. Interpret data, figures, statistics, expert sources, online resources, etc.
2. Construct appropriate questions to get relevant answers while verifying data..
3. Development research and documentation skills.
4. Apply news report structure and writing norms in a composition.

Overview of Topics

This unit begins by introducing the main journalistic genres by reviewing the main journalistic formats, and underlining the differences between the genres of information and the genres of opinion. Following that, students will study the most used genre of information journalism, news. Students will consider matters like sources and resources in news reporting, documentation and the use of sources and data and news credibility. Also, this unit will look into news reporting structure and the basics of news writing.

The key topics covered in Unit 3 are as follows:

- Sources and resources in news reporting
- Documentation and the use of sources and data
- News credibility
- News reporting structure
- The ground rules of news writing

Activities/Tasks

In addition to the teaching sessions for Unit 3, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Exercise: Writing practice
 - Students will practise writing SDGs news.
 - Things to consider in this writing practice:
 - Choice of topic: Is it of interest to their audience? Is it current? Does it bring useful information to their audience? What is the best coverage perspective?



- Facts vs. opinions / statements: Which are facts, and which are opinions or statements? How to convert facts into relevant information? How to state information as accurately, neutrally and impartially as possible, and what it is about? What words to choose? How to structure the text using the inverted pyramid?
- Title and clickbait: What is the best title? How do they avoid clickbait?
- Expert and authoritative opinion: Who can speak expertly / officially / authoritatively on the subject? How do they get the statement they need? How do they use quotations?
- News illustration: How do they illustrate the news? What and which photos, videos, infographics, and/or animations to use? Which image is complementary to the text and best suited for the content? How to use images ethically?
- Links: How and where do they place links with adjacent information for valuable in-depth reading? How do they provide readers with evidence?
- Lead and text: How do they build the lead? What about the other paragraphs? How do they get a clear, concise and accurate text?

Resources

The following is a list of references for Unit 3:

BBC. (2022a, March 8). *Newspaper reports*. BBC Bitesize. Retrieved June 13, 2022, from <https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z9jgn9q>

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Scanlan, C., & Craig, R. (2013). *News writing and reporting: The complete guide for today's journalist* (2nd ed.). Oxford University Press.

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 3.

1. What does documentation in information journalism mean?
2. What are the main sources and resources for news journalists?
3. What's the news?
4. How to build a news story?
5. How do we correlate information journalism with the sustainable development and implementation of the SDGs in your country?



Unit 4: Investigative Journalism, Quality Journalism and Data Journalism

Learning Outcomes

At the end of this unit, students should be able to:

1. Identify stories and formulate a hypothesis for a thorough investigation.
2. Create full, in-depth stories.
3. Use credible sources (research a specific topic in official public records).
4. Develop interviewing techniques and investigative reporting techniques.
5. Develop inquiry and interpretative skills.
6. Explain how local stories connect to global issues by using user-generated content and open source information in investigations.

Overview of Topics

This unit attempts to define the terms of investigative journalism and investigative reporting. Students will be introduced to the basic principles of investigative reporting - news values, obtaining, checking and putting facts together; working with evidence; working with and protecting sources, and; working with the law. Also, students will acquire knowledge of documentation standards in journalism. Students will be exposed to ways to use data and collaborate locally and across the borders. Hence, particular tools, software, techniques and open sources will be introduced to students to document and interpret their data. In addition, students will learn to discern the differences between disinformation, misinformation, mal-information and fake news while considering the ethics and professional standards for quality journalism.

The key topics covered in Unit 4 are as follows:

- The definition of investigative journalism and investigative reporting
- The basic principles of investigative reporting
- Documentation standards in journalism
- Tools, software, techniques and open sources for documentation and interpretation of data
- The differences between disinformation, misinformation, mal-information and fake news



Activities/Tasks

In addition to the teaching sessions for Unit 4, the instructor will assign several practical activities and tasks for you to explore the content further, including:

- Brainstorming: The concept of investigative journalism
 - Students will write down keywords on the flipchart, for example:
 - What or who would they want to investigate?
 - The purpose of their investigation, for example, is to expose criminal or illegal activities, human rights violation, ecological disasters, and many other important social issues.
 - How do they go about the investigation?
 - The purpose of this activity is to understand the crux of investigative journalism, which is to uncover matters which are concealed either intentionally or inadvertently, and to evaluate and disclose all the pertinent facts to the public (Kārkliņš, 2011).

Reference:

Kārkliņš, J. (2011). Cover endorsement. In Hunter, M. L. (Ed.), *Story-based inquiry: A manual for investigative journalists*. UNESCO.

- Presentation: Investigative journalism
 - Students should be prepared to discuss current issues, especially those with local impact.
 - Students will be asked to develop a story idea for their project; find and cultivate sources for their story; pitch and defend their idea in front of the class, and; present how they intend to write the story in a compelling manner.
 - Prior to the presentation, students are required to read national and local newspapers focusing on local issues, as well as investigative pieces that are published in their local and national newspapers.
 - Students are obliged to go online to obtain information for their stories; create a database and present how they can build an investigation on their chosen topic and interview people.
 - It is important for students to learn how to form a hypothesis, to ask questions, and plan the right steps to create an investigative piece.
 - Students should be able to define the topic of their investigation and their hypothesis as well as to explain its social significance to their fellow coursemates.



- Games and quiz: Fake news and disinformation
 - Students will be tested in evaluating and recognising fake news and disinformation.
 - i) Watson, T. (2017, July 3). *To test your fake news judgment, play this game*. NPR. Retrieved June 13, 2022, from <https://www.npr.org/sections/ed/2017/07/03/533676536/test-your-fake-news-judgement-play-this-game>
 - ii) EUvsDisinfo. (n.d.-b). *EUvsDisinfo quiz - EU vs disinformation*. Retrieved June 13, 2022, from <https://euvsdisinfo.eu/quizzes/euvsdisinfo/>

Resources

The following is a list of references for Unit 4:

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Bounegru, L., Chambers, L., & Gray, J. (Eds.). (2012). *The data journalism handbook 1*. European Journalism Centre. <https://datajournalism.com/read/handbook/one>

Cairo, A. (2020). Introduction. In *How charts lie: Getting smarter about visual information* (pp. 1–19). W. W. Norton & Company.
https://knightcenter.utexas.edu/JC/courses/DATA0819/HowChartsLie_INTRODUCTION.pdf

Canadian Association of Journalists. (2004). *Statement of principles for investigative journalism*. University of Alberta. Retrieved June 13, 2022, from <https://sites.ualberta.ca/%7Efchrste/LawsuitDocA/Ethics-CAJinvest.htm>

CrowdTangle. (n.d.). *CrowdTangle / Content discovery and social monitoring made easy*. Retrieved June 14, 2022, from <https://www.crowdtangle.com/>

Data Journalism Tools. (n.d.). *Data journalism tools found 15 tools to with data without any data experience - Favorites first*. Retrieved June 13, 2022, from <https://datajournalism.tools/>

de Burgh, H. (2000). *Investigative journalism: Context and practice*. Routledge.



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- EUvsDisinfo. (n.d.-b). *EUvsDisinfo quiz - EU vs disinformation*. Retrieved June 13, 2022, from <https://euvsdisinfo.eu/quizzes/euvsdisinfo/>
- Explorable. (n.d.). *Explorable - Think outside the box - Research, experiments, psychology, self-help*. Explorable. Retrieved June 14, 2022, from <https://explorable.com/>
- FactCheck.org. (n.d.). *Debunking false stories archives*. Retrieved June 13, 2022, from <https://www.factcheck.org/fake-news/>
- Flatt, C. R. (2022, January 6). *Lesson of the day: 'Chasing the truth: A young journalist's guide to investigative reporting.'* The New York Times. Retrieved June 13, 2022, from <https://www.nytimes.com/2022/01/06/learning/lesson-of-the-day-chasing-the-truth-a-young-journalists-guide-to-investigative-reporting.html>
- Flourish. (n.d.). *Flourish | Data visualization & storytelling*. Retrieved June 13, 2022, from <https://flourish.studio/>
- Forbes, D. (2005). *A watchdog's guide to investigative reporting: A simple introduction to principles and practice in investigative reporting*. Konrad Adenauer Stiftung.
- Gapminder. (n.d.). *Gapminder*. Retrieved June 13, 2022, from <https://www.gapminder.org/>
- Google News Initiative. (n.d.). *Data journalism - Google news initiative*. Retrieved June 14, 2022, from <https://newsinitiative.withgoogle.com/resources/journalism/data-journalism/>
- Houston, B., Horvit, M., & Investigative Reporters and Editors, Inc. (2020). *Investigative Reporter's Handbook: A Guide to Documents, Databases, and Techniques* (Sixth ed.). Bedford/St. Martin's.
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Hunter, M. L. (Ed.). (2012). *The global investigative journalism casebook*. UNESCO.

<https://www.storybasedinquiry.com/casebook>

International Consortium of Investigative Journalists. (2018, August 9). *Nine essential tools from 's data journalists and programmers*. ICIJ. Retrieved June 13, 2022, from

<https://www.icij.org/inside-icij/2018/08/nine-essential-tools-from-icijs-data-journalism-and-programming-experts/>

Investigative Reporters & Editors. (n.d.). *Philip Meyer journalism awards archives*.

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Issuu. (n.d.). *Try Issuu: FREE digital marketing*. Retrieved June 14, 2022, from

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Léchenet, A. (2014). *Global database investigations: The role of the computer-assisted reporter*. Reuters Institute for the Study of Journalism & University of Oxford.

<https://reutersinstitute.politics.ox.ac.uk/sites/default/files/research/files/Global%2520Database%2520Investigations%2520-%2520The%2520role%2520of%2520the%2520computer-assisted%2520reporter.pdf>

Leigh, D. (2019). *Investigative journalism: A survival guide*. Palgrave Macmillan.

Meyer, P. (2014, September 25). *Precision journalism and narrative journalism: Toward a unified field theory*. Nieman Foundation. Retrieved June 14, 2022, from

<https://nieman.harvard.edu/articles/precision-journalism-and-narrative-journalism-toward-a-unified-field-theory/>



- Muratova, N., Grizzle, A., & Mirzakhmedova, D. (2019). *Media and information literacy in journalism: A handbook for journalists and journalism educators*. Baktria Press & UNESCO. https://en.unesco.org/sites/default/files/mil_eng.pdf
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- Silverman, C. (Ed.). (2020). *Verification handbook: For disinformation and media manipulation*. European Journalism Centre. <https://datajournalism.com/read/handbook/verification-3>
- The Cube. (2021, December 27). *Euronews' best misinformation debunks in 2021 | #TheCube*. Euronews. Retrieved June 13, 2022, from <https://www.euronews.com/my-europe/2021/12/27/euronews-best-misinformation-debunks-in-2021-thecube>
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Watson, T. (2017, July 3). *To test your fake news judgment, play this game*. NPR. Retrieved June 13, 2022, from <https://www.npr.org/sections/ed/2017/07/03/533676536/test-your-fake-news-judgement-play-this-game>

Video:

Singh, S. (2021, December 30). *How Covid and climate misinformation spread in 2021* [Video]. BBC News. <https://www.bbc.com/news/av/world-59736375>

Study Questions

Consider the following questions, as you go through the learning materials for Unit 4.

1. What is investigative journalism?
2. What makes a story worth following?
3. What is data journalism and computer-assisted reporting?
4. Why do journalists use data and CAR and how can media professionals improve the quality of their work?



Unit 5: Digital Narratives, New Information and Dissemination Support

Learning Outcomes

At the end of this unit, students should be able to:

1. Develop a critical understanding of digital narratives and digital technologies.
2. Explain how new media have changed both the process of news production and dissemination and the relationship between journalists and audience.
3. Apply new forms and functions of storytelling.
4. Produce distinctive audio-visual pieces.

Overview of Topics

This unit focuses on changes in news with the emergence of social media. Social media is thought to not replace journalism. Rather, it adds another layer to it. With the desire for real time updates and stories reaching a broader audience, new ways of collecting information and using it for news stories and new tools for better reporting have come about. Therefore, we see the development of digital storytelling. Students will get to observe how multiple story angles are accommodated on various platforms, and how journalism is being re-constructed in an entirely new setting. Students will pick up on what a multimedia story is – a presentation of a narrative that is nonlinear and dynamic. This unit allows students to explore some of the many new forms of content creation and narrative practices that have appeared because of this technological and cultural change, and encourages students to engage with these forms critically and creatively. Additionally, this unit analyses political and corporate discourse in the digital space, and studies their impact. Students also scrutinise the digital narratives of citizen journalism and advocacy journalism. This will permit students to comprehend how narratives are constructed to garner support.

The key topics covered in Unit 5 are as follows:

- The emergence of new media, the use of social media in journalism today
- The meaning of digital storytelling
- Understanding what a multimedia story is
- Narrative construction for support in political communication, corporate narratives, citizen journalism and advocacy journalism in the digital sphere
- Developing skills in news reporting using digital format and tools



Activities/Tasks

In addition to the teaching sessions for Unit 5, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Game: Fortunately – Unfortunately
 - Students will pick a number and go according to their turn.
 - The instructor will give students prompts related to the content of this unit.
 - One person thinks of the first sentence of a story to briefly set the scene.
 - Then, the next person in the circle should continue the story, starting their sentence with “*Unfortunately, ...*”.
 - The person after them continues with “*Fortunately...*”.
 - Students shall alternate between “*fortunately*” and “*unfortunately*” until the story ends.
- Game: Zoom In and Zoom Out
 - Students are paired up.
 - The first student starts narrating a story. Prompts will be prepared if students are unsure of where to begin.
 - The second student should occasionally tell the first student to “*zoom in*” or “*zoom out*”.
 - When students are asked to “*zoom in*”, their focus should be on describing details, while “*zooming out*”, reduces the level of detail and focuses on the main plot.
- Brainstorming: The role of storytelling within communities
 - Students have to brainstorm ideas about the role of storytelling within communities.
 - Next, students should consider the following questions:
 - People tell stories from ages, what has changed now?
 - Why is it important to change the way we tell our stories in an age of noise and challenges brought about by the Internet?
 - Therefore, when communication and interactions have changed, does the concept of stories change too?
- Individual task: Create a cover story
 - Students are asked to find a relevant issue they would like to cover as a story.
 - After that, students may choose a way in which they would like to present it so that it leaves an impact.



- Students should find a relevant angle, gather information on the topic, and structure it in a journalistic manner.
- Subsequently, they should select the platform which they would like to use.
- Students ought to consider the quality and substance of the message they would like to communicate, the structural features of their stories (non-linear, dynamic) and the features of the digital media environment (which are interactive and contextualised).
- Students are expected to produce a blog entry, a social media series of posts and/or a YouTube video using their mobile devices to create an engaging and impactful story.
- [OPTIONAL] Online workshop: Discussions and guest speaker
 - Discussion
 - Pinpoint a local issue that has been covered by mainstream media and addressed by an NGO as well.
 - Thereafter, compare and contrast the differences in angles, perspectives, dissemination strategy, and analyse the impact.
 - Students may make an observation of the other types of strategies which could have been employed to increase the engagement with the public.
 - Guest speaker
 - An invited guest speaker will talk about the strategies that can empower people and communities, and offer examples of best practices.
 - Discussion: With guest journalists
 - In-depths discussions and practical activities with guest journalists with extensive hands-on broadcast experience will also held.
 - Students will be introduced to audio and video formats and tools used to report the news so that they may learn the theoretical and practical aspects of audio and video media.
 - Students will have the opportunity to learn about the different stages of audio and video production (i.e. pre-production, production and post-production).
 - These include storytelling techniques, best practices for interviews, recording quality audio, recording voice, transcribing audio clips, narration writing, intro and outro writing, and practising news gathering for broadcast.
 - The focal point should be on developing skills for radio and television news reporting and editing while training students how to use audio and video equipment.



- Discussion: What does writing for the ear imply?
 - Students are to distinguish the differences between print and broadcast writing, principles of news reporting, news writing techniques as well as the structure of news
 - Students will study the elements of audio and video storytelling; learn the basics of the form of a story, and how to develop their own narrative.
 - With the aid of short-form audio or video story to interest, students may learn how to work with visual elements, sound, and scriptwriting.
- Group task: Create an SDG story
 - Students will be divided into two groups.
 - The first group students will write a story for radio whereas the second group will do a piece for TV.
 - For the radio piece, students should think of how to use words to create imagery in the audience's mind, and choose the right sounds and set up the desired atmosphere.
 - As for the TV piece, the group should carefully choose images to complement the piece without being redundant.

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 5.

1. What is and what is not a multimedia story?
2. How to convey a narrative through multiple forms of media and social media such as: text, photography, audio, and video?
3. How to communicate data-rich stories? (Students are introduced to digital collections and archives, data analysis and visualisation, scripting, blogging, and online publishing).

Unit 6: Writing, Composition and Dissemination Techniques for the SDGs

Learning Outcomes

At the end of this unit, students should be able to:

1. Develop journalistic skills including writing, filming, editing, interviewing, communicating, negotiating, collaborating, teamwork and critical thinking.
2. Demonstrate strategic thinking in time-constrained situations.
3. Refine decision-making and coordination skills, and the strategic use of social media.

Overview of Topics

This unit focuses more on hands-on exercises. When writing, one has to know their audience. Furthermore, other matters also have to be taken into consideration, for instance, newsworthiness, public interest, topicality, proximity and usefulness. In the aspect of news writing, the language is recommended to be clear and precise. Students will examine the inverted pyramid structure and the six w's approach in journalistic writing. Students will also be familiarised with different approaches, style, tone, construction and writing and/or filming amongst different journalistic genres like news stories and features, interviews, creative writing and storytelling, podcasts and multimedia stories. Students will receive the opportunity to engage in different practical activities to study the techniques and processes of creating various types of journalistic work, good practices as well as tips and tricks.

The key topics covered in Unit 6 are as follows:

- Considerations for writing or creating different journalistic pieces
- Grasping the different approaches, style, tone, construction and writing and/or filming amongst different journalistic genres
- Hands-on activities to learn about the techniques and processes of creating various types of journalistic work
- Good practices as well as tips and tricks for works of varying journalistic genres

Activities/Tasks

In addition to the teaching sessions for Unit 6, the instructor will assign several practical activities and tasks for students to explore the content further, including:

- Quiz: The environment and sustainable development
 - Student will participate in a short quiz about the environment and sustainable development as a warm-up activity.



- Individual task: Digital story
 - Students should prepare a digital story about a world that has more representation in an area of the group's choice.
 - Students have to establish the focus of their story. As each goal has multiple targets, students need to determine the exact focus of their story.
 - Each student will choose an issue related to the chosen SDG and formulate a thesis or debatable statement about the issue.
 - Next, students need to research information about the issue, and then review and organise their materials.
 - It is also necessary to determine which research information supports their argument and which information contradicts it.
 - Students and the instructor will discuss digital narratives and tools that give the best voice to their stories on local sustainability issues.
 - Thenceforth, students are expected to pitch their stories to their fellow coursemates.
 - With the guidance of the instructor, students will develop their ideas, write a plan, make an outline (script), create a storyboard, film and record.
 - Students should consider where to publish and how to share their stories on social media, so their stories reach their target audiences.
 - At the end, students will reflect on how they felt telling their story.

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Study Questions

Consider the following questions, as you go through the learning materials for Unit 6.

1. What does the step-by-step practice of making journalistic materials entail?
2. How do we build news and other journalistic genres with the help of technology?
3. How is the information obtained?
4. How do we connect journalistic practice with sustainable development?
5. How do we choose SDG topics that are relevant to our audience?
6. How do we determine the approach angle?

Module Assessment

Please add (Input from NUBB).