



Module 1

The World Agenda and the SDGs

Capacity Building Materials

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User's Guide

This handbook is intended as a comprehensive resource for teachers of the SDGs Journalism Reporting Course and for journalists who may find the suggested reading materials and resources relevant to their professional practice.

Each of the units in these modules has been designed to have specific learning outcomes on topics linked to sustainable development and journalism, thus providing concrete tools to apply knowledge about the SDGs and address the skill sets needed for professional media reporting on the SDGs.

Activities, tasks, reading materials, relevant videos and links to other different resources are provided. Supplementary materials (PowerPoint presentations, video recordings of the ToT training sessions) are also available on the SDGs Journalism Reporting platform.

While work has been done to ensure the accuracy and relevance of this Capacity Building Material, it is important to acknowledge that new developments, research, and insights are constantly emerging; therefore, trainers are encouraged to update this manual with information, additional resources and case studies that reflect the latest trends and practices in journalism and sustainability in the world in general and in their region in particular. Engaging with current events, guest speakers and industry professionals can further enrich the educational experience. The content of this specialised textbook can be adapted to best suit local, national and/or institutional teaching and learning contexts.

Unit 1: Origin and Political Process of global agenda. Main agreements. The consensual global ethic of SDGs

2 h presentation (pptx., infographics, video clips)

1 h games, exercises, conclusions, and discussions

23 h autonomous learning

Course questions

What is sustainable development? How are the SDGs different from the MDGs? What is the 2030 Agenda? What are the SDGs, their targets and why are they important? What is their relevance and how can we benefit from them?

Objectives/Competencies

An understanding of the SDG framework and how it can be used to address long-standing and challenging sustainable development issues, including what the SDGs and Agenda 2030 are, their purpose and importance, their connection with other global commitments; Students will familiarize themselves with concepts such as sustainable development and the SDGs, while critically reflecting on their own cultural assumptions and practices.

Activating critical thinking, cross-cultural skills, creativity, empathy, self-awareness, reflection, integrated problem-solving, and anticipatory, normative, strategic and collaboration competencies; entrepreneurship; curiosity and learning skills; social responsibility; partnership competencies; interdisciplinarity skills; critical-ethical analytical skills; influencing change.



Module 2

Sustainability

Capacity Building Materials



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Unit 1: Uneven Development vs. Sustainable Development

(pptx slides with key words, concepts, world data, local data, infographics, maps, etc, board, flipchart, video clips)

3 h: 1h30' - Theory presentation + 1h30' - Seminar: Empirical learning (guest speakers, experts economists, NGO representatives);

3 h: 1h30': Theory presentation + 1h30' - Seminar: group activities.

26 h autonomous learning (205h/8weeks = 26h/week)

Course questions

What is uneven development as opposed to sustainable development? How is development measured? What are the areas of development that a country can make? What is uneven development//development gap? What are the causes of uneven development?

Objectives/Competencies

to understand the challenges countries face in generating wealth; to know the factors that might be responsible for the lack of wealth in some countries; to understand why HDI is used to measure development; to understand and explore the uses of the indicators of development; to examine the consequences of uneven development in different regions and countries, explore strategies that can be used to address uneven development; to practice working with, presenting and interpreting data; to gain deeper knowledge and understanding of social, economic and political exclusion as uneven development occurs; develop global competency for an inclusive world; to exercise critical thinking; to use media platforms effectively and responsibly.



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
6 h= 3h + 3h	Course; theoretical framework (1h30')	<p>I. Uneven Development (3h)</p> <p>Make a quick (10 mins) recap of the SDGs and ask students to identify the goals relating to economic aspects and then introduce the concepts used to talk about development indicators.</p> <p>Play the video What is Development clip (5.14 mins) and observe the five conditions for economic growth: peace and stability, education, access to capital, rule of law and opportunity. You can also use this clip from World Vision Australia on the topic on How do we measure poverty (3.09 mins)</p> <p>Brainstorming ideas with reference to these two topics (15 mins):</p> <p>Why is development so difficult to define?</p> <p>What are specific areas of development that a country can make?</p> <p>45 mins Presentation on the topic.</p> <p>Using Gapminder, play a game guessing where in the world certain countries are on the Development Index as an introduction to discuss how do we measure development?</p> <p>Introduce and illustrate development indicators to help students understand that despite economic steps countries make, equality and sustainability continue to pose challenges. Talk about extreme poverty.</p> <p>At this stage we show how wealth and quality of life can be made evident for different countries of the world; introduce the concepts of Gross National Income (GNI), GNI per capita, and Gross Domestic Product as means of measuring. Using this report and World Social Report 2020 discuss with students the limitations of these indicators showing that measuring only the size of a nation's economy does not reflect welfare pointing out that a better measure to use would be one which includes social measures of development as well.</p> <p>Explain the necessary conditions for economic growth and the limits of the purely economic indicators as a introduction for a new concept: Human Development Index (HDI) (Life expectancy + GNI per capita + Education).</p>	<p>https://world101.cfr.org/global-era-issues/development/what-development</p> <p>Suggested reading before class</p> <p>file:///C:/Users/User/Desktop/World-Social-Report-2020-FullReport.pdf</p> <p>https://ourworldindata.org/teaching-notes</p> <p>https://www.un.org/development/desa/dspd/wp-content/uploads/sites/2/2020/01/World-Social-Report-2020-FullReport.pdf</p>	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
(1h30 mins)	2. Seminar activity (1h30 mins)	<p>Compare world maps representing GDP, GNI and HDI to show contrasting aspects of the quality of life that reveal differences in wealth, health and education.</p> <p>Other indicators of development: birth and death rate, infant mortality rate, literacy rate, absolute and relative poverty, access to safe water, people per doctor, life expectancy.</p> <p>15 mins Q&A and discussions</p> <p>This brief video illustrates how GDP is calculated, and the differences among nominal, real, and per capita GDP. Also, the link includes a Kahoot quiz on the topic. (6 minutes)</p> <p>https://www.econedlink.org/resources/gross-domestic-product-gdp-video-and-quiz/</p> <p>Topic for discussion: How far do you agree that the HDI is the best way to measure the development of a country? Assessment for extreme poverty, vulnerable groups and communities.</p> <p>Economist guest speaker or//and representative of a local NGO to talk about local issues, case studies.</p>	<p>Power Point – slides (13-15)</p> <p>Infographics</p> <p>Key words,</p> <p>https://worldmapper.org/</p> <p>https://www.gapminder.org/tools/?from=world#chart-type=bubbles&url=v1</p> <p>https://www.globalgoals.org/</p> <p>https://www.investopedia.com/terms/g/gross-national-income-gni.asp#toc-gdp-vs-gni-vs-gnp</p>	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
	<p>3. Course: theoretical frame (1h30mins)</p>	<p>Uneven Development: Causes and Impact Development varies between countries. Work together with students to elicit the causes and the processes (at various scales) that contribute to globalization and uneven development; Emphasize in particular on the consequences for access to and use of resources, inequality, poverty and redistribution. This focus includes gaining deeper knowledge and understanding of social, economic and political exclusion as uneven development occurs. Definition of inequality Topics to observe: Differences, disparity and diversity Unfairness//Inequity between people and places Wealth and poverty Social, economic and environmental Uneven allocation of resources Different access to services and opportunities Different scales (local to global) and internal Importance of emerging economies</p> <p>https://www.ted.com/talks/richard_wilkinson_how_economic_inequality_harms_societies</p> <p>Why some countries are richer than others? https://www.bbc.co.uk/bitesize/guides/zxw2cwx/revision/4 Examine the consequences of uneven development in different regions and countries as opposed to failure to tackle extreme inequalities Bring into discussion Goal 10: Reduce inequality within and among countries Discuss sustainable development as opposed to uneven development Steer the discussion to how the media and the journalists can raise awareness about these issues and how can they educate the public on the need for action.</p>	<p>https://govdata360.worldbank.org/indicators/h1d64cf03</p> <p>https://journals.sagepub.com/doi/abs/10.1177/03091325211011684</p> <p>https://www.oecd.org/derec/unitedkingdom/40700982.pdf</p> <p><i>Immigration and the geography of polarization</i> R Alba, N Foner - 2017 - journals.sagepub.com</p> <p><i>What Kind of Economic Theory for what Kind of Economic Geography?</i> Ash Amin, Nigel Thrift First published: 16 December 2002 https://doi.org/10.1111/1467-8330.00117</p> <p>Barnes, TJ (1995) <i>Political economy I: 'the culture, stupid'.</i></p>	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
	<p>4. Seminar activities (1h 30 mins)</p>	<p>Proposed topics for discussion: Local NGOs, small businesses and how they try to reduce inequality Credit to the People, global to local. Can a small investment make a big difference? Local solutions and empowerment Community friendly enterprises</p> <p>Invite participants to travel through time and imagine themselves living in a quiet community that serves the needs of the people and the planet. The community develops in a sustainable and it is thriving in all aspects. Ask your students to picture themselves visiting that community and noticing how people are working, interacting with each other, how they are learning, eating, playing, etc. Allow them approx. 5- 10 minutes for this exercise then ask them to return to the present and pin down some ideas//thoughts//feelings about what they saw. Form small groups and ask students to share to one another what they experienced.</p> <p>The World Inequality Report, produced by the World Inequality Lab, found that wealth and income inequality remain pronounced across the globe and that the COVID-19 pandemic has exacerbated existing inequalities. You can find the report here.</p> <p>Present the report to your students and ask them to identify inequalities in their region (access to jobs, education, medical care, services, safety and security, open land, housing, etc.) Students may receive as task to create an infographic outlining all the issues that may contribute to certain areas in the world being poorer than others. The reasons should include: Weather and Climate Disease Terrain/Land</p>	<p>Progress in Human Geography 19(3): 423–431. Google Scholar SAGE Journals ISI Barnes, TJ, Christophers, B (2018) <i>Economic Geography: A Critical Introduction</i>. Chichester: Wiley Blackwell.</p> <p>Mackinnon, D, Cumbers, A (2018) <i>An Introduction to Economic Geography: Globalisation, Uneven Development and Place</i>. London: Routledge.</p> <p>https://worldmapper.org/maps/gni-2018/</p> <p>https://www.sciencedirect.com/topics/earth-and-planetary-sciences/uneven-development</p> <p>https://www.coolgeogr</p>	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
		<p>Natural Hazards Corruption Natural resources Trade inequality Political factors After they design the infographic, they could create a 2 minute video. Students will be asked to choose an of the world//part of the country and explain in detail why that specific area is poor. They will need to give real facts about the area they have chosen. The video will then be embedded on their infographic.</p> <p>Other proposed activities: Role play interviews: take action for collective well-being and sustainable development. How to report on causes and consequences of uneven development BBC Guides</p> <p>Case Study Cambodia/Malaysia/China: Social context, regional variations, cultural context, political context, political links, global trading relationships, economy</p>	<p>aphy.co.uk/gcsen/EW_Causes_Uneven_development.php</p> <p>https://www.bbc.co.uk/bitesize/guides/z3y2k2p/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zq8gj6f/revision/6</p> <p>Further readings:</p> <p>https://www.theatlantic.com/international/archive/2015/09/energy-access-sdgs-un-climate-change/407734/</p> <p>https://www.bloomberg.com/opinion/articles/2018-10-18/why-the-developing-world-started-gaining-on-the-west</p> <p>https://www.gapminder.org/</p>	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
			<p>https://sdgs.un.org/</p> <p>Hans Rosling, <i>Factfulness: Ten Reasons We're Wrong About the World—and Why Things Are Better Than You Think</i>, 2017.</p> <p>Jeffrey Sachs, <i>The Age of Sustainable Development</i>, 2015.</p>	



Recommendations/ highlights:

- for autonomous learning, students could identify and read reports with relevant data on development and inequality, and also monitor how media covers stories on developmental issues
- further students should monitor the media (mainstream and alternative), but also social media platforms, identify and observe the voices of NGO's and activists
- students should be oriented to use authorized and reliable sources of information, use scientific resources and identify specialists and experts

Unit 2: Sustainability: Equity Economy+ Society+ Environment

3h: 1h30' - Theory presentation + 1h30' - Seminar: Empirical learning (guest speakers)

3h: 1h30' - Theory presentation + 1h30' - Seminar: Debates

3h: Presentation and guided practical activity and discussion//workshop

26 h autonomous learning (205h/8weeks = 26h/every week)

Course questions:

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

Objectives/Competencies:

The aim of this unit learning module is for students to further their insight into the idea of sustainable development and identify and reflect on sustainable behaviour, to encourage an understanding of intra and intergenerational equity. Define and contextualize sustainable solutions. Promote an understanding of the basics of sustainable development by addressing intra- and intergenerational equity and the three-dimensions-concept of Equity, Economy, and Environment.



	Unit 2	Activities & Contents	Resources and materials	Assessment Unit 1
9 h= 3h + 3h + 3h	1. Course presentation (1h30 mins)	<p>Start the course by doing a short (10 mins) recap of the content of the previous units.</p> <p>Introduction and presentation of the topic (15 mins): at this point it is important for students to take further the definition of sustainability and understand it in view of the balance and congruity between economic, social and environmental factors.</p> <p>Presentation (50 mins) The Three Es= The Three Pillars of Sustainability Sustainable Development Economic, Social and Environmental Sustainability in Asian Economies</p> <p>Explain the concepts of environmental sustainability, social sustainability, and environment sustainability and identify the correlations between them, then move on and clarify on:</p> <p>a) what intragenerational and intergenerational equity involves b) what the three-dimensions-concept of sustainability involves</p> <p>What is intergenerational equity and how does it relate to sustainable development? (Development that meets the needs of the present without compromising the needs of future generations) The Principles of Intergenerational Equity (or collaboration) Rio Declaration of Environment and Development 1992</p> <p>What is the intergenerational responsibility towards a sustainable environment? What is intergenerational equity in sustainable development? “Intergenerational equity is a notion that views the human community as a partnership among all generations. Each generation has the right to inherit the same diversity in natural, cultural, health, and economic resources enjoyed by previous generations and to equitable access to the use and benefits of these</p>	<p>The Global Risks Report 2020</p> <p>Sustainable Development and Equity</p> <p>https://www.sciencedirect.com/topics/earth-and-planetary-sciences/intragenerational-equity</p> <p>http://www.souken.kochi-tech.ac.jp/seido/wp/SDES-2019-14.pdf</p> <p></p>	



	Unit 2	Activities & Contents	Resources and materials	Assessment Unit 1
	2. Seminar (1h30mins)	<p>resources.” https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4165836/ Q&A 15 mins sessions to conclude on the main perspectives of the course and create an introduction for the seminar activities.</p> <p>Guest speaker/expert/NGO representative with presentations on identified issues (global and local):</p> <ul style="list-style-type: none"> - poor distribution of resources - continuous degradation of the environment - global warming - rise of sea level - hole in the ozone layer - deforestation for industrialization - carbon emissions - rich and poor - global north and global south - gender disparity, etc. <p>Or a student presentation on “Sustainable Development and Equity in The Cambodian//Malaysian//Chinese Context”. Challenges and Opportunities Relevance to local context:</p> <ul style="list-style-type: none"> - is the solution presented addressing a real issue? - does it contribute to the common good? - are the intra-generational, social, and economic gap reduced? - what are the actants involved? (at what level? How do they collaborate?) - does it incorporate sustainability? 	<p>onal%20inequality%20aversion%20and%20intergenerational%20equity.pdf</p> <p>https://sustainabledevelopment.un.org/content/documents/919unesco1.pdf</p> <p>https://www.academia.edu/5975108/Responsibility_and_intergenerational_equity</p> <p>https://www.socialwatch.org/node/13958</p> <p>https://www.jstor.org/stable/23240649</p> <p>http://www.andreasaltelli.eu/file/repository/Serafimov</p>	



	Unit 2	Activities & Contents	Resources and materials	Assessment Unit 1
	3. Course (1h30 mins)	<p>Intra-Intergenerational version of sustainability. Criticism and adjustments to development and sustainability.</p> <p>Review the concept of intergenerational sustainability and continue with a presentation on the intergenerational sustainability dilemma as it is presented in this article (“ISD, a situation of whether a person sacrifices herself for future sustainability. Results show that individuals choose unsustainable option as previous generations do so sustainability is endangered”)</p> <p>After discussing the issues considering intra and inter-generational equity, explore possible solutions (social justice, free market, equitable opportunities for inclusive growth, which includes economic, social, environmental, educational digital growth, etc, poverty eradication programmes, social responsibility,</p> <p>Strong and weak sustainability: S. Beder proposes two different ways of looking at the need to ensure that future generations can supply their needs; weak and strong sustainability. According to weak sustainability the environment is viewed in terms of the natural resources or natural capital that is available for wealth creation and that the future generations should have the same ability to create wealth as the present generation. Weak sustainability implies that future generations will be adequately compensated for any loss of environmental amenity by having alternative sources of wealth creation. Strong sustainability views the environment as offering more than just economic potential that cannot be replaced by human-made wealth and that future generations should not inherit a degraded environment, no matter how many extra sources of wealth are available to them. Strong sustainability is preferable to weak sustainability for reasons such as ‘non-substitutability’, ‘uncertainty’ and ‘irreversibility’. (see article)</p>	<p>aBook.pdf</p> <p>https://www.jstor.org/stable/44521610</p> <p>https://www.eolss.net/sample-chapters/C13/E1-46A-03-02.pdf</p> <p>https://www.frisch.uio.no/publikasjoner/pdf/2014/Postprint/Kverndok_Nevdal_Nostbakken_2013_12_Trade_off_paper39_accepted_changes.pdf</p>	



	Unit 2	Activities & Contents	Resources and materials	Assessment Unit 1
	Seminar (1h30 mins)	<p>The Preservationist model: current generations should not destroy the natural resources, but save them for the future generations, while preserving the environment.</p> <p>At this moment bring into discussion the most important lines of SD criticism when it comes to addressing global issues: Sustainable Development and Its Discontents https://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=1273&context=jlr</p> <p>Discuss research results and studies that prove the paradoxes of sustainable development (https://www.emerald.com/insight/content/doi/10.1108/978-1-78769-355-520201024/full/html) or https://www.researchgate.net/publication/280142305_An_Introduction_to_the_Criticism_on_Sustainable_Development</p> <p>For the seminar on this topic you may invite a fellow colleague or researcher from academia to discuss their work in this field to help students understand the importance of climate equity and foster productive collaborations in climate and environmental development efforts. Focus on 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”).</p> <p>Simulation and role play activity: press conference or Student led discussions</p>	<p>https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_CONF.151.26.Vol.I_Declaration.pdf</p> <p>https://ethz.ch/content/dam/ethz/special-interest/mtec/cer-eth/resource-econ-dam/documents/research/sured/sured-2020/Intragenerational%20inequality%20aversion%20and%20intergenerational%20equity.pdf</p>	



	Unit 2	Activities & Contents	Resources and materials	Assessment Unit 1
			<p>https://www.oecd-ilibrary.org/sites/9311adb-en/index.html?itemId=/content/component/9311adb-en</p>	
	<p>Presentation and practical guided activity (3h)</p>	<p>How to report on climate equitably using this resource. Look at potential stories through equity lens https://thesolutionsproject.org/wp-content/uploads/2020/12/The-Solutions-Project-Covering-Climate-Equitably-A-Guide-for-Journalists.pdf</p> <p>Role play activities or, Organize a media campaign to promote intragenerational/intergenerational equity.</p> <p>Students should assess the potential effectiveness of the sustainable development goals, explore the nature of the SDGs and to think critically about them. They need to think about implementing their ideas, particularly on domestic concept as they are given the opportunity to apply knowledge in a given scenario.</p>	<p>https://kq.freepressunlimited.org/wp-content/uploads/2021/10/SANEF-Media-Sustainability-Report-FINAL-V2-1.pdf</p>	

Recommendations/ highlights:

- Students should be directed to scientific resources on the topics of equity and the three pillars of sustainability as well as intra-and intergenerational version of sustainability.
- Expand on bibliography that highlight existing materials on the three E's of sustainability—ecology, economy, and equity.
- Build collections on sustainable practices, smart growth, sustainable communities, and environmental justice.
- Compile a directory of public and private agencies, organizations, and institutions addressing issues for sustainable communities.
- Students should monitor digital platforms dedicated to equity across generations.
- Encourage students to monitor trusted media in countries with a tradition in journalism and to identify its connections with interest in sustainable development topics and activities of NGOs preoccupied with conservation, environmental protection.

Unit 3: Economy and sustainability

Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy. Sustainability in the information communication sector

3 h: 1h30mins- Theory presentation + 1h30'- Seminar: Empirical learning (guest speaker, expert, or activist from territories).

3 h: 1h30mins: Theory presentation + 1h30'- Seminar activities

3 h: 1h30mins: Theory presentation + 1h30'- Seminar: workshop (guest speaker, journalist).

26 h autonomous learning (205h/8weeks = 26h/week) (pptx slides with key words, concepts, images, graphics, data, board, flipchart;)

Course questions

What do we mean by equity with social justice? How can we promote equity and social and environmental justice? Can we fight poverty and inequality while protecting the environment? What is the role of data in social justice, environmental preservation, economic growth, and sustainability? What is circular economy and how does it relate to environmental preservation? 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? What is the role of public communication in raising awareness of sustainability? What is sustainability narrative? How to create narratives that work?

Objectives/Competencies

to understand the meaning of the concepts presented and used in this unit; to examine issues of local, global and economical significance; to develop the capacity to assess and interpret data, explain complex situations and formulate valid arguments by identifying and using the right evidence; to develop the ability to assess courses of actions and consequences; to develop vocabulary related to sustainability and key concepts; to exercise the capacity to assess and interpret data, explain complex situations and formulate valid arguments by identifying and using the right evidence; to gain a holistic perspective and gain a more refined knowledge and understanding of the interrelationships between the three pillars of sustainability: society, environment and economy; develop global competency for an inclusive world; to exercise critical thinking; to use media platforms effectively and responsibly, to understand the important role media plays as any other stake holder in changing mind sets, getting the information across, informing, educating, and changing people's attitudes and behaviours thus furthering sustainability.



Time	Unit 3	Activities & Contents	Resources and materials	Assessment Unit 3
<p>9 h= 3h + 3h + 3h</p>	<p>1. Course: Theory presentation (1h30')</p>	<p>I. Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy. 10 mins recap of the previous unit 60mins Presentation Introduction to social identities: they reflect the way people see themselves, how others see us, how we interact with each other and with the world and the extent to which, sometimes, they shape experiences (which may result in social advantages and/or the disadvantages). Ask students to think of categories of ways people identify with and give examples (age, gender, race, religion, social class, body type, ethnicity, etc.) and in relation to this discuss the concepts of power and privilege. Introduce the concept of intersectionality as a means to address inequality, poverty and prevent discrimination. clip What is Intersectionality Compare and contrast the concepts of equality, equity and social justice while asking students to reflect on examples of situations they experienced or witnessed. Cover the concepts of social justice in terms of inequality and poverty to help students understand the need for an equitable society where all members are physically, socially, and psychologically safe, and their basic needs are met. Show students perceptions of inequality across OECD and EU countries: long term trends and recent development https://www.oecd.org/social/does-inequality-matter-3023ed40-en.htm here is the supporting material for the clip. Steer the discussion to how poverty impacts the environment and how can we fight poverty and inequality while protecting the environment? Show students the most pressing global environmental issues using</p>	<p>Michael Reisch, Charles D. Garvin, Social Work and Social Justice: Concepts, Challenges, and Strategies 13-15 slides (images, graphics, data, statistics)</p> <p>https://reliefweb.int/sites/reliefweb.int/files/resources/Intersectionality-resource-guide-and-toolkit-en.pdf</p> <p>https://www.un.org/en/about-us/universal-declaration-of-human-rights</p> <p>https://www.oecd.org/social/inequality-and-poverty.htm#:~:text=Income%20inequality%20is%20measured%20by,income%20of%20the%20total%20population.</p> <p>https://www.tandfonline.co</p>	<p>bate/interview report between students and representatives of institutions, media and organizations to obtain status information of economy and sustainability</p>



Time	Unit 3	Activities & Contents	Resources and materials	Assessment Unit 3
	<p>2. Seminar: Empirical learning (1h30')</p> <p>3. Course: theory presentation (1h30')</p>	<p>infographics (https://www.sustainability-yes.ch/living-sustainably-chapter-5/) 20' Q&A, discussion</p> <p>Guest speaker (NGO member, local expert) presentation of a contextualized topic with reference to justice and equity, poverty or environmental problems in your country/region/city, or examples of best practices in environmental justice and//or equitable development, problem solving with a visible difference in communities. Encourage students to ask questions and express their opinions freely. Also, you can invite a journalist to talk about the subjects on sustainability issues he/she identified locally and covered.</p> <p>II. Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy. 10 mins recap of the previous unit 60mins Presentation Emphasize the idea of a holistic approach to sustainable development, highlighting the impact of unsustainable economic activities on the environment and communities and pointing out that this approach to development takes into consideration the interdependence of human and natural systems and demonstrate the value of business models that are sustainable. Define the fundamentals of the circular economy as a “catalyst for progress towards the SDGs” (as demonstrated in this article) sustainable businesses, sustainable cities, and communities. https://www.csreurope.org/newsbundle-articles/volkswagen-groups-2020-sustainability-report</p>	<p>m/doi/full/10.1080/23251042.2019.1608420</p> <p>Frey, Lawrence R., Russell, Vincent, and German, Jeanette. 2020. Communication Activism for Social Justice Research, in <i>The Handbook of Applied Communication Research</i></p> <p>Communication activism: Vol. 3. Struggling for social justice amidst difference (pp. 69–104). New York, NY: Hampton Press.</p> <p>https://archive.ellenmacarthurfoundation.org/explore/cities-and-the-circular-economy</p> <p>https://wedocs.unep.org/bitstream/handle/20.500.11822/25644/2030_Agenda.pdf</p>	



Time	Unit 3	Activities & Contents	Resources and materials	Assessment Unit 3
		<p>interest vs the interest of the public, what is news, how we write news, how you check information, reliable information vs misinformation, disinformation, fake news.</p> <p>Focus on journalism as a social process that help build communities and, most importantly, a powerful form of “social critique and advocacy”.</p> <p>https://unesdoc.unesco.org/ark:/48223/pf0000233878 and https://en.unesco.org/unesco-series-on-journalism-education</p> <p>Focus on the role of media and journalism in sustainable development and make a clear distinction between journalists and communicators (roles, functions, and competencies).</p> <p>Present students with examples</p> <p>“The media can be a powerful tool for promoting accountability in relation to government actors. A free and independent media can inform and influence public opinion about government policy. It can monitor the performance of public institutions, expose misconduct and advocate for change.¹ The media can also provide a platform for public debate and dialogue, ensuring that the voices and needs of citizens in relation to government policies and actions are heard.”(https://www.sdgaccountability.org/working-with-informal-processes/engaging-with-the-media/)</p> <p>Present student with ways in which journalists covered sustainability issues across the globe and ask them to identify and give examples of similar cases in their country.</p> <p>https://www.sciencedirect.com/science/article/pii/S0959378021001321 https://www.sdgindex.org/news/media-coverage-of-the-sustainable-development-report-2021/</p>	<p>Conquergood, D. (1995). Between rigor and relevance: Rethinking applied communication. In K. N. Cissna (Ed.), Applied communication in the 21st century (pp. 79–96). Mahwah, NJ: Lawrence Erlbaum</p> <p>http://fuchs.uti.at/wp-content/uploads/eds.pdf</p> <p>https://www.undp.org/library/reporting-business-and-human-rights-handbook-journalists-communicators-and-campaigners</p> <p>https://hootsuite.widen.net/s/gqprmtzq6g/digital-2022-global-overview-report</p> <p>https://www.sej.org/library/teaching-</p>	

Time	Unit 3	Activities & Contents	Resources and materials	Assessment Unit 3
	<p>6. Seminar (1h30 mins) workshop Interactive learning</p>	<p>Sustainable narratives and angles, constructing a social problem. At this point it is also important for students to observe how people access news on sustainability issues. Here is an example on climate change. https://www.digitalnewsreport.org/survey/2020/how-people-access-news-about-climate-change/</p> <p>Organize a workshop conducted by journalist on how to create a narrative for sustainability. The topics for discussion should include a comprehensive overview of the fundamentals of research practice, writing, finding the right angle, to break local stories on sustainability issues. The workshop should complete with students developing their own story to promote a sustainability issue.</p>	<p>tools/overview</p> <p>Making Human Rights News: Balancing Participation and Professionalism, John C. Pollock, Morton Winston · 2018 · Social Science</p>	
<p>26h</p>	<p>Autonomous learning</p>	<p>Guided research for other scientific resources, guides, textbooks, multimedia materials that address the issues of 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. https://www.sdgindex.org/news/media-coverage-of-the-sustainable-development-report-2021/ The 2020 Journalists' Guide to Energy & Environment SEJ https://earthjournalism.net/ https://earthjournalism.net/geojournalism https://www.journalisttoolbox.org/2020/11/01/miscellaneous_environment_sites/ https://www.globalgoals.org/podcast/</p>		



Time	Unit 3	Activities & Contents	Resources and materials	Assessment Unit 3
		<p>https://en.unesco.org/sites/default/files/book_unesco_media_and_development_may_2015_01.pdf</p> <p>https://gsdrc.org/document-library/at-the-heart-of-change-the-role-of-communication-in-sustainable-development/</p> <p>https://www.sdgaccountability.org/working-with-informal-processes/engaging-with-the-media/</p> <p>https://carnstone.com/insight?insight=59</p> <p>https://reutersinstitute.politics.ox.ac.uk/</p> <p>www.bbc.co.uk</p> <p>www.npr.com</p>		

Recommendations/ highlights:

- Sustainability and Action, students should be encouraged to take initiative on campus and implement ways in which all students may become more environmentally responsible.
- Students could monitor the media and social platforms to see how journalists write about issues related to SDGs and create a library of materials.
- Students should be oriented to use authorized and reliable sources of information, use scientific resources, and identify reliable voices of experts.

Unit 4: Social Justice

National policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. Social Justice and Communication: activism, representations and good practices according to the global SDG ethic

(pptx slides, key words, short texts, images, graphics, data, board, flipchart;)

3 h: 1h30' - Theory presentation + 1h30' - Seminar: Empirical learning (guest speaker, expert or activist in the field of social justice);

3 h: 1h30': Theory presentation + 1h30' - Seminar: Team exercise;

26 h autonomous learning (205h/8weeks = 26h/week)

Course questions

What do we mean by social justice? How is this concept and others related to us represented in the country? What is the role of public communication in promoting social justice? How can we identify the different narratives of exclusion from public discourse? What is the role of activism for social justice?

Objectives/Competencies

Understanding the meaning of social justice concept; knowing the realities in data from one's own country; the ability to identify hatespeech in the media and other narratives of exclusion; to understand the interference of different roles in public communication (journalists, activists, politicians, audiences); critical thinking.

Time	Unit 4	Activities & Contents	Workshop materials	Assessment
6h= 3h + 3h	1. Course: Theory presentation (1h30')	<p>I. <i>Social Justice</i> (3h): national policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development.</p> <p>10' recap of the previous unit</p> <p>15' Brainstorming: ask students to draw a chart / diagram in which they represent SDGs explicitly related to the social area and how they think to interconnect them with the others in the economic and environmental area or let's take a quiz about social justice.</p> <p>45' Presentation: explaining the concepts; defining Social Justice terms & syntagma, as: social equality vs social inequality; social values, social principles as "principle of redress" (Rawl, 2001); vulnerable groups or communities, integration vs. inclusion.</p> <p>20' Q&A, discussion</p>	<p>Michael Reisch, Charles D. Garvin, <i>Social Work and Social Justice: Concepts, Challenges, and Strategies</i></p> <p>12-14 slides (images, graphics, data, statistics)</p> <p>Good internet connection, big screen</p>	
	2. Seminar: Empirical learning (1h30')	<p>1h - Guest speaker(s) (activist, expert): What about social justice in your country/region/city? What is the role of activism in social development? Examples of good practices in NGOs</p> <p>30' Case study on topic and debate (you could propose in advance to the expert guest to bring for debate a case study, perhaps an example of an awareness campaign, from the NGO he represents)</p>	<p>1-2 slides</p> <p>Frey, Lawrence R., Russell, Vincent, and German, Jeanette. 2020. <i>Communication Activism for Social Justice Research, in The Handbook of Applied Communication Research</i></p>	
	3. Course: theory presentation (1h30')	<p>II. <i>Social Justice and Communication</i>: activism, representations, and good practices according to the global SDG ethic.</p> <p>10' presentation & discussion of the main ideas from the previous course & seminar</p> <p>1h20' Explain the concepts: <i>Applied communication research</i> (ACR) and <i>Communication activism for social justice research</i> (<i>communication activism research</i>, for short) CAR</p>		



Time	Unit 4	Activities & Contents	Workshop materials	Assessment
		<p>It is important and relevant for all those interested in social justice, especially for journalists, to be able to identify in any kind of communication (interpersonal, institutional, political, etc.) those narratives of exclusion.</p> <p>You could have an approach to communication in relation to the concept of social justice, starting from this definition of CAR: “Action that attempts to make a positive difference in situations where people’s lives are affected by oppression, domination, discrimination, racism, conflict, and other forms of cultural struggle due to differences in race, ethnicity, class, religion, sexual orientation, and other identity markers.” (Broome, Carey, De La Garza, Martin, and Morris, 2005:146)”</p> <p>In this unit you could reconnect activist communication with the media. It is important for students to know and understand the different roles in public communication (authorities, NGOs&activists, journalists) and their areas of interference. You can also explain to students the concept of <i>citizen journalism</i> as an essential part of the participatory web and social media platforms. Give students examples of well-known anti-discrimination brand communication campaigns, such as the one at Benetton. You can also give examples & discuss about well-known anti-discrimination brand communication campaigns, such as the one at Benetton or how social movements as <i>Metoo</i> or <i>Black Lives Matter</i> were born, thanks to the participatory web.</p> <p>As communication scholars who traffic in symbols, images, representations, rhetorical strategies, signifying practices, the media, and the social work of talk ... we understand that we are entangled within world systems of oppression and exploitation ... Our choice is to stand alongside or against domination, but not outside, above, or beyond it. (Conquergood, 1995:85)</p>	<p>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.), <i>Communication activism: Vol. 3. Struggling for social justice amidst difference</i> (pp. 69–104). New York, NY: Hampton Press.</p> <p>Conquergood, D. (1995). Between rigor and relevance: Rethinking applied communication. In K. N. Cissna (Ed.), <i>Applied communication in the 21st century</i> (pp. 79–96). Mahwah, NJ:</p>	



Time	Unit 4	Activities & Contents	Workshop materials	Assessment
	4. Seminar: team exercise 20' Conclusions	1h30' -seminar/ team exercise on topic: <i>Inequality of access to media and digital literacy</i> . Divide students into teams and ask them to access global and local reporting reports from the last two years; each team can receive a region of the globe from which 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. Formulate, together with the students, the main highlights of the topic approached both theoretically and through the team exercises.	Lawrence Erlbaum https://hootsuite.widen.net/s/gqprmtzq6g/digital-2022-global-overview-report	
26h	Autonomous learning	You can guide students through the bibliography of these 2 courses and 2 seminars, related to Unit 4 and encourage them to identify other scientific resources, guides, textbooks, multimedia materials that address the issue of social justice from the perspective of public communication.	Michael Reisch, Charles D. Garvin (Eds.). 2016. <i>Social Work and Social Justice: Concepts, Challenges, and Strategies</i> , Oxford University Press.	

Recommendations/ highlights:

- in addition to media channels, students may be encouraged to monitor online the activities of NGOs that promote human rights and social justice.
- for autonomous learning, students could identify and read activity reports with relevant data on the actions of various NGOs
- further students should monitor the media (mainstream and alternative), but also social media platforms, identify and observe the voices of activists
- students should be oriented to use authorized and reliable sources of information, use scientific resources and and the voices of social justice experts

Unit 5: Environment

Environment: bad economic and social development, institutional, corporate and human policies and responsibilities in the accentuation of climate change, territorial evolution: water, air, biodiversity, food production and consumption, impact on health, incidence of environmental education. The environment in the media. Repercussion of the human communication and information industry on the environment.

Sustainable media; pptx slides (key words, short texts, images, graphics, data), board, flipchart;

3h: 1h30' - Theory/data presentation + **1h30'** - Seminar: Empirical learning (guest speaker, expert in environmental protection);

3h: 1h30': Theory presentation + **1h30'** - Seminar: Team exercise;

1h: case study & debate: BBC Earth, a niche media outlet dedicated to the environment and sustainable development <https://www.bbcearth.com>

26 h autonomous learning (205h/8weeks = 26h/ week)

Course questions

What are the main global environmental issues from the perspective of scientists? How does climate change impact our lives? But at the regional and local level? What is the role of activism and journalism for the protection of the environment and biodiversity? Why should journalists cover environmental issues ethical & professionally?

Objectives/Competencies

Understanding global and local environmental issues; ability to identify relevant, scientifically reliable sources for documenting materials related to climate and environmental change; the ability to differentiate between roles and voices in media and public communication; critical thinking.



Time	Unit 5	Activities & Contents	Workshop materials	Assessment
	10' Conclusions	Encourage students to ask the guest questions to obtain specific information. Less comfortable questions are also welcome. Emphasize the idea of a holistic approach to sustainable development, highlighting the impact of unsustainable economic activities on the environment and communities.	big screen https://www.stockholmresilience.org/research/planetary-boundaries/the-nine-planetary-boundaries.html	
	3. Course: theory presentation (1h30')	II. Address the topic of environmental communication as an interdisciplinary field of study and show them that “there are university courses and programs in environmental communication, research centres dedicated to its study, scholarly journals focused on the subject, and books on various aspects of the field.”	https://www.theieca.org/sites/default/files/optp/%20OPTP%231-EC What and Why.pdf	
	4. Seminar: team exercise	1h20' Explain the concepts: environmental communication in the activism area, environmental journalism: similarities, overlaps and differences. 1h30' -seminar/ team exercise on topic: you can divide students into two large groups: one for environmental communicators (activists&NGOs) and another for environmental journalists; suggest or make them think about an important environmental topic in your country (e.g. air pollution, plastics and water waste, deforestation, etc.) Ask each group to propose an approach to the subject from the perspective of the role of communicator & activist on the one hand, and that of journalist, on the other; what strategies do they find for the media coverage of the topic and which channels? What kind of sources (common and different) will be used to document the topic? How do they think the two roles will intersect? The role of the exercise is for students to understand the differences in roles between and the diversity	FYI (“I” from information & inspiration) These 11 environmental news sites are bringing urgency and innovation to stories on climate change Beyond Bylines (prnewswire.com)	

Time	Unit 5	Activities & Contents	Workshop materials	Assessment
	<p>10' Conclusions</p> <p>1h: case study & debate: BBC Earth</p>	<p>of voices in the media that aim to protect the environment.</p> <p>Emphasize with students the differences and differences between the social roles of activists and journalists. And a question for stimulating critical thinking: is it ethical for journalists to become activists? If so, in what contexts?</p> <p>The BBC, in general, with platforms such as BBC Earth in particular, is considered one of the benchmark media trusts in terms of supporting sustainable global and local development. It would be interesting to explore this platform together with the students, who can note and present pertinent (including critical) observations regarding: prevalent topics, angles of approach, media products, such as podcast, etc.</p>		
<p>26h</p>	<p>Autonomous learning</p>	<p>Some resources for journalists:</p> <p>The 2020 Journalists' Guide to Energy & Environment SEJ</p> <p>https://earthjournalism.net/ https://earthjournalism.net/geojournalism</p> <p>https://www.journaliststoolbox.org/2020/11/01/miscellaneous_environment_sites/</p> <p>https://mediablog.prnewswire.com/2018/04/12/top-environmental-news-sites/</p> <p>https://unearthed.greenpeace.org/about/</p> <p>The International Environmental Communication Association (IECA) https://theieca.org</p> <p>Robert Cox and Phaedra C. Pezzullo (2016) Environmental Communication and the Public Sphere (4th ed.). Los Angeles: Sage Publications.</p> <p>Anders Hansen and Robert Cox, (2015) The Routledge Handbook of Environment and Communication. London: Routledge.</p> <p>2020 Journalists' Guide to Energy & Environment, Washington, DC - YouTube</p>	<p>Global Ocean Science Report 2020–Charting Capacity for Ocean Sustainability. K. Isensee (ed.), Paris, UNESCO Publishing.</p> <p>https://www.climate-transparency.org/wp-content/uploads/2021/10/CT2021-Highlights-Report.pdf</p>	

Recommendations/ highlights:

- in addition to media channels, students may be encouraged to monitor online the activities of NGOs that promote conservation, environmental protection.
- for autonomous learning, students could identify and read reports with relevant data, guides for environmental journalists & communicators.
- students should monitor the media (mainstream and alternative), but also social media platforms, identify and observe the voices of NGOs and activists for environmental conservation and protection.
- students should be guided to use authorized, relevant, and truthful sources of information; also use scientific resources to gain in-depth knowledge and understanding.

Unit 6: Equity

Economy+Society+Environment (E=E+S+E) decision-making: global ethics and journalistic ethics Sustainable media; pptx slides (key words, short texts, images, graphics, data), board, flipchart;

3h: 1h30' - Theory presentation + 1h30' - Seminar: Empirical learning (guest speaker);

3h: 1h30' - Theory presentation + 1h30' - Seminar: Debate.

2h: 1h - Case study presentation + 1h - Seminar: Discussion.

26 h autonomous learning (205h/8weeks = 26h/every week)

Course questions

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

Objectives/Competencies

understanding and correctly using ethical concepts for sustainable development; understanding the concept of media ethics in general and that of professional journalistic ethics in particular; the ability to problematize ethical issues; critical thinking; argumentation skills and public speaking.

Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module II
	<p>5. Case study presentation (1h)</p> <p>6. Seminar: discussions (1h)</p>	<p>understand the daunting global problems of poverty, environmental degradation, technological inequalities, and political instability.” Ask students to argue for and against the idea of having a global media ethics. Divide the students into two groups and the board into two columns to gather arguments for and against this possibility. 15-20’ Time for online research.</p> <p>1h Debate. Encourage students to express their opinions freely and, at the same time, to support them with logical, critical, factual arguments and relevant examples. 10’ Conclusions Topic: <i>Media Sustainability</i>. You can choose a case study from here to present it to students in an interactive way. Highlight ethical issues. (Because the use of images in the press often raises ethical dilemma, this example may be a case study that you could discuss and extend to other examples, including in your own country.)</p> <p>Bring the discussion nationally and locally. Ask students to identify ethical issues in the media that are related to sustainable development: poverty, migration, inequality, environmental problems, etc.</p>	<p>Flipchart/board</p> <p>https://mediaethicsinitiative.org/journalism-ethics-case-studies/Does the Photo Fit the News? – Media Ethics Initiative</p> <p>Media Sustainability and Access to Public Interest Journalism: Strategies and</p>	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module II
			<p>Considerations, 2021, SANEF</p>	
<p>26h</p>	<p>Autonomous learning</p>	<p>For individual study we recommend students to read additional bibliography in the field of human rights ethics and media ethics. A good exercise would be to read and compare codes of ethics from international (BBC, The Guardian, Reuters, DW, AP, etc.) and national media outlets.</p> <p>Students can do desk research to build a database with scientific bibliography and multimedia resources in the field of sustainability ethics, media ethics and journalistic ethics. Some relevant resources:</p> <p>https://www.un.org/en/about-us/universal-declaration-of-human-rights</p> <p>Claudia Carter, Equity, Ethics and Evidence in Environmental Governance, <i>Environmental Values</i>, Vol. 22, No. 5 (October 2013), pp. 561-566</p> <p>Stephen J.A. Ward. 2021. <i>Handbook of Global Media Ethics</i>, Springer. Journal of Media Ethics</p> <p>Kati Tusinski Berg. 2022. “A Global Perspective on Ethics: New Resources for Teaching and Discussing Media Ethics and Journalism Ethics”, <i>Journal of Media Ethics</i>, 37:1, 72-75, DOI: 10.1080/23736992.2021.2020257</p> <p>https://en.unesco.org/unesco-series-on-journalism-education</p> <p>Teaching journalism for sustainable development: new syllabi 2015. UNESCO</p> <p>Carter, Claudia. “Equity, Ethics and Evidence in Environmental Governance.” <i>Environmental Values</i>, vol. 22, no. 5, 2013, pp. 561–66, http://www.jstor.org/stable/43695711.</p>		

Recommendations/ highlights:

- Students should be directed to scientific resources in the field of Human Rights, such as articles in impact journals in the WoS, to be aware of the concerns of researchers and the pressing issues in certain parts of the globe.
- Students should monitor digital platforms dedicated to media and journalism ethics, to understand the values and standards of the journalistic profession and to have axiological landmarks.
- Encourage students to monitor trusted media in countries with a tradition in journalism and to identify its connections with interest in sustainable development topics; also, browse the codes of ethics on the websites of these media organizations.
- Students should to identify and to monitor international associations and organizations that promote and defend the rights of journalists, as well as the reports, guides, cases published by them.



Module 3

Journalism and Narrative Techniques of Digital Information

Capacity Building Materials



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User's Guide

This handbook is intended as a comprehensive resource for teachers of the SDGs Journalism Reporting Course and for journalists who may find the suggested reading materials and resources relevant to their professional practice.

Each of the units in these modules has been designed to have specific learning outcomes on topics linked to sustainable development and journalism, thus providing concrete tools to apply knowledge about the SDGs and address the skill sets needed for professional media reporting on the SDGs.

Activities, tasks, reading materials, relevant videos and links to other different resources are provided. Supplementary materials (PowerPoint presentations, video recordings of the ToT training sessions) are also available on the SDGs Journalism Reporting platform.

While work has been done to ensure the accuracy and relevance of this Capacity Building Material, it is important to acknowledge that new developments, research and insights are constantly emerging; therefore, trainers are encouraged to update this manual with information, additional resources and case studies that reflect the latest trends and practices in journalism and sustainability in the world in general and in their region in particular. Engaging with current events, guest speakers and industry professionals can further enrich the educational experience. The content of this specialised textbook can be adapted to best suit local, national and/or institutional teaching and learning contexts.

Unit 1: Journalism regulatory standards and media standards

Journalism regulatory standards and media standards: style books and global charters - comparative. Editorial staff and ethical standards. Media observatories: typology and functions. Good practices of transparency, accountability, and critical thinking in the observatories; pptx slides (key words, short texts, images, graphics, data), board, flipchart.

3h: 1h30' - Theory presentation + 1h30' - Seminar: Team exercise

3h: 1h30' - Theory presentation + 1h30' - Seminar: Case study & discussion

23 h autonomous learning (205h/7weeks = 29,2h/every week)

Course questions

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

Objectives/Competencies

Thorough study the journalistic ethics; the ability to problematize ethical issues in professional journalism; ability to work with data, scientific studies, and reports; critical thinking; argumentation and public speaking skills; team working skills.



Time	Unit 1	Activities & Contents	Workshop materials	Assessment Module III
6h= 3h + 3h	1. Course: Theory presentation (1h30')	<p>10' recap of the previous unit from Module II (the main ideas related to media ethics & journalistic ethics in the human rights paradigm)</p> <p>15' Introduction: Remind your students the main differences and interferences between the legal and ethical dimensions; give them examples where a certain type of behaviour may be unethical, but not illegal; ask students to set an example of behaviour that is both unethical and illegal at the same time. (Examples refer to media & journalists in your country.)</p> <p>50' Presentation: <i>Media pluralism, Ethics & professional standards for journalists.</i></p> <p>Re-discuss and problematize concepts such as: freedom of expression, public interest, independent journalism vs partisan media, etc. Why journalism is not the same in the world. What generates these differences? What kind of journalism is mainly practiced in your country? What obstacles and pressures do journalists in your country face? You need to have a contextual approach to journalism and explain to students why professional journalism matters more than ever. Talk about quality journalism vs yellow/tabloid journalism, professional journalism vs citizen journalism. Insist on the differences between facts and opinions in journalism; talk about sources and levels of assignment. Insist on the relevance of news journalism and investigative journalism. Address the connection of journalism with science and experts. (You may correlate it with the recent global health crisis.)</p> <p>It is very important for students to detect and understand the role for the benefit of society, as well as the functions - information, investigation, filtering, education, all in the public interest - of professional journalism, based on facts, evidence, and the expertise of specialists.</p> <p>15' Q&A</p>	<p>2-3 slides</p> <p>15-20 slides</p> <p>Thomas Hanitzsch, Folker Hanusch, Jyotika Ramaprasad, and Arnold S. de Beer (Eds.). 2019. <i>Worlds of Journalism. Journalistic Cultures Around the Globe</i>, New York : Columbia University Press.</p> <p>Finlandia Declaration World Press Freedom Day, 3 May 2016</p> <p>Freedom of expression and public order: training manual</p> <p>https://edmo.eu/wp-content/uploads/2022/01/Case-law-for-policy-making-Report-2022.pdf</p>	



Time	Unit 1	Activities & Contents	Workshop materials	Assessment Module III
	2. Seminar: (1h30')	<p>Team exercise: Divide students into teams of four and ask them to do half-hour desk research on their own devices. Ask them to identify independent newsrooms in your country. To identify and select them, they must consider: the technical characteristics of the site (functionality, update, menu, interactivity, links to social media, etc.), as well as the content (theme, headlines, tone & style, angles of events, etc.). An important detail in the analysis of journalistic sites is transparency (editorial staff and financial resources).</p> <p>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 your country.</p>	<p>Global Charter of Ethics EN.pdf (ifj.org)</p>	
	3. Course: theory presentation (1h30')	<p>5' recap of the previous unit;</p> <p>50' Presentation: Media responsibility and self-regulation in Europe. The role of media observatories.</p> <p>Discuss the role and responsibility of professional journalism by integrating the press into the current digital media ecosystem. Present challenges such as: fake news & digital dis/misinformation or hate speech amplification. Give examples of fake viral digital content from the pandemic.</p> <p>Challenge the role and responsibility of professional journalism by integrating the press into the digital media ecosystem. Present and discuss current challenges such as: fake news & digital misinformation or hate speech amplification. Give examples of fake viral digital content from the pandemic.</p> <p>To understand the role of media observatories, it is important for students to understand the deviations of online content that claim to inform users. At this point, it is important to explain to students why scepticism and critical thinking are important when consuming news. Provide students with quick fact-checking tips & tricks to detect fake news. Show them how to evaluate the credibility of a news site,</p>	<p>15-20 slides</p> <p>https://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=21805&lang=en</p> <p>Chris Peters, Marcel Broersma. 2017. Rethinking Journalism Again Societal role and public relevance in a digital age. Routledge (Marcel Broersma and Chris Peters, Introduction: Towards a Functional Perspective on Journalism's Role and Relevance)</p>	



Time	Unit 1	Activities & Contents	Workshop materials	Assessment Module III
	4. Seminar: Case studies & discussions (1h30')	<p>journalism material, sources, and links used in it. Check out the most effective strategies to counteract the rise of digital misinformation / misinformation.</p> <p>Talk to students about the possibility of digital projects that combine human knowledge with artificial intelligence (AI) to find solutions to counteract harmful phenomena, such as mis/disinformation.</p> <p>20' Q&A 15' Conclusions</p> <p>Case study 1: Media Observatory Initiative Case study 2: European Digital Media Observatory 20'-30' Divide the students into two groups and give each one a case study to go through and write down the most relevant aspects, such as: context, role, necessity, conclusions related to countering mis/disinformation, etc.</p> <p>50' Encourage students to present the main working group comments for each of the two case studies. Insist on capturing aspects of interest to the audience, paying attention to the content, but also the form of the presentation; be clear and concise in expression.</p> <p>20' Discussions. Are there any media observatories in your country? If not, why not? If so: are they functional and helpful for journalists and citizens?</p>	<p>A multi-dimensional approach to disinformation</p> <p>https://www.publicmediaalliance.org/tools/fact-checking-investigative-journalism/</p>	
23h	Autonomous learning	<p>We recommend students to continue to study additional valuable resources about journalism standards and principles:</p> <p>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</p> <p>Gene Foreman, Daniel R. Biddle, Emilie Lounsberry, Richard G. Jones. 2022. <i>The Ethical Journalist: Making Responsible Decisions in the Digital Age</i>. Wiley-Blackwell. 3rd edition.</p>	Flipchart, board	



Time	Unit 1	Activities & Contents	Workshop materials	Assessment Module III
		<p>Lawrie Zion, David Craig (Eds.). 2014. <i>Ethics for Digital Journalists. Emerging Best Practices</i>. Routledge.</p> <p>https://pulitzercenter.org/about/ethics-and-standards-policies</p> <p>https://pulitzercenter.org/blog/pulitzer-center-joins-call-worldwide-freelance-protection-standards</p> <p>https://www.journaliststoolbox.org/2022/04/26/urban_legendsfact-checking/</p> <p><u>UNDP’s Engagement with the Media for Governance, Sustainable Development and Peace</u></p> <p><u>Teaching journalism for sustainable development: new syllabi</u></p> <p>The Associated Press Stylebook(s), 2019; 2020-2022 ed.</p> <p>https://resources.journalismdesign.com/exercises-assignments</p> <p>https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2021</p> <p>(depending on the time, previous reports from Reuters Institute can also be viewed)</p>		

Recommendations/ highlights:

- Starting with Module III, the emphasis will be on journalistic theory and practice related to SDGs, in line with internationally valid ethical standards. For a differentiated approach to the topics related to media law and ethical journalism, you can use Model Curricula for Journalism education (pp.22-23)
- UN-promoted journalistic model & ethics will work as an axiological benchmark for your students, but of course they will consider national and local realities and opportunities to practice journalism.
- It is necessary for students to continue to follow the international quality press, as well as the national and local press, professional associations of journalists, NGOs dedicated to sustainable development and especially the scientific resources in the field of SDGs.
- Students should be encouraged to form a mindset specific to professional journalists. First be curious and bold. Then, they have to try understanding the course of the world and its global problems, to identify issues concerning the future development of both the local communities and the world, to be attentive to the decisions and statements of the authorities, to question them, to develop critical reflexes and especially to always be in public interest view.
- Understand that today's journalism is plural and can be practiced in a variety of forms. However, values such as honest truth-seeking, impartiality, rigorous documentation, verification of sources remain fundamental values of professionals.

Unit 2: Types of Journalism Relating to the SDGs

Specialized investigative journalism procedure

Types of journalism (related to SDGs: development journalism; sustainable journalism; solution or constructive journalism) and journalism resources. Journalism in the media and online journalism, Fake News and counter-narratives. pptx slides (key words, short texts, images, graphics, data), board, flipchart.

3h: 1h30'- Theory presentation + 1h30'- Seminar: Guest-speaker (investigative journalist)

3h: 1h30'- Theory presentation + 1h30'- Seminar: Fact-checking exercises

23 h autonomous learning (205h/7weeks = 29,2h/every week)

Course questions:

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

Objectives/Competencies:

Knowledge and understanding of the diversity and plurality of journalism, knowledge and understanding of new trends and visions regarding the responsible practice of journalism in the digital age, cognitive ability to correlate journalism with sustainability, ability to identify and counteract digital misinformation, critical thinking.



Time	Unit 2	Activities & Contents	Workshop materials	Assessment Module III
<p>6h= 3h + 3h</p>	<p>1. Course: Theory presentation (1h30')</p>	<p>5' Let's start with a short video from Reuters' Digital News Report, to see the trends in digital media world.</p> <p>20' Introduction: Make a review of the professional journalistic landscape, referring to the typology of journalism, according to several criteria: 1. media channel (digital / multimedia, TV, Radio, Print), 2. field of specialization (political, social, sports, cultural, mundane), 3. degree of autonomy (independent, partisan), 4. institutional editorial model (mainstream, alternative), 5. specifics of documentation and editorial work (news journalism, data journalism, scientific journalism, investigative journalism), 6. degree of coverage: international, regional, national, local.</p> <p>50' Presentation: Investigative journalism. Journalism & SDGs: development journalism; sustainable journalism; solution or constructive journalism. Explain to students that the plurality of journalism also means being able to choose professionally how to inform and educate the audience you are addressing. In this context, insist on the link between journalism and sustainable development. What means sustainable journalism?</p> <p>Include in your presentation a description with examples of what constructive journalism entails. ("constructive journalism – a more solutions-focused approach to news coverage"). Also include a critical approach to this topic. Is it necessary for journalism to change in this direction? If so, why? if not, why not?</p> <p>Choose and present to your students an example from here of good practice in investigative journalism. Identify with your students a relevant example of a journalistic investigation in your country.</p> <p>15' Q&A, Conclusions, preparation of the seminar with the basic highlights.</p>	<p>2-3 slides</p> <p>15-20 slides https://www.investigative-manual.org/chapters/chapter-1-becoming-an-investigative-journalist/2-why-do-investigative-reporting/</p> <p>Mast, J., Coesemans, R., Temmerman, M., Constructive journalism: Concepts, practices, and discourses. 2019., in Journalism, Vol 20(4), Sage. https://www.solutionsjournalism.org/ https://gijn.org/2021/05/13/from-traditional-journalism-to-sustainable-journalism/ The global investigative journalism casebook</p>	



Time	Unit 2	Activities & Contents	Workshop materials	Assessment Module III
	<p>2. Seminar: (1h30')</p> <p>3. Course: theory presentation (1h30')</p>	<p>1h30' Guest-speaker: Investigative journalist about specific of his work related to Sustainability. Ask your guest to discuss with students the challenges, risks, and successes of journalistic investigations. It would be desirable for the theme and examples to be in the field of sustainable development (corruption, illegal deforestation, business affecting the environment, etc.). Encourage students to ask specific and clarifying questions.</p> <p>15' Introduction A short presentation with examples of the social media concept (web 2.0, participatory media, collaborative platforms, citizen journalism, etc.). You can use short videos, infographics, or other visual resources to show your students the evolution of social media platforms. (A very useful resource here!)</p> <p>50' Presentation: Professional journalism, SDGs and the emergence of social media platforms. Explain and show to your students the interference between professional journalism and social media. It is important for students to understand the opportunities, but also the threats of social networks.</p> <p>25' Professional journalism and the challenges of social media. Changes and challenges of journalism to social media interference. Algorithms, artificial intelligence, bots, trolls, polarization, hate speech amplification and mis/disinformation. How social media affects the work of journalists, see here.</p> <p>Discussion & Conclusion. Try to engage students in a debate about the role of social media in sustainable development. Ask them for good practice examples of using social media. (Advocacy, mobilization for good causes, solidarity, participation, engagement</p>	<p>15-20 slides</p> <p>Challenges and opportunities for news media and journalism in an increasingly digital, mobile, and social media environment</p> <p>Journalism, fake news & disinformation: handbook for journalism education and training</p> <p>https://www.publicmediaalliance.org/tools/fact-checking-investigative-journalism/</p>	



Time	Unit 2	Activities & Contents	Workshop materials	Assessment Module III
	4. Seminar: Fact-checking exercises (1h30')	<p>Practice fact-checking and find useful tools for this. Ask students to identify sites and media content in your country that are misinformed scheduled. Encourage them to notice what they have in common. How can deep fakes be detected?</p> <p>Encourage students to think collaborative and work together to find the best and fastest methods and tips for spotting fake news.</p> <p>Encourage them to think critically, explain why scepticism is good when we're consuming news, and why it's important for journalists to help users get the news that's important and relevant to them.</p>	<p>Mobile phones, computers / laptops with internet connection</p> <p>Flipchart</p>	
23h	Autonomous learning	<p>Some other valuable resources for individual study:</p> <p><u>UNDP's Engagement with the Media for Governance, Sustainable Development and Peace</u></p> <p><u>Teaching journalism for sustainable development: new syllabi</u></p> <p><u>Brant Houston, Mark Horvit, Investigative Reporters & Eds., 2020. Investigative Reporter's Handbook: A Guide to Documents, Databases, and Techniques Paperback.</u></p> <p><u>Brant Houston. 2018. Data for Journalists: A Practical Guide for Computer-Assisted Reporting. Routledge. 5th edition.</u></p> <p><u>https://www.clearvoice.com/blog/journalism-organizations-list/</u></p> <p><u>https://www.investigative-manual.org/</u></p> <p><u>https://www.journaliststoolbox.org/2022/04/26/urban_legendsfact-checking/</u></p> <p><u>Phillips, Angela. 2014. Journalism in Context Practice and Theory for the Digital Age. Taylor&Francis.</u></p> <p><u>People, Power, Truth (https://fojo.se/en/wp-content/uploads/sites/2/2021/03/FOJO-peoplepowertruth-2021web.pdf)</u></p> <p>From the GIJN video resource series:</p> <p><u>Making Investigative Journalism Sustainable: Best Business Practices</u></p> <p><u>https://www.dw.com/en/constructive-journalism-dialogues-watch-past-</u></p>		



Time	Unit 2	Activities & Contents	Workshop materials	Assessment Module III
		<p>events-here/a-59451293 Karen McIntyre, Cathrine Gyldensted. 2017. Constructive Journalism: Applying Positive Psychology Techniques to News Production, The Journal of Media Innovation</p>		

Recommendations/ highlights:

- Now that your students have learned about the ethics, values, principles, and standards of professional journalism, they could research, compare, and reflect on joining one of the professional communities on [this list](#), depending on their future interests.
- In order to understand the basic process of journalism, which involves 1. the criteria for selecting the topic (public interest, novelty, current affairs, etc.) 2. documentation, sources and resources, verification, data analysis, data tracking 3. choosing the angle of approach, 4. own elaboration (with) discussion of journalistic material in the most appropriate form, 5. dissemination, 6. monitoring of impact and reactions, 7. continuation of the series, if the subject requires it, recommend your students to go through resources such: <https://www.investigative-manual.org/>
- Recommend to your students to monitor local and national newsrooms, mainstream or alternative freelance journalism, as well as comparative approaches to SDGs.
- Encourage students to discover and follow constructive journalism media platforms, sites, or projects. (You can start from [here](#) and continuing with [scientific perspectives](#) on this topic). Also encourage them to research and reflect on business and organizational solutions for sustainable journalism. (See [GIJN video resource series](#))

Unit 3: Specialized documentation tracking and data verification

Resources. pptx slides (key words, short texts, images, graphics, data), board, flipchart;

3h: 1h30' - Theory presentation: News. Sources and resources in news reporting+ 1h30' - Seminar: Writing news

23 h autonomous learning (205h/7weeks = 29,2h/every week)

Course questions

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

Objectives/Competencies

The habit of working with certain data, figures, statistics, expert sources, online resources, etc., the ability to ask questions to get relevant answers, research and documentation skills, the ability to write professionally (in terms of journalism), quick, correlative, and critical thinking.



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Module III
3h	<p>1. Course: Theory presentation (1h30')</p> <p>2. Seminar (1h30')</p>	<p>5' Recap of the previous unit</p> <p>15' Introduction: The main journalistic genres: review the main journalistic formats, emphasizing the differences between the genres of information and the genres of opinion.</p> <p>40' Presentation. <i>News</i>: the most used genre of information journalism. Sources and resources in news reporting. How to build quality, trustful, and accurate news for the online environment (text, photo, video, infographics, animations). Examine with news from trusted journalistic sites (independent media outlets) in your country. Documentation and use of sources and data. The role & the use of links. Source attribution levels. News credibility. News reporting structure, new writing fundamentals, narration techniques, style, language, use of quotations.</p> <p>30' Q&A, Discussion, examples of good practice from trusted and quality news sites. Here and here you can find exercise ideas as well as an example of an article planner</p> <p>Exercise! Practice writing SDGs news to answer questions such as: Choose the topic. Is it of interest to your audience? Is it current? Does it bring useful information to us? What is the best coverage perspective? Which are the facts, and which are the opinions / statements? How to convert facts into relevant information to state as accurately, neutrally and impartially as possible what it is about? What words to choose, how</p>	<p>2-3 slides</p> <p>https://mediaguide.fi/mediaguide/journalism-genres-and-article-types/</p> <p>15-20 slides, flipchart</p> <p>Peterson's <i>The Associated Press Guide to News Writing</i>. 2019. 4th Edition, Paperback</p> <p>Chip Scanlan, Richard Craig. 2013. <i>News Writing and Reporting: The Complete Guide for Today's Journalist</i> 2nd Edition. Oxford.</p> <p>https://d101vc9winf8ln.cloudfront.net/documents/16121/original/News_Writing_Fundamentals_ATI.pdf?1565039733</p> <p>https://seodesignchicago.com/content-optimization-blog/10-tips-for-how-to-write-a-news-article/</p>	<p>Debate/ interview/ report between students and representatives of institutions, media and organizations to obtain status information of economy and sustainability</p>



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Module III
		<p>to structure the text using the inverted pyramid? What is the best title? How do I avoid clickbait? Who can speak expertly / officially / authoritatively on the subject? How do I get the statement I need? How to use the quotations? How do I illustrate the news? Photo, video, infographic, animation? Which image is complementary to the text and best suited? How should I use images ethically? How and where do I place links with adjacent information, for valuable in-depth reading, or to send the user to evidence? How do I build the lead? What about the other paragraphs? How do I get a clear, concise, accurate text?</p>	<p>https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zhxdg7h https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z9jgn9q</p> <p>Mobile phones, computers / laptops with photo and audio-video editing software, Photo cameras, camcorders</p>	
26h	Autonomous learning	<p><u>UNDP's Engagement with the Media for Governance, Sustainable Development and Peace</u> <u>Teaching journalism for sustainable development: new syllabi</u> <u>Safety guide for journalists. A handbook for reporters in high-risk</u></p>		



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Module III
		<p><u>environments</u> UNESCO: <u>Model Curricula for Journalism Education</u> Gavin Allen. 2021. <i>Writing for Journalists</i>. 4 New edition, <u>Taylor & Francis Ltd</u> Jennie Dear and Faron Scott. 2014. <i>The Responsible Journalist. An Introduction to News Reporting and Writing</i>. Oxford.</p>		

Recommendations/ highlights:

- Guide students to monitor and critically reflect on the mainstream news in your country. Also, encourage them to discover independent news sites and examples of good practice in the production of SDGs news. (The comparison between the mainstream press and the independent news websites is very relevant in many countries.)
- At this point, it is very important for students to practice designing and writing news, with prior documentation in the field of SDGs; to identify the problems that the community is facing, to observe the actions of the authorities, the way in which they solve or not the problems of the respective area. Remember, valuable news is about real facts, put in the right context, with the right sources, with accurate, neutral and accessible language.
- News topics are everywhere. Most of them are implicitly related to sustainable development (corruption, poverty, pollution, discrimination, inequality, etc). Encourage students to develop their nose for topics that can become important and relevant news of interest to the public.
- To keep in touch with pressing sustainability topics, encourage students to keep up to date with up-to-date data and information on human rights organizations 'or environmental organizations' websites. Also follow the statements and actions of politicians regarding the implementation of the SDGs in your country.

Unit 4: Investigative journalism, quality journalism and data journalism.

Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure.

(Pptx slides with key words, concepts, short texts, photos, infographics, data, board, flipchart;)

Teaching Methods: Presentation, dynamization, monitoring, expert coordination, and participation

3 h: 1h30 mins- Theory presentation + 1h30'- Seminar: empirical learning (journalist guest speaker)

3 h: 1h30 mins: Theory presentation + 1h30'- Seminar: group exercise.

3 h: Workshop conducted by journalist with a background in investigative reporting and data journalism

26 h autonomous learning (205h/7weeks = 29,2 h/week)

Course questions

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

Objectives/Competencies

Identify stories and formulate hypothesis for thorough investigation, to create, research//investigate//document and write full, in depths stories, identify//access//draw on credible sources, research a specific topic in official public records, develop and practice interviewing techniques and investigative reporting techniques, develop and improve their inquiry and interpretative skills, understand how local stories connect to global issues, using user generated content and open source information in investigations.



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
9h= 3h + 3h + 3h	1. Course: Theory presentation (1h30')	<p>I. Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure. (3 h)</p> <p>10' Intro: Brainstorm ideas about the concept of investigative journalism and write key words on the flipchart. What would you want to investigate? How? Ask students to think whom should we investigate//Why? (Journalists should expose criminal activities, abuse, corruption in all aspects of public life, human rights' violation, ecological disasters, and many other important social issues. You can refer to the Watergate case and maybe tell students to read about this or watch the movies All the President's Men, Spotlight, etc.) Students need to understand that the purpose of investigative journalism is "unveiling of matters that are concealed either deliberately by someone in a position of power, or accidentally, behind a chaotic mass of facts and circumstances - and the analysis and exposure of all relevant facts to the public. In this way investigative journalism crucially contributes to freedom of expression and media development" (Story-based inquiry: a manual for investigative journalists UNESCO)</p> <p>50' Presentation: In the post digital era, journalism in general and investigative journalism in particular, faces a radical change in the way information is collected and interpreted. Investigative reporters need to deal with data sources, new tools, new ways in which information is disseminated and a lot of disinformation and fake news. The investigative journalists are challenged to find new ways to find facts, uncover injustice and misuse of power, to draw on credible sources, sharpen their inquiry and interpretative skills, in other words, they go beyond day-to-day journalism.</p>	<p>Technical mean of projection Bibliographic materials Comprehensive files Complementary audio-visual material</p> <p>10-25 slides</p> <p>Berry, Stephen J., Watchdog Journalism: the art of investigative reporting, NY, OUP, 2009.</p> <p>Lee-Hunter, M. <i>Story-based Inquiry: A manual for investigative journalists</i>, 2009.</p> <p>de Burgh, H. <i>Investigative Journalism, Context and Practice</i>. London, Routledge, 2000.</p> <p>David Leigh, <i>Investigative Journalism, A Survival Guide</i>, Palgrave Macmillan, 2019.</p>	<p>Observation sheets/records Students' journal portfolio (with all reflection papers)</p>



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
		<p>Investigative journalism and investigative reporting: there are no easy definitions but there is an agreement on some of its principles as they are listed in <i>A watchdog's guide to investigative reporting. A simple introduction to principles and practice in investigative reporting</i>, Derek Forbes, Konrad Adenauer Stiftung, Johannesburg, 2005, p.143.</p> <p>Introduce students to the basic principles of investigative reporting: news values, getting the facts, checking the facts, putting the facts together, work with evidence, work with sources (official, confidential), protect the sources when required, work with the law.</p> <p>Statement of Principles for Investigative Journalism, Canadian Association of Journalists</p> <p>The discussion should link investigative journalism to active citizenship and ethics.</p> <p>In your presentation make sure you will cover aspects relating to: developing a story idea, the hypothesis that is to be tested, finding documents and data to support the claims and the findings, interviewing sources, gathering, and combining different information to build the story legally and ethically, find the right angle// ways to tell the investigative story across multiple media platforms, how to research and find sources using digital tools, find the human angle behind the data and connect findings to people.</p> <p>Focus on how students can track associations and use visualizations. It is imperative to guide students and present them with interviewing techniques, including script and strategies of interviewing and choice of best questions, and use of existing research tools including searches through databases and public records, handling and organizing data to use in the investigative reports.</p> <p>10-15 mins discussion on case studies: focus on why they are relevant and effective.</p> <p>how two Times journalists helped ignite the #MeToo movement or The Paradise Papers, a lesson in investigative journalism (a step-by-step</p>	<p>Houston, Brant, Horvit, Mark, Investigative Reporters and Eds., Investigative Reporters Handbook Documents, Databases, and Techniques Bedford/St. Martin's; Sixth edition, 2020.</p> <p>Global Database Investigations: The role of the computer-assisted reporter, OUP and Reuters Institute for the Study of Journalism</p> <p>Pulitzer Stories</p>	



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
	<p>2. Seminar: Empirical learning (1h30')</p>	<p>lesson plan with materials) or you can choose a case from The Global Investigative Journalism Casebook, by UNESCO.</p> <p>20' Q&A session in which the concepts, ideas, and materials presented should be reinforced.</p> <p>Students should be prepared to discuss current issues, especially those with local impact, be ready to develop story ideas for their project, find and cultivate sources for the story, pitch and defend their idea in front of the class, and present how they intend to write the story in a compelling manner.</p> <p>Required reading in advance: national and local newspapers, each day, focusing on local issues, as well as investigative pieces that are published in local and national newspapers.</p> <p>Students should be required to go online and find information for their stories, create a database and present how they can build an investigation on their chosen topic and interview people. Stress how important is to think of a hypothesis, to ask questions, and plan the right steps. Students should be able to define the topic of their investigation and their hypothesis and to explain its social significance to their colleagues.</p> <p>group.</p> <p>Or,</p> <p>have a professional journalist as a guest speaker to provide examples of best practices in (local) investigative journalism.</p>		



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
	<p>3. Course: theory presentation (1h30')</p>	<p>II. Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure. (3 h)</p> <p>In this presentation focus on how journalists around the world and in your country develop techniques to cope with corruption, globalization of crime, and environmental damage, how they use data and collaborate locally and even across borders.</p> <p>Start by presenting a video and dataset from one of the courses on gapminder and discuss with students. Then, using flourish.studio you can show students how they can use this tool to visualize the data they want.</p> <p>Because the amount of information, the variety of available open sources and the speed with which this information and data are produced it is vital to raise students' awareness for quality journalism. Bring into discussion the global issues of disinformation and fake news that confront societies in general and quality journalism in particular. Help students discern the differences in meanings between disinformation, misinformation, mal-information and fake news, bringing again into discussion the ethics and professional standards for quality journalism (considering the information acquired in previous units).</p> <p>Discuss case studies and show them how to check a piece of information, a photo, and how to debunk false stories using factcheck.org or euvsdisinfo.eu. Here and here you can find some of the most important misinformation debunks in 2021.</p> <p>If time allows you can play this game from NPR, or choose a quiz or another game from here.</p> <p>Students should understand how to identify online disinformation, propaganda, fake news, to identify and analyse online reports of public interest, how to effectively use search engines for advanced search of information. The aim would be to guide students to contextualize the findings, draw conclusions, identify the right people to interview and</p>	<p>10-15 slides</p> <p>Fight Fake News UNESCO</p> <p>A collection of articles on fake news and the spread of misinformation</p> <p>factcheck.org Debunking False Stories</p> <p>Verification Handbook for Disinformation and Media Manipulation</p> <p>Required advanced reading</p> <p>Precision Journalism and Narrative Journalism: Toward a Unified Field Theory</p> <p>How Charts Lie: Getting Smarter about Visual Information, Alberto Cairo, W.W.</p>	



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
	<p>4. Seminar: activities or guest journalist</p>	<p>quote, and produce a publishable story using new data tools that can be found on this site and also https://www.icij.org/inside-icij/2018/08/nine-essential-tools-from-icijs-data-journalism-and-programming-experts/</p> <p>Introduce students to effective web searching, advanced search syntax, and identifying domain ownership (you can use this guide).</p> <p>Also, bring into discussion the primary functions of spreadsheet software for journalistic analysis that give journalists the opportunity to quickly and easily interpret their data, show them how to download it, clean it in order to visualize it and use it as leads to new stories. You can use the resources provided by google news initiative. (Google Sheets, Dataset Search Quickstart Guide, Google Data GIF Maker, Tilegrams, Flourish, Google Public Data Explorer, Google Trends, Global Forest Watch, Election Databot, Google Permissions). Make the connection between the fundamental principles of journalism and the SDGs (Goal 16, Peace, Justice and Strong Institutions). Find stories that students think are good examples of data journalism. (here)</p> <p>In reference to a particular data set ask your students what they would measure and what hypothesis would they formulate and test. (For seminar activities or workshops, it would be a good idea to invite an expert guest with hands on experience on CAR techniques to work with students on how to input numbers, texts, how to order and filter data, use graphics, etc,</p> <p>Bring in journalists, fact-checkers, mining specialists and SMM specialists to explain students how they collaborate, to share industry insights with the purpose of enhancing communication skills and exchange of knowledge and experience on how to take the findings and put them together in a story. (what kind of stories can be created using data).</p>	<p>Norton&Company</p> <p>Philip Meyer award winning stories</p> <p>The Data Journalism Handbook</p> <p>where-coders-and-journos-meet</p> <p>CAR Techniques</p> <p>Research Methodology and Statistics for Journalists</p>	

Time	Unit 4	Activities & Contents	Resources and materials	Assessment
	5. Workshop <u>Workshop on documentation and journalistic verification in the digital world.</u>	<p>You can also choose some data verification exercises for students from Media and Information Literacy for Journalists starting from page 110.</p> <p>Invite journalists/media experts to conduct a 3-hour workshop on advanced search of information, focusing on abilities and tools students need analyse reports, to identify networks, to follow the information on different media (including social media such as Facebook, Twitter, etc.), how to use crowdtangle, ad library, and other open sources. The purpose of this activity would be to help students create a story using maps, charts and graphs, and data using free tools and to understand how important the collaboration between journalists and coders and tech specialists is.</p>		
26h	Autonomous learning	<p>Guide students through the bibliography and encourage them to identify other scientific resources, guides, textbooks, multimedia materials that address the issue of investigative journalism, data journalism and quality journalism.</p> <p>Some data resources from international databases and organizations: http://www.centerforinvestigativereporting.org http://www.globalinvestigativejournalism.org http://www.ire.org http://www.crji.org https://www.journaliststoolbox.org/2022/04/28/investigative_background/ https://opendatainception.io/ https://littlesis.org/</p>	<p>Gavin McFadyen, <i>Investigative Journalism</i>, 2nd edition. T&F Books, 2009. Brant Houston, Len Bruzzese, Steve Weinberg, <i>The Investigative Reporter's Handbook: A Guide to Documents, Databases and Techniques</i>, Bedford/St. Martin's, 4th Edition, 2002. Paul Cristian Radu, <i>Follow the Money: A Digital</i></p>	



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
		<p> https://www.theguardian.com/us-news/ng-interactive/2015/jun/01/the-counted-police-killings-us-database https://aleph.occrp.org/ http://www.interpol.int/ https://investigativedashboard.org/ https://www.transparency.org/ http://www.unodc.org/unodc/en/data-and-analysis/statistics/ United Nations Environmental Data Explorer http://geodata.grid.unep.ch/ FAO GeoNetwork http://www.fao.org/geonetwork/srv/en/main.home Global Observing Systems Information Center (GOSIC) https://www.ncdc.noaa.gov/gosic United Nations central repository and list of national statistics http://unstats.un.org/unsd/methods/inter-natlinks/sd_natstat.asp World Bank data http://data.worldbank.org/ World Health Organization http://www.who.int/en/ WHO Mental Health Atlas http://www.who.int/mental_health/evidence/atlas/profiles/en/ Demographic and Health Surveys Program Data http://dhsprogram.com/Data/ Global Health and Human Rights Database http://www.globalhealthrights.org/ Global Health Data Exchange http://ghdx.healthdata.org/ Migration and Refugees https://helpdesk.gijn.org/support/solutions/articles/14000075896-human-trafficking International Organization for Migration </p>	<p> Guide for Tracking Corruption. International Center for Journalists Romanian Centre for Investigative Journalism, 2008. https://cmds.ceu.edu/academic-articles https://ijec.org/data-manuals/ ijec.org/data-tools Berry, S., <i>Watchdog journalism</i>, 1st Edition. USA, Oxford University Press, 2008. De Bourg, H., <i>Investigative Journalism</i>. 2nd Edition. USA, Routledge, 2008. Gray, J, Chambers, L, and Bounegru, L., <i>The Data Journalism Handbook. How journalists can use data to improve the news</i>, 1st Edition. O'Reilly Media, 2012. Rogers, S., <i>Facts are</i> </p>	



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
		<p> https://www.iom.int/ UN Refugee Agency (UNHCR) Data http://data2.unhcr.org/en/situations#_ga=1.89916818.886356702.1487856614 UNHCR’s Refworld (reports and news) http://www.refworld.org/ https://dashboards.sdgindex.org/map https://opencorporates.com/ https://index.okfn.org/dataset/ </p> <p> Other resources for supporting investigative journalism: Dart Center for Journalism & Trauma - http://dartcenter.org FOIA Machine - https://www.foiamachine.org/ Investigative Dashboard - https://investigativedashboard.org/ Medium “75+ tools for investigative journalists” https://medium.com/@Journalism2ls/75-tools-for-investigative-journalists-7df8b151db35 Nieman Story Board - http://niemanstoryboard.org Offshore Leaks - https://offshoreleaks.icij.org/ Source. Open News - https://source.opennews.org/en-US </p>	<p> <u>sacred, 1st Edition. UK, Guardian Books, 2013.</u> </p>	

Recommendations/ highlights:

- Highlight a wide range of case studies and examples from different countries and local areas. Use online and free resources;
- Develop partnerships between representatives of public and private sector, guest speaker activities, job shadowing, interviews and project-based learning;
- Students should monitor the media (mainstream and alternative), social media platforms, professional media associations, NGOs and regulatory agencies;
- Students should be oriented to use authorized and reliable sources of information, use scientific resources and the voices of experts;
- It is very important for students to develop skills to find global data, process and analyse it and also to learn and develop the skills of doing background checks. It is crucial at this point to expand traditional skill sets to critical thinking and problem solving, networking (both online and offline), netiquette, and privacy protection.

Unit 5: Digital narratives and new information and dissemination supports

Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports.

3 h: 1h30 mins- Theory presentation + 1h30' - Seminar: empirical learning (journalist guest speaker)

3 h: 1h30 mins- Theory presentation + 1h30' - Seminar: empirical learning (journalist//NGO representative//business expert guest speaker)

3 h: Worksop Writing, composition, and dissemination techniques for SDGs: *workshop on creating factual writing and positioning of publications*

(Pptx with key words, short texts, images, graphics, data, board, flipchart);

23 h autonomous learning (205h/7weeks = 29,2 h/every week)

Course questions

What is and what is not a multimedia story? How to convey a narrative through multiple forms of media and social media such as: text, photography, audio, and video? How to communicate data-rich stories? Introduce students to digital collections and archives, data analysis and visualisation, scripting, blogging, and online publishing.

Objectives/Competencies

Develop a critical understanding of digital narratives and digital technologies; Understand how new media have changed both the process of news production and dissemination, and the relationship between journalists and audience; Explore new forms and functions of storytelling; Empower a diversity of voices; Promote critical and creative thinking; Gain skills and Competencies to produce distinctive audio-visual pieces, learn the essentials of audio-video production.

Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
<p>9h= 3h + 3h + 3h</p>	<p>1. Course: Theory presentation (1h30')</p>	<p>Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports.</p> <p>20' Intro: Begin by playing The Fortunately – Unfortunately Game. Have everyone sit in a circle, think of the first sentence of a story – you only need to briefly set the scene. The next person in the circle should continue the story, starting their sentence with “Unfortunately...”. The person after them continues with “Fortunately...”. Alternate between fortunately and unfortunately for as long as you want.</p> <p>Continue with Zoom in and Zoom out Game. Group students in pairs. The first student starts narrating a story (prepare some prompts if they are not sure where to start), 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.</p> <p>Brainstorm ideas about the role storytelling plays within communities and have students consider the following questions: people tell stories from ages, what changed now? Why is it important to change the way we tell our stories in an age of noise and challenges brought by the Internet when communication and interactions have changed, even the concept of stories have changed.</p> <p>50' Presentation: 2.0 Stories: new media, social media, and journalism today</p> <p>Focus on changes in news (social media does not replace journalism but adds another layer to it), the desire for real time updates, stories reach a broader audience, new ways of collecting information and use it for</p>	<p>Ted Talks: The Power of Storytelling</p> <p>Why Storytelling Is So Powerful in the Digital Era</p> <p>ResearchGate The Potential of Digital Storytelling in Encouraging Sustainable Lifestyle</p> <p>Precision Journalism and Narrative Journalism: Toward a Unified Field Theory</p>	<p>Observation sheets/records Students' journal portfolio (with all reflection papers)</p>



Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
		<p>news stories, new tools for better reporting. Introductory video (3:34 mins) on what is digital storytelling</p> <p>Nowadays, journalists need to submit stories for multiple, interactive platforms (television, radio, print and online) and it is essential for them to be multi-skilled. According to researches mccrindle.com., “when we communicate data, our job is to move from the complex to the simple. Because the brain is more naturally wired to engage with the human, with the relatable, with a story than with just data, information and complexity alone. And when we think about engaging stories, whether they be novels, infographics or songs, they always have the four I’s.” 4Is= interest, instruct, involve, inspire. (Here is the TedTalk given by Ashley Fell, a social researcher, keynote speaker and head of Communications at McCrindle. Why storytelling is so powerful in the Digital Era).</p> <p>Observe together with students how multiple story angles are accommodated for multiple platforms and give access to all relevant aspects of the story (videos, pictures, audio, wires, relevant stories, etc.), how they are produced, how journalism is being re-constructed into an entirely new setting.</p> <p>Elicit the answer to the question: what is a multimedia story and what is not a multimedia story? Instead of reading a linear, structured and single narrative, the audience is presented with a combination of photographs, video clips, music, info graphs and text combined in a nonlinear, dynamic narrative that is complementary not redundant. nytimes story Snowfall from 2012 is generally regarded as the first successful digital story.</p> <p>You can divide students into small groups and ask them to choose a traditional media and an online one and ask them to compare and contrast the way in which they engage with the audience, how they gather information, how they disseminate information, etc. (Here are</p>	<p>Digital News Report 2022 Reuters Institute and University of Oxford</p> <p>Digital Storytelling Method article in the <i>Handbook of Research Methods in Health Social Sciences</i> pp 1303-1319, 2019.</p> <p>McChesney, W., Robert W., Pickard, Victor (Eds.), <i>Will the Last Reporter Please Turn Out the Lights? The Collapse of Journalism and What Can Be Done to Fix It</i>, New York: The New Press, 2011.</p> <p>Fenton, N, <i>New Media: Old News, Journalism and Democracy in the Digital Age</i>, London, 2009.</p> <p>Lister, Martin, <i>New Media, A Critical Introduction</i>,</p>	



Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
	2. Seminar (1h30')	<p>some more examples of good practices bbcwlabs and nytimes. The needs of the public changed thus journalists resorted to new ways to create a stronger connection with audiences. Examples of how news organizations chose to tell stories using different layers to be discussed with the students here and here. Narrative is everything when trying to communicate complex ideas. Explore with students 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. A good example is The Guardian’s interactive story on the rise of deepfake and the threat to democracy. Here Discuss with student how sound, video and data are used to convey powerful and persuasive messages. Also, you can watch with students sdghelpdesk. The power of stories: storytelling as an agent of change as nowadays storytelling becomes a “powerful tool to connect and inform policymakers and communities on, for example, climate change adaptation and disaster preparedness among other areas”. For real stories, access The SDGsHelpDesk. 20’ Q&A session</p> <p>Students need to understand digital storytelling as an emergent form of participatory media and be prepared to practice new media narrative methods such as vlogs, citizen journalism, audio storytelling and video essays.</p> <p>Ask students to find a relevant issue they would like to cover as a story and choose a way in which they would present it so it has an impact. They should find a relevant angle, gather information on the topic, select the info and structure it in a journalistic manner. Then they should</p>	<p><i>Taschenbuch</i>, 2008. Manovich, Lev,</p> <p>Nieman reports Citizen Journalism and the BBC</p> <p>Rethinking Journalism Trust and Participation in a Transformed News Landscape, Routledge, 2013.</p>	



Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
	<p>3. Course: Theory presentation (1h30')</p>	<p>decide on the platform they would like to use. Reinforce the ideas covered during the course and bring again into discussion the quality and the substance of the messages, the structural features of their stories (non-linear, dynamic) and the features of the digital media environment (which are interactive and contextualized). Students should produce a blog entry, a social media series of posts and a YouTube video using their mobile phones trying to make their story engaging and impactful.</p> <p>Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports. II</p> <p>5' Recap of the previous unit 50 min Presentation: Start with a reflection on Journalism 2.0 followed by a presentation on political communication and rhetorical techniques in digital public sphere: actors, messages, gestures, audiences, political environment, target audiences, one event, different points of view. Focus on how social media, smartphones, access to new technology impact everything, from politics to activism. You can observe with students video blogs or social media activity of local politicians or political parties and discuss how they build the narratives (rhetorical devices, visuals, speech and text) and tailor it to particular political demographics. Before that you can watch this clip which explores the strategies employed by trolls (how disinformation campaigns are launched and how to stop them.) Rhetoric Online: The Politics of new Media offers a “critical insight into how rhetoricians might consider existing theories of persuasion, identity,</p>	<p>The discursive construction of digitalization: a comparative analysis of national discourses on the digital future of work Published online by Cambridge University Press, 2021.</p> <p>Hahn, F. Dan, Political Communication: Rhetoric, Government, and Citizens,</p> <p>https://journals.sagepub.com/doi/10.1177/2056305121988932 https://journals.openedition.org/ejas/12147</p>	



Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
		<p>narrative, intertextuality, social movements, and more in the context of evolving new media technology.”</p> <p>It is necessary that students understand that narratives in politics require agency and they actively convey messages that support or do not support political movements or ideas, and they should focus on how and with what implications a narrative operates. You can analyse the narratives of Donald Trump on climate change that counteracted efficient policies in this area and observe his claims in opposition to facts (Trump Davos 2020: US president's speech fact-checked) What does Trump actually believe on climate change? Also, here.</p> <p>Here is an article that analyses the story of Pizzagate conspiracy and gives some insights into some crucial elements of political narratives, and here is a compelling book that explores how and why, in the age of post truths and fake news, storytelling plays such an important part in the political process.</p> <p>Move the discussion to corporate narratives and the reason they are used as opportunities for creating not only economic value, but also a value for communities, bringing about environmental, social, and economic change leading ultimately to good governance. Discuss examples with emphasis on the purpose, and the impact of messages//campaigns. Examples of Corporate Social Responsibility in Action or you can reflect on some stories and strategies on sustainable progress presented in merckgroup's sustainability report 2021.</p> <p>Or from the Guardian Companies need more resources to sell sustainable change through entertainment and useful information</p> <p>Focus on how stories can be used to shape opinions, depict conflict, and even influence policy change.</p> <p>Shift the discussion to how digital storytelling has become a powerful tool to give a voice to the voiceless, build narratives and carry messages of marginalized communities, address their needs, and create a relationship with community stakeholders. Talk about citizen journalism</p>	<p>https://www.tandfonline.com/doi/full/10.1080/09557571.2019.1623498</p> <p>Imagined Politics: How Different Media Platforms Transport Citizens Into Political Narratives</p> <p>https://www.jstor.org/stable/20445054</p> <p>Jenkins, Henry, and Thorburn, David (eds.), <i>Democracy and New Media</i>, MIT Press, 2003.</p> <p>Raymond Kuhn, Erik Neveu (eds.), <i>Political Journalism: New Challenges, New Practices</i>, Routledge/ECPR Studies in European Political Science. 2002.</p> <p>Gaining competitive advantage from CSR policy change – Case of foreign corporations in Vietnam</p> <p>Oxford Communication Advocay Journalism</p>	



Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
	4. Seminar (1h30')	<p>and advocacy journalism in relation to propaganda and conventional quality journalism (objective vs. non-objective viewpoints) and analyse the relationship between advocacy journalism, participation, and social change. Focus on the new roles for journalism and public opinion, how citizenship can be built through participation, how community can be changed through the action digital storytelling. Focus on the idea that advocacy journalism is a combination between factual reporting and a point of view and although it deliberately stands for a specific idea, it does not necessarily need to disregard objectivity. It is important for students to be able to distinguish between factual information, opinion and propaganda especially if/when they become involved in social or political causes so they can go to reliable sources.</p> <p>25' Q&A Session and conclusions</p> <p>Identify with students and analyse issues related to race, gender, religion, poverty, disability, etc that are misrepresented or under-represented in mainstream media. Explore with students the needs of marginalized communities through considerations of human rights and sustainable journalism. How can they empower those communities? How can they create an action and reaction feel with the public? How can they build a connection between those issues, communities, and the audience?</p> <p>Group activities: Think, Plan and Write</p> <p>Ask your students to 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.</p> <p>Identify a local issue that has been covered by mainstream media and addressed by an NGO as well. Compare and contrast differences in angles, perspectives, dissemination strategy and analyse the impact.</p>	<p>Waisbord, S., <i>Advocacy journalism in a Global Context</i>, in Wahl-Jorgensen, K. & Hanitzsch, T. (eds.), <i>The handbook of journalism studies</i>, Routledge, NY, 2010.</p> <p>A toolbox of stories to keep readers engaged, American Press Institute, 2016.</p> <p>Alexander, B. The New Digital Storytelling - Creating Narratives with New Media. Santa Barbara, Praeger, 2011.</p> <p>Digital Storytelling Capturing Lives, Creating Community</p> <p>Kidd, J. <i>Digital Storytelling at the BBC: The Reality of Innovative Audience Participation</i>, in RIPE, 2006 Conference Proceedings, 16–18 November, University of Manchester, pp. 1–17.</p>	

Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
	Workshop (3h)	<p>What other strategies could have been employed to engage the public more.</p> <p>Guest speaker on strategies to empower people and communities and examples of best practices.</p> <p>In depths discussions and practical activities with guest journalists with extensive hands-on broadcast experience.</p> <p>Students should be guided and encouraged to engage with audio and video formats and tools used to report the news, so they can learn the theoretical and practical aspects of audio//audio video media.</p> <p>Students should be introduced and guided to all stages of audio//video production (pre-production, production and post-production): audio and video storytelling techniques, interviewing best practices, how to record quality audio, transcribe audio clips, narration writing, intro and outro writing, recording voice, practicing news gathering for broadcast.</p> <p>The main emphasis should be on developing skills for radio and television news reporting and editing while enabling students to use audio and video equipment.</p> <p>Discuss what does writing for the ear imply? Differences between print and broadcast writing (clear, concise, accurate language, short sentences, active verbs, attribution first, etc.), principles of news reporting, news writing techniques, the structure of news (opening, lead, body, closing), soundbites//videos, recording techniques//sound collection (using the microphone//mobile phone). Elements of audio and video storytelling (learn the basics of the form of a story, and how to develop their own narrative).</p>	<p>How to write broadcast news stories</p> <p>Glossary of common media terms</p> <p>Broadcast Journalism Textbooks</p> <p>Stories for change</p>	

Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
		<p>You can use these links as examples: RadioLab, BBC From our correspondent, BBC Academy, Poynter 6 tips for writing broadcast stories</p> <p>Focus on short-form video//audio story to interest, instruct, involve, inspire students to work with visual elements, sound, and scriptwriting. Another idea would be to choose the same story (ideally an SDG story) and divide students in two groups. In the first group students will write a story for radio, and the students in the second group a piece for TV. For the radio piece students should think of how to use words to create pictures in the audience’s mind, and choose the right sounds//atmos, whereas students writing the story for TV should carefully choose images to complement the piece without being redundant.</p>		
23 h	Autonomous learning	<p>Guide students through the bibliography and encourage them to identify other scientific resources, guides, textbooks, multimedia materials that address the issue of sustainable development.</p> <p>Communicating Sustainable Development and the SDGs in Europe. Best practices</p> <p>Role of Media in the Attainment of Goal 16 & the SDGs Overall</p> <p>Digital Technologies to achieve the SDGs</p> <p>Storytelling with GIS for the SDGs</p> <p>Environmental programmes and links BBC</p> <p>Best practices of community radio and Sustainable Development Goals: a handbook</p> <p>BBC News Style Guide</p> <p>Sage Books Chapter 5: Writing for Broadcast</p>	<p>Suggested readings:</p> <p>Alexander, B., <i>The New Digital Storytelling: Creating Narratives with New Media</i>, Santa Barbara: Praeger, 2017.</p> <p>Goggin, G., & Hjorth, L. eds., <i>The Routledge Companion to Mobile Media</i>, New York: Routledge, 2014.</p> <p>Dunford, M., & Jenkins, T., <i>Digital Storytelling: Form and Content</i>, London: Palgrave Macmillan, 2017.</p> <p>Lambert, J., <i>Digital Storytelling: Capturing</i></p>	



Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
			<p><i>Lives, Creating Community (Digital Imaging and Computer Vision)</i>, New York: Routledge, 2013.</p> <p>Vernalis, C., Herzog, A., & Richardson, J. , <i>The Oxford Handbook of Sound and Image in Digital Media</i>, New York: Oxford University Press, 2013.</p> <p>reutersinstitute journalism-age-social-media</p> <p>https://journals.sagepub.com/doi/full/10.1177/23328584221078542</p>	

Recommendations/ highlights:

- The slides for this unit should be designed to support a long-form//in depth theoretical lecture.
- The assignments should be directed to applying the concepts and skills taught during class and seminar sessions
- The readings have been chosen to present a variety of contexts given the importance of diverse representation at the core of this course. However suitable case studies from the local context could be added to further enhance the local adoption of this course.
- It is very important to guide students every step of the way while they write their scripts, exercise interviewing techniques, develop the narrative in audio and video stories and generate their own content and ideas using standard tools reinforcing the concepts and ideas developed during the lectures.
- Students need to understand what copyright is and learn how to find and use music, news clips, videos, stills, photos, etc.; as part of their future job they will need to use copyright materials as part of their stories or evidence; [Here](#) and [here](#) you can find more information on principles in fair use for journalists and what is protected by copyright in news content.

Unit 6: Writing, composition and dissemination techniques for SDGs

6h Writing, composition and dissemination techniques for SDGs: *workshop on creating factual writing and positioning of publications*

6h Writing, composition and dissemination techniques for SDGs: *workshop on creating factual writing and positioning of publications*

(key words, short texts, images, graphics, data), board, flipchart;)

23 h autonomous learning (205h/7weeks = 29,2h/every week)

Course questions

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

Objectives/Competencies

Journalistic skills: writing, filming, editing, interviewing, communicating, negotiating; collaborating, teamwork, critical thinking, working under time pressure, strategic thinking, decision-making and coordination skills, strategic use of social media.



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
12h=	Info presentation (1h)	10' Let's start with a quiz on the environment and sustainable development. (You can do any other creative exercise that empowers students' minds and opens their receptivity to active involvement in the workshop.)	<p>https://www.proprofs.com/quiz-school/playquiz/?title=the-amazing-sustainability-game-show</p> <p>https://www.bbc.co.uk/bitesize/guides/zqt7k7h/revision/1</p> <p>Karen McIntyre, Cathrine Gyldensted. 2017. Constructive Journalism: Applying Positive Psychology Techniques to News Production, The Journal of Media Innovation</p> <p>Feature writing versus traditional news writing</p> <p>Recommendations on environmental journalism</p>	Observation sheets/records Students' journal portfolio (with all reflection papers)
3h		40' Presentation: SDGs Non-fictional and factual writing. Reporting for different audiences. Why is it important to know audience? Do we have a general and heterogeneous audience? Do we have a special audience or niche audience?		
+		Again, about news: good news/bad news; fals ballance (e.g., scientific results vs nonexpert opinions); newsworthiness, public interest, topicality, proximity, usefulness.		
3h		Writing well for news means writing clearly, precisely, accessible, neutrally, so that everyone who reads can quickly understand what it is all about. The structure of the inverted pyramid and the six W remains valid.		
+		10' Q&A		
3h		Writing news professionally means sticking to facts and attributing information. Links to evidence and in-depth reading are very important. Writing news responsibly means respecting the factual truth, managing your own bias, not taking it out of context to distort reality, using images correctly and writing without grammar mistakes. Observe and understand the differences: news story & features in journalism (writing, style, facts vs emotions, approaches, headlines, the use of images)		
	Team exercise, writing/reporting exercises (2h)	2h 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. Research/identify/select a topic related to SDGs for a news article in your campus/your community. Encourage students to research the subject using authorized, expert, scientific sources, data. Advise them to investigate the matter in		

Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
	<p>Info presentation (max. 1h)</p>	<p>depth and determine the most appropriate sources and resources for getting relevant information for their news story. It is very important to put the topic into context. Ask them to work efficiently and on time. Stimulate critical thinking and the ability to corroborate and correlate data to understand the problem they will be writing about.</p> <p>Then, go with the students out of the classroom to observe and record, interview, film make photos then write and elaborate one news story and one feature on the same topic. How will I illustrate my materials (photo, video, infographic)? Don't forget to assign images.</p> <p>Finally, when the material is ready, encourage students to work together to find the most appropriate headline. When writing a journalistic headline, keep in mind two important things: 1. Avoid clickbait. (Don't mislead your audience with sensational, inappropriate, or misleading headlines). 2 Keep in mind the keywords you enter in the headline so that search engines and platforms display the news or feature as visibly as possible. This is true for all journalistic materials so that they can be easily and quickly found by users.</p> <p>Then, decide how to use strategic and differentiated social media to make our journalistic work known and appreciated.</p> <p>Interviews and Storytelling technics related to SDGs topics. Emotional vs factual in journalistic writing & filming.</p> <p>Introduce students to different approaches, style, tone, construction, writing between these journalistic genres. Make recommendations and provide examples of good practices, tips & tricks. Remind students of essential things about reporting on journalism, such as:</p> <p>Stay informed about pressing issues in your community. Document yourself in depth to understand the causes of the problems. Choose the topic you are writing/filming about; choose the right approach. Get used to contextualizing any topic. Putting it in context is helpful for your audience. Tell the story in a catchy way for your audience.</p>	<p>Mobile phones, computers / laptops with photo and audio-video editing software, Photo cameras, camcorder</p> <p>Interviewing Principles</p> <p>How to conduct a good interview: 14 go-to interview techniques for journalists</p> <p>Guide to Modern</p>	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
	<p>Team exercise, writing/reporting exercises (2h)</p>	<p>Interviews. In journalism, interviews have two main purposes (in journalistic practice, they often overlap): 1. to obtain information and to build news or other journalistic materials. 2. to highlight the profile of the interviewee, his opinions, etc. Some tips on professional journalism interview techniques can be found here.</p> <p>For creative writing and storytelling, you can also inspire your presentation with Public Relations guides, such as this one. Sometimes you find in these resources' valuable recommendations about persuasive writing and how to get the user to go through the material to the end. However, it is important to always keep in mind that journalism is about facts & truth, and honesty & public interest must be the landmarks that guide the story!</p> <p>2h Simulate an editorial meeting for a news website (could be an independent student publication). Divide students into work teams, considering their skills and inclinations: writing, interpersonal communication (curiosity, assertiveness, active listening, etc.), photography, filming, sound capture, editing. Any extra skills are welcome and should be encouraged.</p> <p>Discuss topic suggestions, approaches, and implementation plan together. Let students suggest topics related to the SDGs, choose the form of journalism they consider most appropriate, and offer them suggestions for documentation and construction. Notice how they work and collaborate, coordinate teams, appreciate creative ideas, and have the courage to try new angles.</p> <p>Because documenting, conducting and editing the interview or report requires a longer time, suggest that students do it during autonomous learning. They will have to decide whether to take the interview, contact the person and get the consent for the interview, and then, based on the documentation, prepare for the interview. In planning this task, students</p>	<p>Storytelling</p> <p>Digital storytelling tools for journalists-multimedia</p> <p>Journalism Design exercises and assignments</p>	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
	<p>Short info presentation (max. 1h')</p> <p>Team exercise, writing/reporting exercises (min. 2h')</p>	<p>should consider: the purpose of the interview / report, the audience for which it is conducted, the way of interviewing, the place of the interview (in case it will be face to face), the technique used, team roles, aspects related to production and post-production. They should also anticipate any institutional or personality difficulties related to the interviewee. Keep in mind that the journalist leads the conversation and keeps the direction of the conversation.</p> <p>Then, decide how to use strategic and differentiated social media to make their journalistic work known and appreciated.</p> <p>Introduce podcasting: cut through the noise and work cleverly with sounds to tell stories that matter.</p> <p>Podcasts are the ultimate intimate medium of active listening as there is no distance between the listeners and the voice they hear. It is a flexible storytelling form that is actual and powerful. It is not the same thing as radio because with the podcasts the audiences are free to choose what they want to listen to, whenever they want, it connects the audience.</p> <p>What do you need to create a podcast? An RSS feed and audio files, Listen to a podcast from this link 20 Best Podcasts About Sustainable Development Goals of 2021 and analyse it with the students. Think of story backbone, voice, function, and form. Also consider objectivity, balance between opinion and facts, representation, use of language, credibility, and last but not least privacy.</p> <p>Bring into discussion the fundamentals of audio storytelling: writing for the ear (the shift from print writing to audio writing), audience and sound.</p> <p>Here are some tips on audio storytelling.</p> <p>Asks students to prepare//create a podcast and include steps on prewriting, scripting, editing, and reflection. Students need to include atmos, narration, intro and outro, sound bites, music.</p>	<p>NPR Ted Radio Hour</p> <p>Nieman Reports Subjectivity, hugs and craft: Podcasting as extreme narrative journalism</p> <p>Nieman Reports Now Hear This: Augmented Reality Comes to Audio</p> <p>Stimulating the Imagination in a Radio Story: The Role of Presentation Structure and the Degree of Involvement of the Listener</p>	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
		<p>Go through the stages together with students: the story’s purpose, impact, engagement, content, and evaluation. You can use this link as a prompt.</p> <p>Guide students step by step: planning, scriptwriting and narration, intro and outro writing, exercise interview techniques in front of the microphone, recording techniques, choosing the right sound bites, music.</p> <p>Remind the students to write short sentences as the ear cannot process complex sentences (one idea into one sentence) and 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).</p> <p>Also, you can do with students some exercises to control//train their voice and pronunciation as enunciation, voice and the tone of the voice are important elements in audio pieces. (tongue twisters, vocal warm ups and Three tips for training your voice NPR Training NPR).</p> <p>Required equipment: computer, headphones, microphones//mobile phones (recording apps), editing programs Adobe Audition or Audacity.</p> <p>As producing the podcast may require more than two hours and some field work (interviews, vox-pops, sound recording) you can suggest students they may finish up the podcast during autonomous hours.</p>	<p>Inside the Podcast Brain: Why Do Audio Stories Captivate?</p>	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
	Short info presentation (max. 1h')	<p>Multimedia journalism: how to create a story about real facts in a digital way using the web's characteristics.</p> <p>Students should receive information, recommendations, and tips & tricks about what a multimedia product means in journalism. Even though it is probably the most creative way to reach audiences, especially young ones, reality, truth, and facts are the foundation on which any journalistic visual story is created. There are digital software and tools that can be useful to students when they want to create stories in pictures. A multimedia story can contain data visualization, photos, infographics, animations, videos, etc.</p> <p>Multimedia stories are also based on the non-linear features of the web, using links and the ability to connect the story with others, in the same category or context. Moreover, they are very suitable for the creation and dissemination of social media, which in turn offers more and more opportunities to express we visually and to stay interconnected.</p> <p>What isn't a multimedia story? (Source)</p> <p>"Sites such as CNN, the Washington Post, NPR and MSNBC.com are multimedia sites. They have text. They have video clips. They have audio. They have photographs. They have interactive graphics. But the main stories on these sites are often linear and produced in either text or video or audio to stand alone. The text is often augmented with photos, as it would be in a newspaper or magazine. The video is usually the same version that appears on television. Rarely are video, text, still photos, audio and graphics integrated into the same story. Usually, they are stand-alone stories, each produced for a different media about the same subject, that are then aggregated into multimedia packages."</p>	<p>International Journalist' Network Toolkits</p> <p>Multimedia Journalism Berkley Tutorials</p> <p>Sagepub Telling Tales: Digital Storytelling as a Tool for Qualitative Data Interpretation and Communication</p> <p>Digital Storytelling Method</p> <p>Top 5 best storytelling tools</p> <p>From Promises to Action: 6 Sustainability Stories to Watch in 2022</p>	
	Team exercise, writing/reporting exercises (min. 2h')	<p>Students should prepare//create a digital story about a world that is more representative of (choose one of the goals).</p> <p>Determine the focus of the story (as each goal has multiple targets students need to determine the exact focus of their story).</p>	<p>Multimedia stories on conservation and biodiversity</p>	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
		<p>Have individual students choose an issue related to the chosen SDG and formulate a thesis or debatable statement about the issue. Ask them research information about the issue and then review and organize their materials. Remind them that facts support best a compelling argument. Students also need to determine which research information supports their argument and which information contradicts it.</p> <p>Discuss digital narratives and tools that give the best voice to their stories on local sustainability issues.</p> <p>Have them pitch their stories to their colleague (you can do this exercise The Elevator Pitch or Meet the Audience as it is important to incorporate the audience perspective into reporting).</p> <p>Help students develop the idea, write a plan, make an outline (script), create the storyboard, film and record. Guide students every step of the way (you can use this A how to guide for digital storytelling for more exercises and prompts).</p> <p>Students should consider where to publish and how to share their stories on social media, so their stories reach target audiences.</p> <p>Ask them to reflect on how they have felt to tell the story.</p>	<p>Computer Mobile phones Camera Audio and Video editing software (Audacity, SoundCloud, iMovie, Windows Movie Maker or you can use one with monthly subscription) Photo editing software</p>	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
	<p>23 h Autonomous learning</p>	<p><u>Visualize 2030: Students Tell SDG Data Stories (unfoundation.org).</u> 2019. <u>Communicating Sustainable Development and the SDGs in Europe: Good practice examples from policy, academia, NGOs, and media.</u> 2019. <u>How People Access News about Climate Change.</u> 2020. <u>Inter Press Service News and Views from the Global South (ipsnews.net)</u> Karen McIntyre, Cathrine Gyldensted. 2017. <u>Constructive Journalism: Applying Positive Psychology Techniques to News Production</u>, The Journal of Media Innovation <u>Role of Media in Delivering the SDGs A Mapping Exercise on Bangladesh</u> <u>UN SDGs Podcast</u> <u>NPR Starting a podcast A guide for students</u></p>		

Recommendations/ highlights:

- This unit focuses more on hands-on exercises. Teacher presentations (or practitioners invited to give workshops) should contain short, clear, accurate and helpful information and recommendations so that students can effectively make journalistic materials and develop practical skills needed for the journalistic work.
- The main purpose of these workshops is for students to learn how to write news and practice journalism. They should also learn to relate the story of a fact or real situation (process or phenomenon) related to SDGs, in such a way as to inform, educate, increase connectivity with the audience, generate engagement.
- Examples of good practice in professional journalism are always welcome, as value points and role models. However, students should be encouraged to think freely and creatively in order to discover new forms of expression suitable for the younger generations of media consumers.
- Encourage students to read a variety of literature, including novels and poetry, as well as scientific literature, essays, articles, and books on the history of ideas. To write well they should read a lot. Reading and writing are complementary activities that any professional journalist must do with perseverance and consistency.
- Guide students to listen to high-quality podcasts and multimedia journalism material with useful, valuable, professionally made content.



Module 4

Practicum

Capacity Building Materials



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User's Guide

This handbook is intended as a comprehensive resource for teachers of the SDGs Journalism Reporting Course and for journalists who may find the suggested reading materials and resources relevant to their professional practice.

Each of the units in these modules has been designed to have specific learning outcomes on topics linked to sustainable development and journalism, thus providing concrete tools to apply knowledge about the SDGs and address the skill sets needed for professional media reporting on the SDGs.

Activities, tasks, reading materials, relevant videos and links to other different resources are provided. Supplementary materials (PowerPoint presentations, video recordings of the ToT training sessions) are also available on the SDGs Journalism Reporting platform.

While work has been done to ensure the accuracy and relevance of this Capacity Building Material, it is important to acknowledge that new developments, research and insights are constantly emerging; therefore, trainers are encouraged to update this manual with information, additional resources and case studies that reflect the latest trends and practices in journalism and sustainability in the world in general and in their region in particular. Engaging with current events, guest speakers and industry professionals can further enrich the educational experience. The content of this specialised textbook can be adapted to best suit local, national and/or institutional teaching and learning contexts.

Practicum

Creating factual writing and positioning of publications (online materials.) Students' presentation materials

Credits: 15 ECTs (375 hours)

In-class hours: 45 hours

Autonomous learning: 330 hours

Objectives:

- **To generate practical projects that facilitate students' understanding of the subject matter and their involvement in journalism**
- **Make the Course visible to institutions, communities and organizations including international SDG agencies.**

23 h autonomous learning (330h/7weeks = 47,14h/every week)

Description: This module has an eminently practical character, it involves the creation of a portfolio of journalistic materials (text, photo, audio-video) and the keeping of a practicum diary under the coordination and guidance of the practicum tutor.

Module(s) competencies: The Practicum module should prove and consolidate the knowledge and skills acquired during the first three modules:

- **Professional competences: 1. ethical & legal:** deep understanding of professional journalistic standards and ethics, understanding of legal issues and the capacity to find relevant information and sources regarding the legal framework, general and specific knowledge of rights, obligations and responsibilities, in accordance with the situation in that country; **2. digital & technical:** computer writing & editing, production, design techniques for print, broadcast and online media, multimedia knowledge & skills; **3. cognitive & actional:** capacity to determine newsworthiness//news judgment and a critical understanding of what makes a good story and what makes a story newsworthy; ability to adapt to fast changes in new technologies & big tech; develop effective techniques for gathering, checking, and documenting information, develop interviewing techniques; ability to produce stories in accurate, clear, correct, concise and engaging language with focus on the subject matter and intended audience in relevant angles; interpret accurately data and statistics; **4. cultural & behavioural:** intercultural networking abilities, communicate to diverse audiences understanding the current world from the perspective of sustainable development, basic scientific knowledge in sustainability; understanding of best practices in journalism worldwide and in their country.
- **Transversal competencies:** interpersonal communication, active listening, team working, resilience, empathy, critical and analytical thinking, ability to organize and coordinate, time management, creativity.



Time	Weeks	Activities & Contents for students	Tasks description for academic staff	Requirements
6h	Week 1	<p>Contextualization and presentation of the structure and guidelines of the project. Work organization, setting deadlines.</p> <p>We suggest two possible ways for Modul IV - Practicum:</p> <p>1. The combination of classroom work and work in a local newsroom (Practicum & Internship model)</p> <p>Where possible, Practicum tutors should facilitate and encourage students' access to professional media organizations for internships (which are considered work experience) where the work experience can be supervised by a journalist. Students can follow, closely observe, and work side by side with professional journalists, experience the feel of a real newsroom and experiment first-hand with what they have been learning during the modules. Before students start their internship, we suggest that a formal institutional agreement is signed between the academic institution and the media organization which stipulates the importance of the partnership, mutual benefits together with the shared responsibilities for the academic institution, the student, and the media organization. Also, it should include a description of the expected learning outcomes, specified activities and details regarding students' supervision.</p> <p>2. Work in the classroom and at home / in the field. Students produce freelancing materials in consultation with practice tutors.</p> <p>For the final evaluation of this module (IV) that has the most hours of autonomous learning, students will develop journalistic materials according to the freelancing model. Tutors will decide the number and complexity of media materials made by students. In this case, you will need to think about and agree with the students about what type of publication and audience the materials will be made for. You will</p>	<p>Practical character Focus on the elaboration of the portfolio. Teacher tutoring on practical project</p> <p>Organizing the practice and communicating the evaluation criteria at the end of the module. Scheduling the actions within the module. Planning future meetings with students. Establishing the content and deadlines for the completion of the portfolio.</p>	<p>Project Result On-going Summative <u>(assessed by filed-work rubric)</u></p> <p><u>practicum journal//diary (it can be written or recorded)</u> <u>journalistic materials portfolio</u></p>



Time	Weeks	Activities & Contents for students	Tasks description for academic staff	Requirements
		<p>consider the abilities and inclinations of the students, as well as their proposals.</p> <p>Some suggestions for activities you can do in class for this module:</p> <ul style="list-style-type: none"> • Think and discuss the media organization/ online publication for which the students will create the journalistic content. Ideally, it should be a professional news website with which you have already started collaborating during the previous modules, inviting experienced journalists to your classes. • Class brainstorming: identify local/national issues in the field of SDGs, and make a top three, depending on their stringency and public interest. Discuss opportunities and risks regarding documentation and obtaining information, co-opting experts or, as appropriate, (local) government officials. • Discuss with your students the profile of the audience and find together topics and forms appropriate to the content of the journalistic materials. Will it be a feature article that will rely on text, written information, facts, and arguments? Or will it be a multimedia story or a podcast (the first in a series)? What will it take to get information and opinions? Office research, fieldwork, interviewing people, and capturing sounds and/or images? Vox pop? Who are the people you will be interviewing? • Orient students to plan the stages of making materials during the first week of autonomous learning, contact the sources, collaborate with colleagues, and develop their professional networking. • Presentation of the requirements students must meet to receive the credits. A portfolio of published articles, audio, video, and multimedia pieces that students have produced during the Practicum stage (news, features, investigative pieces, infographics, multimedia materials podcasts, all representative of local sustainable issues. 		



Time	Weeks	Activities & Contents for students	Tasks description for academic staff	Requirements
		<ul style="list-style-type: none"> Practicum evaluation form completed by the practicum supervisor by the time the stage ends (an example here) discuss the plan and guide the students to continue their desk research on their chosen topic. <p>Work with them in small groups or individually. Encourage them to strategically think about making the materials, get information from reliable sources, to study the legal aspects of the subject</p>		
30h	Week 2 until week 6	<p>Making journalistic materials following the profile of the publication/site and the specifics of the audience. Guidance, coordination, problem-solving.</p> <ul style="list-style-type: none"> More instructions and coordination of materials to detailed discussions to assist students' learning and progress. The assignments//projects for the portfolio should be designed so that students can apply concepts and skills learned during the course. Students need to know how what they learn is applied to the workplace. Students should be encouraged to go and do field work for direct observation, interviews, recordings, sound capturing, video recording//filming, etc. Their thoughts on the experience can be further detailed with the Practicum coordinator or included in the Practicum diary. It is important that students can apply their newly acquired knowledge and skills to a product. //with the help//under the supervision of a professional journalist and//or the Practicum coordinator so they can correct possible mistakes on the spot. Encourage students to talk about the challenges//difficulties they encountered and together come up with solutions. 	<p>Intense tutoring and follow-up work by the local teaching staff. Monitor, guide and evaluate the students' fieldwork.</p> <p>More instructions and coordination of materials to detailed discussions to assist students' learning and progress.</p> <p>The assignments//projects for the portfolio should be designed so that students can apply concepts and skills learned during the course.</p>	



Time	Weeks	Activities & Contents for students	Tasks description for academic staff	Requirements
		<ul style="list-style-type: none"> • It is important for the tutor to facilitate access to and collaborations with professional journalists, multimedia specialists, experts in sustainability who can also provide support and feedback during tutoring sessions. • In every class meeting, try to build professionalism and students' self-confidence in their journalistic skills. • Although the portfolio will be individual, students should be encouraged to work collaboratively, ask for and provide constructive feedback. • During the Practicum module, students could build a solid professional networking, with professional journalists, sustainability experts, academics and NGO representatives. In the Practicum diary they will capture the contacts and the relationship with the professionals from different fields. • Discuss with your students ways to promote their journalistic work on social media platforms. Identify together the most effective strategies to spread the materials created, in a way appropriate to the specifics of the networks chosen for this. Don't neglect impact tracking, engagement generation and interactivity with users. 	<p>Encourage your students to be bold and curious, to step out of their comfort zone. Give them constructive feedback.</p> <p>Practicum tutor should always maintain active contact with students, monitor progress in developing materials, provide constructive, graded feedback especially on the importance of writing strategies and storytelling techniques, motivate students in their work especially when they encounter difficulties, have a proactive attitude.</p>	



Time	Weeks	Activities & Contents for students	Tasks description for academic staff	Requirements
6h	Week 7	<p>Project Result Presentation: Grading and assessment are based on the portfolio and the practicum diary consisting of copies of the published articles, audio, video, multimedia pieces that students have produced, and on the evaluations of the Practicum tutor (if students took up internships the evaluation of the journalist who supervised the student should also be considered).</p>	<p>We recommend that at the presentation of the portfolio, the tutor can invite (physically or online) a collaborating journalist or another member of the academic staff.</p>	
			<p>The evaluation of the Practicum activity will be done according to clear criteria, established since the beginning of the module. The passing grade will be obtained based on the minimum performance standards.</p>	
47,14h/ Every week	Autonomous learning	<p>Field work, research, documentation, reading (relevant articles, reports, guides, legislation, etc.), writing, recording, data tracking, editing, improve languages skills (language of journalism: clear, concrete, specific, active, etc.) and accurate reporting on sustainable issues Students should practice daily monitoring of local, national and international media, to establish contacts with various useful sources in their work and build a professional network of media and NGOs professionals.</p>		

Recommendations/ highlights:

We suggest the Practicum tutor should continuously assess student's progress and allow opportunities for feedback and improvement

Minimum performance standards for assessing Practicum portfolio:

- to prove the acquisition of [basic information](#) and [ethical standards](#) in journalism;
- to prove writing skills, editing or audio-radio and multimedia programme production techniques;
- to prove that they have a minimum but correct knowledge of the material covered on the SDGs issues;
- materials should always respect the highest standards of honesty and integrity;
- an absence of spelling, grammar and wording mistakes;
- completion of portfolio materials;

Other aspects to consider when evaluating the materials in the portfolio:

- strong leads, informative, compelling writing
- essential information covered
- use of links
- the material is organized in a logical manner
- correct use of quotations and attribution
- clear, concise language
- appropriate register and style
- appropriate media and multimedia use respective for the audience



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
3 h	<p>5' Introduction Presentation of the topics and objectives</p>	<p>Introduce students to the concept of sustainability and present the Sustainable Development Goals. Brainstorm ideas about the concept of sustainability and write key words on the flipchart.</p>	<p>Suggested readings before class: https://www.ucl.ac.uk/sites/default/files/the_sdgs_what_localgov_need_to_know_0.pdf https://www.undp.org/content/undp/en/home/librarypage/sustainable-development-goals/from-mdgs-to-sustainable-development-for-all.html https://www.ucl.ac.uk/sites/default/files/roadmap_for_localizing</p>	<p>Project on how students can promote sustainability in campus.</p>



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
			<p>g_the_sdgs_0.pdf</p> <p>https://www.ucl.ac.uk/sites/default/files/delivering_the_post-2015_development_agenda_report_web.pdf</p> <p>Flipchart</p> <p>Power Point – slides, 1</p>	
	<p>15' From the MDGs to the SDGs</p>	<p>It is important for students to understand the transition from one agenda to the other, so that they further understand the challenges posed by how to communicate and use the SDGs in journalistic materials to inform, educate, advocate, increase awareness and nurture local citizenship.</p> <p>As you go along, make sure to explain concepts and specialized language as students may not be familiar with the jargon.</p> <p>Introductory videos:</p> <p>https://www.youtube.com/watch?v=tmIAI7TKXeE</p> <p>or</p> <p>https://www.youtube.com/watch?v=5_hLuEui6ww</p> <p>or</p> <p>https://www.youtube.com/watch?v=pBqe8JD62QE&t=149s</p> <p>or</p> <p>https://www.youtube.com/watch?v=Mdm49_rUMgo</p> <p>Introduce the 17 SDGs by comparing and contrasting them with the MDGs.</p>	<p>Power Point – slides, 2</p> <p>https://www.un.org/en/conferences/environment/rio1992</p> <p>https://www.globalgoals.org/resources</p> <p>https://sdgs.un.org/goals</p> <p>https://www.yo</p>	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
		<p>In the following link you can find useful information on the progress made by countries with regard to the MDGs. https://www.undp.org/content/undp/en/home/librarypage.html</p> <p>At this point reinforce for the students the concepts that have been introduced: sustainability, development, sustainable development and clear aspects regarding terminology and abbreviations: MDGs, SDGs, UN, etc. Here is a link to a resource that offers an introductory perspective on what's new about the 2030 Agenda and the SDGs, on their relevance to emerging global and national issues. https://unsdg.un.org/sites/default/files/2019-11/UNSDG-SDG-Primer-Report.pdf</p> <p>Draw two columns on the flipchart with the titles: MDGs and SDGs. Mark each row with a different colour and tell the students that there is one similarity and 10 differences between the SDGs and the MDGs. Invite students to stand up, choose a card and place it a correct place. Make sure you prepare the 22 cards in advance.</p> <p>The 10 major differences and 1 similarity between MDGs and SDGs (see Table 1) Wrap up the exercise and ask students:</p> <ol style="list-style-type: none"> 1. Do they see any important changes in the 2030 Agenda? 2. Which aspects of the 2030 Agenda are the most important for the local context? 	<p>utube.com/channel/UC5O114-PQNYkurlTg6hekZw</p> <p>https://www.youtube.com/channel/UCRfuAYy7MesZmgOi1Ezy0ng</p> <p>Power Point – slides MDGs to SDGs</p> <p>https://www.local2030.org/library/251/From-MDGs-to-SDGs-What-are-the-Sustainable-Development-Goals.pdf</p>	
	10' Group exercise			
	20' The pillars of the SDGs	<p>SUSTAINABLE DEVELOPMENT GOALS – OVERVIEW First, you will need to identify the 5 thematic areas (pillars) of sustainable development goals: people, planet, prosperity, peace and partnership – the 5 Ps of the SDGs and explain their relevance to students.</p>	<p>PowerPoint Slide with the 5 Ps of the SDGs</p>	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
	15' Memory Game	<p>Focus on the local dimension of the SDGs.</p> <p>Use the SDG Memory Game to help them visualize the connections between the 5 Pillars and their corresponding SDGs.</p> <p>Divide the students into small groups and give each group the cards from the Memory Game and allow them 10 minutes to assign each of the 17 Goals to one thematic area.</p> <p>Wrap up the exercise and discuss the findings with the students:</p> <ul style="list-style-type: none"> - 5 of the SDGs focus on people ending poverty and fighting inequality, ensuring healthy lives, knowledge & inclusion and empowerment of women and children. - 5 of the SDGs focus on the planet (water and sanitation, sustainable consumption, fighting climate change, marine and terrestrial ecosystems). - 6 of the SDGs focus on prosperity calling for new strategies for sustainable business, finance, and socio-economic development. - 1 SDG refers to peace, justice, and accountability as key concepts for sustainable development (SDG16). - 1 SDG (SDG17) focuses on the need to promote a new partnership to catalyze global solidarity for sustainable development. 	<p>https://www.learning.uclg.org/learning-games</p> <p>https://sdgtoolkit.org/find-tools-by-goal/</p> <p>PowerPoint Slides</p> <p>https://www.globalgoals.org/resources</p>	
	80' The SDGs, a brief history From global to local	<p>Presentation of the SDGs and their targets. Use the diagrams and infographics to help students understand the main aspects and principles of the SDGs.</p> <p>Why do we need the SDGs and how can they respond to the complex challenges the world faces today? Focus on the multi-dimensional approach to sustainable development and on the global motto is “Leave no one behind”, as the 2030 Agenda is for all people and addresses the most pressing global challenges of our time. SDGs are also inclusive and require involvement at all levels.</p>	<p>https://www.un.org/development/desa/dspd/2030agenda-sdgs.html</p>	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
	<p>35' Conclusions Discussions</p>	<p>Ask students to identify examples of SDG preoccupations and/or implementation at local level to tell you and whether those aspects were covered in the media. Also, ask them to give other examples of how/if/ media covered topics related to the SDGs.</p> <p>Steer the discussion to how the media and the journalists can raise awareness about the Sustainable Goals and how can they educate the public on the need for action. For example, The BBC issued an internal guide on how to report on climate change, which links to every goal (https://www.carbonbrief.org/exclusive-bbc-issues-internal-guidance-on-how-to-report-climate-change) and The Guardian updated its style guide so that includes terms such as: “climate change”, “climate emergency” (https://www.theguardian.com/environment/2019/may/17/why-the-guardian-is-changing-the-language-it-uses-about-the-environment).</p> <p>Enhance the idea that for them, as future journalists, it is important to understand that they are in the first line when it comes to informing, drawing attention, raising awareness of the goals and calling for action. Also, they need to develop a critical attitude towards political discourses on development and provide different perspectives for reporting, to be able to bring forward stories that make people understand and take positive actions and regain their trust in mass media. Use as a resource//possible topic for discussion the article issued in Foreign Policy right after the SDGs emerged in 2015.</p> <p>Other question you can prompt students to discuss (or create a debate competition):</p> <p>How does media present the SDGs (locally, nationally)?</p> <p>Do our consumer habits impact the lives of others? How? To what extent?</p> <p>Project Prompt</p> <p>What can you do?</p>	<p>https://sdgs.un.org</p> <p>https://sdg.guide/chapter-1-getting-to-know-the-sustainable-development-goals-e05b9d17801</p> <p>https://foreignpolicy.com/2015/09/28/the-sdgs-are-utopian-and-worthless-mdgs-development-rise-of-the-rest/</p>	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
		Ask students to think of ways in which they can promote sustainability in campus. Here are some ideas https://drive.google.com/file/d/1iMdE6DLLuCqwq3K9U-DaTUWB6KyMa8QG/view		



Unit 2: The 17 SDGs and identification with local problems

Course questions:

What are the 17 goals and their targets? Where are we today, how do they came to be, what do they stand for and what challenges they pose? Is there an interest for the SDGs in the media? How do journalists reflect government concern for sustainability and the 2030 agenda in your area?

Objectives/Competencies:

Understand the universality and relevance of the 17 goals to all countries in general and local areas in particular, the connections and interrelations between the goals, goals and targets and targets themselves. Understand key SDG concepts such as “leave no one behind” and how the framework can be used as a tool to enhance positive impact on sustainable development.

To understand the interdependence between local, national and global in the implementation of the SDGs.

To reflect on their role as people and future journalist in sustainability//sustainable journalism.



Time	Unit 2	Activities & Contents	Resources and materials	Assessment
3h	<p>15' Review activity</p> <p>15' Introduction to the unit topic</p>	<p>A brief Q&A session to check students' understanding of the main concepts related to sustainable development.</p> <p>Brainstorm ideas with a simple and fun activity to reinforce the learning outcomes from the previous lecture. Ask the students to write down three words that come to their minds when they hear <i>sustainable development</i>. Then ask them to come to the board//flipchart and stick the post-its so that they will create a mind map of sustainability. Discuss their ideas.</p> <p>Do you know all the SDGs?</p> <p>Introduce the topic of the lecture using a short clip to help students visualise and remember the goals that were briefly introduced in the previous lecture.</p> <p>Possible follow up questions:</p> <ul style="list-style-type: none"> - What did you already know about sustainable development? - How did the clip fit with your knowledge about sustainable development? - What are the characteristics of a sustainable society? <p>Another clip that may help to raise students' awareness about the current issues of the planet and the importance of advocating for sustainable development can be watched at the following link: https://www.youtube.com/watch?v=sTt5YW7Page</p>	<p>Board//Flipchart Post-it cards</p> <p>https://youtu.be/OXTBYMfZyrM</p>	<p>and A session</p>



Time	Unit 2	Activities & Contents	Resources and materials	Assessment
	<p>90' Presentation of the 17 goals and 169 targets Approach the subject gradually from a global perspective to a local one.</p>	<p>Point out that each country in the world is facing specific challenges in implementing the goals of sustainable development; however, special attention is given to the most vulnerable countries.</p> <p>For each of the 17 goals, there is a list of specific targets that also need to be accomplished by 2030. The goals and their targets are broadly presented in the guide that can be found here http://mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf together with learning objectives associated with each goal, educational resources and case studies for each of the SDGs. For a more detailed list of all the 169 targets, visit GlobalGoals.org.</p> <p>Explain to the students why it is important to understand who//what is affected by the SDGs and what actions can we take as individuals, communities, and nations.</p> <p>Ask students to investigate issues that are new or challenging to them thus helping them to develop a relationship between themselves and the issues.</p> <p>Present each goal indicating the targets and guide the students so they can discover that all of them are integrated and interconnected and that they balance the three dimensions of sustainable development: the economic, social and environmental one.</p> <p>You can ask them to read and discuss the following article: https://www.sustainablegoals.org.uk/interconnected-goals/</p> <p>Also, discuss with them about opportunities and barriers behind each goal so they can get a full picture, bringing the discussion to local issues related to the SDGs.</p> <p>Possible questions to prompt:</p> <ul style="list-style-type: none"> - Evaluate the sustainable level of society in our country? - What do you think of the three dimensions of sustainable 	<p>http://mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf</p> <p>PowerPoint slides</p> <p>PowerPoint slides Clips Article</p> <p>https://sdg-tracker.org/</p>	



Time	Unit 2	Activities & Contents	Resources and materials	Assessment
	<p>10' Conclusions and Quiz</p> <p>50' Practical activity</p>	<p>development (social, economic, and environmental)? - What do you think are the biggest challenges to obtain a sustainable development?</p> <p>At this point introduce their role as future journalists and elicit answers to the question: how can mass-media play a meaningful part in achieving the SDGs? (Raising awareness, publishing in-depth stories, with quality multi-media content, educating people, help make connections between experts, civil society, and the public, etc.)</p> <p>To check the understanding of the SDGs, you can ask students to individually to the following quiz (they can access it on the computer, or on their mobile phones) https://www.bookwidgets.com/play/5KJEEM</p> <p>One Issue - Three Angles (more ideas of similar tasks that can be adapted for students: www.fn.no/content/download/39053/941378%3Fversion%3D6+%&cd=1&hl=en&ct=clnk&gl=ro</p> <p>This task challenges the students to explore the three different perspectives of sustainable development. The students will be asked to explain in detail the connections and interactions between the three elements (social, environmental and economic) of sustainable development. Ask your students to write down in pairs a particular challenge that the society is facing. It can be either a local, a national or a global issue (air pollution, tax havens, plastic waste in the ocean, an increase of paperless migrants, inequality between rich and poor</p>	<p>https://en.unesco.org/themes/education/sdgs/material</p> <p>https://www.un.org/sustainabledevelopment/student-resources/</p>	



Time	Unit 2	Activities & Contents	Resources and materials	Assessment
	<p>Autonomous Learning</p>	<p>people or the extinction of species). Ask the students to use ten minutes on defining the social, economic and environmental perspectives of the selected issue/challenge. Ask the pairs to present their work to the rest of the class, and discuss the following questions:</p> <ul style="list-style-type: none"> - Have you ever thought about global issues in the same way as you did today? - How did you find the three different perspectives of your selected issue? Was it easy or challenging? - How does the media normally present these issues? <p>Southeast Asia Subregion Challenges and Priorities for SDG Implementation https://www.unescap.org/sites/default/files/Southeast%20Asia%20Subregion%20Challenges%20and%20Priorities%20for%20SDG%20Implementation%202017.pdf</p> <p>Food for Thought Ask students to choose one day of week and create their own log of activities and fill in as much detail as they can. They should create a chart with the following items: time, activity, emotional experience, impact on themselves, impact on others, impact on natural environment. After they complete the chart ask them to 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?</p>		



Recommendations/ highlights:

Awareness Resources:

Be the Change <https://www.un.org/sustainabledevelopment/be-the-change>

The Lazy's Person Guide to Saving the World <https://www.un.org/sustainabledevelopment/takeaction>

- students should identify the national and local actors responsible with the implementation of the SDG and observe the public policies of the government in their country;
- students should identify the main national organizations that promote human rights, environmental protection and conservation, etc.
- students should monitor the mainstream media in their country and to observe to what extent this reflects the issue of SDGs;
- students should be instructed to read reports on freedom of expression and independence of journalists in their own country.



Unit 3: Articulation of reference SDGs and Identification with local problems

2 h presentation; pptx slides (key words, short texts, images, graphics, data), a short video;
 1h exercise
 23 h autonomous learning

Course questions

How can we identify social, economic, or environmental issues related to SDGs in our area? What are the biggest challenges for our local communities? Why these kind of topics should be media covered? Which is their relevance for citizens?

Objectives/Competencies

Acquaintance and understanding the localization process and the political levers involved; understanding of associated processes such as decentralization; stimulating and motivating students to identify and understand social, economic and environmental issues in the area where they live; correlating SDGs as a global vision with local reality; understanding the role of journalism as an activity for the benefit of society and the dual role of journalists as information filters, but also as responsible influencers for public(s) opinion; activating critical thinking.

Time	Unit 3	Activities & Contents	Workshop materials	Assessment Units 3, 4
3h	5' Recap	The most important aspects of the previous lessons are pointed out; Students may be asked what are the most important aspects of the SDGs that they have retained.	1-2 slides	Report writing on the identification and evaluation of SDGs in your country
	5' Introduction to the lesson subject	Explain what the topic is about and what is the perspective of approaching it: students taking an SDGs Journalism Reporting course need to know the 2030 agenda, understand the links between the global and local perspectives, and develop skills to find the best / relevant / impact sources and appropriate experts, when documenting journalistic material from a huge variety of possible topics related to SDGs. But before that, journalists have to understand the process of implementing the SDGs in the areas in which they operate, and the process requires	1-2 slides	



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Units 3, 4
	<p>1.20 h Conceptualization definitions, explanations “localization” process description examples</p>	<p>knowledge of legislative frameworks, ongoing national projects, concerns and government priorities to implement some SDGs.</p> <ul style="list-style-type: none"> - explain the meaning of <i>localization</i> in SDGs terminology; presents some of the abbreviations used in the terminology of SDGs, as LGRs or LRGAs; - correlate this main concept <i>localization</i> with other key terms as: <i>glocal</i>, <i>multi-level governance</i>, <i>cross-level</i>, <i>domestication</i>, <i>contextualization</i>, <i>territorialization</i>; give examples to help students understand the concepts; you can use a case study to illustrate the concept of localization; - localization of SDGs contributes to the <i>decentralization</i> agenda and promote new forms of cooperative governance (multi-level and multi-stakeholder governance). You could show students what the decentralization of some states over the last five decades looks like, using the chart in this handbook, p.33. - journalists should understand notions such as <i>decentralization</i> and the interconnections generated by the <i>bottom-up vision</i>, from the local to the central level, when we refer to decisions, measures, actions on sustainability. - experts encourage LRGs to work with universities and research institutes to argue their decisions and present scientific evidence in their advocacy work; in this point, you could give examples of collaborations between your university and local/central institutions. - a summary point of the topic on localization is related to the preoccupation of the local press to mediate topics on sustainability; here are some examples of good practice; - exemplification: present to the students graphs, maps, data from the 	<p>15 slides The Sustainable Development Goals: What Local Governments Need to Know From MDGs to Sustainable Development For All: Lessons from 15 Years of Practice Local and Regional Voices on the Global Stage: our Post-2015 Journey Roadmap for localizing the SDGs: Implementation and Monitoring at Subnational Level</p>	



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Units 3, 4
		<p>report, to see comparatively the degree of involvement of their own country in the localization process. To connect the topic with the media, ask students to give examples of local initiatives related to the implementation of the SDGs that they have observed debated in the central or local mass-media.</p>		
	10' Conclusions	<p>Students in Journalism/Journalists have to know that local authorities are key factors in sustainable development around the world. Among the roles of the press, an important one is to monitor the actions of policy makers, to publicize them, to explain them to ordinary people and last but not least to sanction skidding. Some policy decisions may affect the sustainable development of communities, may affect vulnerable groups or the environment, while others may benefit people. Journalists have to observe these things and talk about them for the sole purpose of truth & public interest. In thematic block 4 which is specifically dedicated to journalism and its current techniques we will develop and detail this idea.</p>	2 slides	
	20' clarification questions & answers	<p>Encourage students to ask questions on the topic and try to answer their classmates argumentatively; through the heuristic conversation the teacher can lead the students to become aware of the realities in their area of residence.</p>		
	1h exercise	<p>Exercise & debate (for understanding and empathy), in three steps: ask, present, debate. Topic: Poverty in our region. Introduce students to the definition of poverty and relative poverty, then use visual and mental representation tools to talk about poverty in terms of causes and consequences (for inspiration, see this handbook, pp. 9-12). Ask students if they have noticed that the local media attach importance to the topic.</p>	1 slide (with directions)	



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Units 3, 4
		<p>Then, ask them to bring an example of such material by the next course and argue why they think it is relevant.</p> <p>Let's finish with a 1 min. test. You can propose your students an immersive exercise about their daily habits and sustainable development, such as this test developed by Finnish experts: https://lifestyletest.sitra.fi/test. The goal is to raise awareness on a micro scale of the impact that each of us can have on the planet. of course, they can use their own devices</p>		
23h	Autonomous learning	<p>Here are some of the recent and relevant resources on locating SDGs; students should be motivated to find others, such as reports, guides, statistics, applications, infographics, etc., to help them understand the localization process in their areas of origin.</p> <p>Together they could develop a collaborative archiving project (for example a document in google drive where to structure by categories the relevant digital multimedia resources on this topic & a folder for their own materials designed for this course.</p>	<p>Localizing the Post-2015 Development Agenda: Dialogues on Implementation</p> <p>Delivering the Post-2015 Development Agenda: Opportunities at the National and Local Levels</p> <p>Making Global Goals Local Business</p> <p>Manual on Addressing the Sustainable Development Goals in the Work with Young People</p> <p>Global Sustainable Development Report/2019</p> <p>Stephenson, Paul: Twenty years of multi-level governance: 'Where Does It Come From? What Is It?</p>	



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Units 3, 4
			Where Is It Going?'	

Recommendations/ highlights:

- students should monitor the local media to see how the decisions of the authorities on sustainability are connected with the journalists daily work;
- students should be able to identify local leaders, from institutions or NGOs that have sustainability projects on their agenda and start to monitor their activity;
- through individual study, students should become familiar with the vocabulary related to the localization of SDGs and its abbreviations;

Unit 4: The country assessment of the SDGs. Major agencies

2 h presentation; pptx slides (key words, short texts, images, graphics, data), a short video;

1h exercise

23 h autonomous learning

Course questions

Are there concerns at national level - strategies, policies, projects carried out with third parties - of the state / government regarding specific SDGs or in the direction of sustainable development in general? Are there such concerns at the zonal / local level? Are there collaborations, partnerships between local / central institutions, local NGOs, local media and University? To what extent does mainstream media reflect government concern for sustainability and the 2030 agenda?

Objectives/Competencies

Understanding the interdependence between local, national and global in the implementation of the SDGs; knowing the realities in data from one's own country; initiation in understanding the role of journalism with reference to sustainability; initiation in understanding the difference between Journalism and other types of public communication, such as PR; activating critical thinking.



Time	Unit 4	Activities & Contents	Workshop materials	Assessment Unit 3,4
3h	<p>5' Recap</p> <p>15' Introduction to the unit topic</p> <p>1.15 h Approaching the subject from global to regional and national and vice versa; presentation of the country assessment of the in data.</p>	<p>You can use the brainstorming method to bring together on the board the main features of the local&national sustainability context;</p> <p>Introduce students to sequences from this video, to draw their attention and raise awareness about the current problems of the planet. Integrate any discussion of SDGs implementation in your country in a comparative zonal and global context. A short review of the content of this publication: <u>“The Sustainable Development Goals: What Local Governments Need to Know”</u>, to analyze the evolution of the SDGs in your country and the most relevant target in each of them. “The publication explains how each of the 17 SDGs relates to the daily work of local and regional governments. It also lists the most relevant targets of each goal to local governments and highlights the relationship between the goals and other international agendas, such as climate change and Habitat III.“</p> <p>Explain to the students what it means a „holistic approaches and coherent action by global, regional and country level actors, in order to ensure interlinkages between the regional and country levels.“ Use the latest UN SDGs report for recent data, from which you can extract content relevant to journalism students. https://unstats.un.org/sdgs/report/2020/The-Sustainable-Development-Goals-Report-2020.pdf Present students to the current situation in their own country; use existing reports, data, statistics with reference to the 2030 agenda approach. It is important to place your country in the global context of the 2030 agenda. For this you should ask UN experts questions:</p>	<p>board/flipchart</p> <p>1-2 slides</p> <p>15 slides</p> <p>The Sustainable Development Goals: What Local Governments Need to Know</p> <p>The Sustainable Development Goals Report/2020</p>	<p>Report writing on the identification and evaluation of SDGs in your country</p>



Time	Unit 4	Activities & Contents	Workshop materials	Assessment Unit 3,4
		<ul style="list-style-type: none"> • Did the country approve a national strategy to implement the SDGs? • Did LRG (Local and Regional Government) participate in the elaboration process of the national strategy? • Are there governance platforms (multi-level and multi-stakeholder) for the monitoring of the national strategy? Are LRG taking part in these platforms? • Are LRG participating in the Agenda in other ways? How? Through awareness raising initiatives? Aligning their development strategies to the SDGs? <p>You can use this platform in order to voluntary national reports that each country includes. Discuss in terms of cause and effect the main sustainability issues of your country, providing as examples journalistic materials that use scientific sources.</p> <p>Identify and discuss the main media outlets in your country that show interest in SDGs; give examples of good practice in journalism related to SDGs. Explain to students that journalists are not government spokespersons, but independent actors who only consider the public interest.</p> <p>The content of the presentation should relate government policies on the SDGs to the role of the media in this process. In conclusion, the main issues should be pointed out at the level of that country and in relation to national approaches to sustainability, but also in relation to the role of the media in your country.</p> <p>Through a question-and-answer session try to reach a consensus with the students regarding the most relevant resources regarding the country</p>	<p>1-2 slides</p> <p>1 slide (with directions)</p>	
	<p>10' Conclusions</p> <p>15' clarification questions&answers</p>			



Time	Unit 4	Activities & Contents	Workshop materials	Assessment Unit 3,4
	<p>1h exercise</p>	<p>assessment data.</p> <p>Divide students into teams of four. Every team will open this UN site and type in the search field the name of your country and the names of other Asian countries, (including neighbouring countries). Then, choose from the displayed multimedia resources a video content that reflects one of the priority SDGs in each of these countries. Ask students to observe how the material is made, what they think are its strengths and what its weaknesses are (with reference to theme, perspective, conception or style). Ask them to critically evaluate the content and argue whether they think it is journalistic or PR content. (about 30 minutes).</p> <p>One student from each team will present the argumentative assessment in 3-5 minutes.</p>		
<p>23h</p>	<p>Autonomous learning</p>	<p>Check your own perception of the world doing Hans Rosling test from its book <i>Factfulness</i> (for understanding how close to the real data is their vision of the world). Scholar Hans Rosling's book is a useful reading recommendation for journalism students.</p> <p>National concern for SDGs: institutions & public policies, government, academia (students could be encouraged to communicate ontologically with colleagues from other universities where the project is implemented (as appropriate in Cambodia, China or Malaysia), to develop active networking at the zonal level.</p>		

Recommendations/ highlights:

- students should investigate the websites of national and local authorities related to the 2030 Agenda students should investigate the websites of national and local authorities related to the 2030 Agenda and observe the public policies of the government in their country.
- students should identify the main national organizations that promote human rights, environmental protection and conservation, etc.
- students should monitor the mainstream media in their country and to observe to what extent this reflects the issue of SDGs;
- students should be instructed to read reports on freedom of expression and independence of journalists in their own country

Unit 5: SDGs on the information agenda of each country

1,5 h presentation & guest speaker; pptx slides (key words, short texts, images, graphics, data)

1,5h exercises

23 h autonomous learning

Course questions

What concrete steps has your country taken to make the UN 2030 Agenda possible? What government department is there and who are the politicians involved in implementing the SDGs? What official documents are on the websites of the government in your country in this direction? Have officials in your country talked about sustainability measures and strategies in line with Global SDGs? Has the national media covered this information? Do ordinary people have knowledge/information about of the implementation of SDGs in your country?

Objectives/Competencies

Documentation and selection of information sources; knowledge of strategies for implementing the SDGs at national level; media monitoring and analysis; interrogative thinking, critical thinking.



Time	Unit 5	Activities & Contents	Workshop materials	Assesement Unit 5
3h	<p>5' Recap</p> <p>15' Introduction to the unit topic</p> <p>1.30 h The approach can be done in two sessions: the first being a short presentation of the teacher, and the second the</p>	<p>In the last unit (5) of module I, you can make a brief recapitulation of the first four modules, asking the participants to explain three main aspects that they have learned from the previous lessons.</p> <p>Nowadays, information in the public sphere is generated by three main actors: politicians, journalists and ordinary people (we can include civil society & NGOs here, as well as ordinary users); introduce your students to the concept of mass communication; identify together (new)media channels through which information about SDGs can reach different audiences.</p> <p>It is important for students to understand the differences between journalism and PR activities; further, regarding the SDGs it is important to observe the discourse of the rulers and the official representatives, on one hand, and the discourse of the independent press, on the other hand.</p> <p>1st session (45 min.):</p> <ul style="list-style-type: none"> • Present your students some key concepts, such as: media freedom, media independence, freedom of information (for this last aspect you could search laws by your country) 	<p>board/flipchart</p> <p>4-6 slides (graphics, images such as maps, online information resources; https://unesdoc.unesco.org/ark:/48223/pf0000261065/PDF/261065eng.pdf.multi https://muprssa.weebly.com/blog/the-difference-between-journalism-and-pr https://medium.com/@Adeeb1/journalism-vs-public-relations-521881fd4f39</p> <p>1-2 slides with most relevant explanations https://freedomhouse.org/issues/media-freedom World Press Freedom Index https://rsf.org/en/ranking</p>	<p>port writing on the identification and evaluation of SDGs in your country</p>



Time	Unit 5	Activities & Contents	Workshop materials	Assesement Unit 5
	<p>presentation of an official guest, competent in the issue of SDGs in your country; the guest can also participate remotely in an online video meeting that can be recorded and stored as a resource for students;</p>	<ul style="list-style-type: none"> • Present the most important official sources of information/public documents for SDGs in your country; explain the extent to which they have been covered by the mainstream press and independent news sites. • Prepare for the next session, encouraging students to be curious, participative and to ask as specific questions as possible, through which to get concrete answers with references about actions, information resources, government strategies; based on the knowledge gained in previous units, encourage students to ask pertinent questions about access to useful public information and concrete actions of the rulers in the territory. Also, as future journalists (or journalists in service), it is important for your students to have courage to ask uncomfortable questions. <p>2nd session (45 min):</p> <ul style="list-style-type: none"> • Invite a government representative from your country to talk to students about national and local strategies in implementing the UN 2030 Agenda. After the presentation, the guest will answer students' questions in this session, which you can design in a similar way to a press conference. <p>Formulate the main conclusions of unit 5, integrating them in the main conclusions of entire Module I;</p> <p>Try to find out from your students what the dilemmas, the ambiguities</p>	<p>2-4 slides</p> <p>1-2 slides with instructions</p> <p>Rogers, Tony. "6 Tips for Reporters Covering Press Conferences/ https://www.thoughtco.com/covering-press-conferences-2073875 (!!!This resource is only for the guidance of students who are new to Journalism, to understand the practice of journalism in Western countries; there are significant differences between journalistic practices in Northwestern Europe and those in the global South)</p> <p>Logistics: good internet connection, screen, web applications suitable for</p>	

Time	Unit 5	Activities & Contents	Workshop materials	Assesement Unit 5
	<p>10' Conclusions</p> <p>15' clarification questions&answers</p> <p>1h exercise</p>	<p>accumulated during module I are. Encourage them to express their knowledge needs, regarding Sustainability, in order to clarify and detail them during module II.</p> <p>Coordinate students in making a pop vox outside the classroom to see if their peers at other university specializations are aware of the SDGs. 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.</p> <p>The aim of the exercise is to conduct short audio-video interviews, to select various answers and to develop interpersonal communication skills.</p>	<p>live and video recording</p> <p>2-3 slides with the most important highlights of module I</p> <p>You can use even online feedback questionnaire;</p> <p>About 2 slides with instructions; https://www.journalism.co.uk/tip-of-the-day/tip-starting-out-with-vox-pops/s419/a736764/11 Ways To Record Better Vox Pops https://thegingerguy.com/bl og/vox-pop</p>	
23h	Autonomous learning	At the end of the first module, students can review, update, complete, the taxonomy of the digital resources archive (started with autonomous learning of Unit 3), related to the SDGs (global, national, local); they can work in teams for this task or tasks can be assigned to them individually.	<p>Bibliographic recommendation: Ronald Holz hacker and Dafri Agussalim (Editors). 2019. <i>Sustainable Development Goals in Southeast Asia and ASEAN</i>, vol. I, Brill.</p>	



Recommendations/ highlights:

- students should continue the actions of Unit 4, with a view to observing the way in which public information and communication channels are used by governments and journalists
- students should monitor the main national organizations that promote human rights, environmental protection and conservation, etc.
- students should notice the mainstream media in their country and to observe to what extent this reflects the issue of SDGs;
- students should be instructed to read reports on freedom of expression and independence of journalists in their own country;
- students should be oriented to use authorized and reliable sources of information, use scientific resources to document SDGs and Sustainability



DIGITAL LEARNING AND INNOVATIVE PEDAGOGICAL TOOLS



University of
Nottingham
UK | CHINA | MALAYSIA



深圳職業技術學院
SHENZHEN POLYTECHNIC

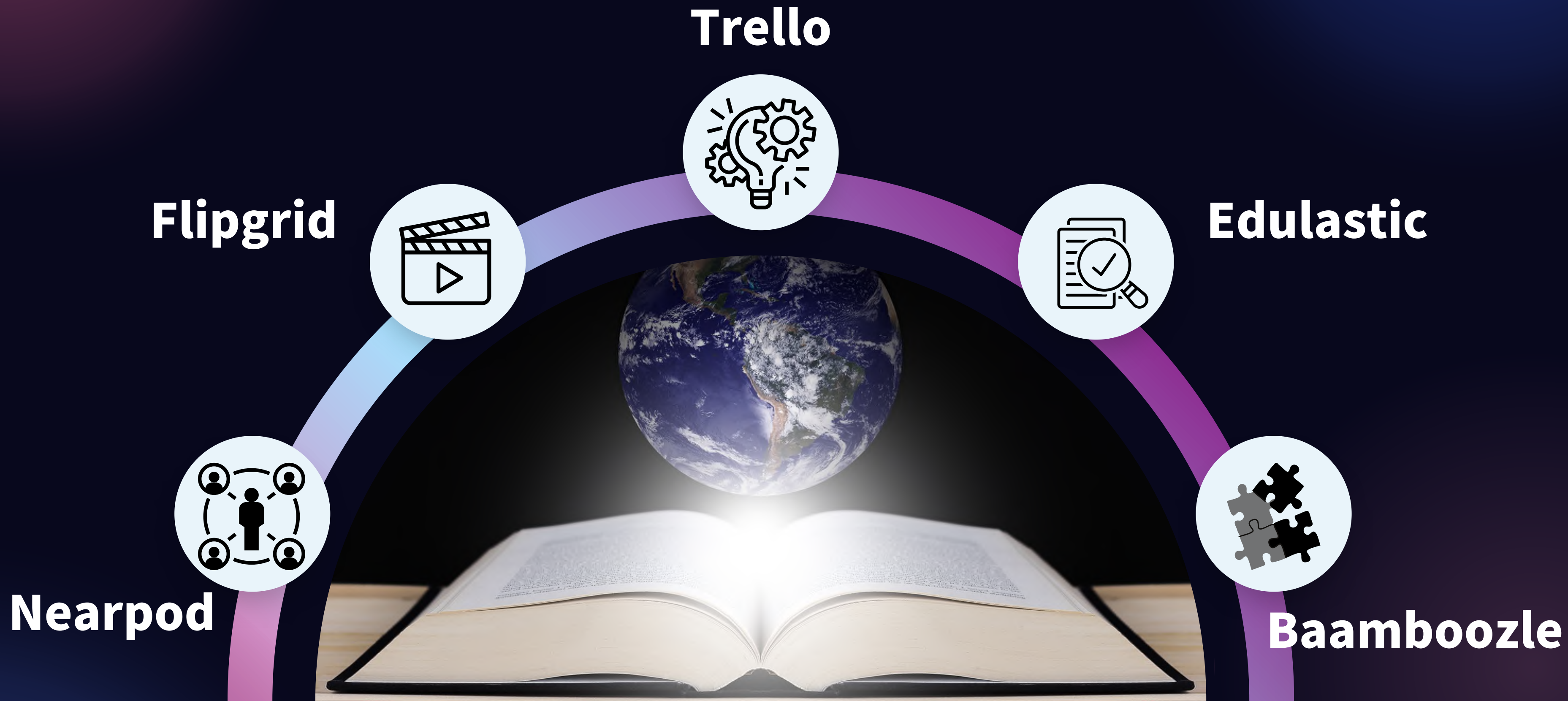


UNIVERSITY
OF MALAYA



UUM
Universiti Utara Malaysia

EDUCATIONAL TECHNOLOGY TOOLS



Project-based Learning



An instruction approach built upon learning activities and real tasks that have brought challenges for students to solve. (Stivers, 2010)



A student-driven approach to learning in which students are required to take part in a real project by developing a question or inquiry and under the supervision of teachers in order to create a project to share with the select audience (Challenge 200 Multimedia Project, 1999).

Key Features of Project-based Learning (Le, 2018)

- Active learning
- Real-world problem
- Teacher's role as a guide-on-the-side
- Interdisciplinary
- Cooperative learning
- An end product

Effectiveness of Project-based Learning

(Le, 2018)

- Students' academic achievement**
- Students' understanding of subject matter**
- Students' gain in understanding of the 21st century skills**
- Students' positive attitude towards learning**
- Perceived changes in work habit and other PBL process behavior**

Challenges of Project-based Learning

(Le, 2018)

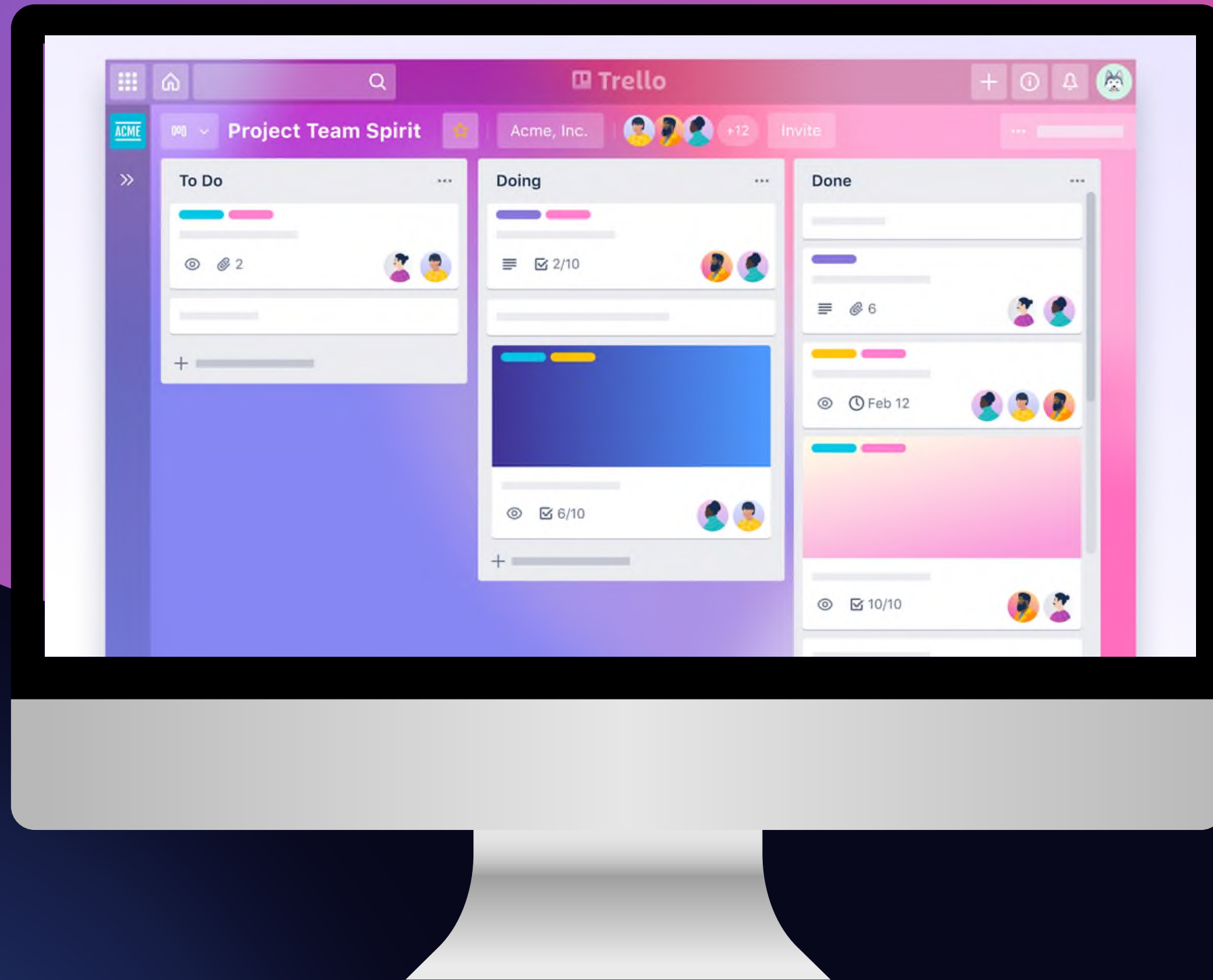
- Team work and team dynamics
- Lack of prior training
- Time and resources
- Anxiety and resistance to the new role as facilitators
- Balancing inputs and students' freedom
- Teacher's attitudes towards PBL

Pervasive Learning Management Activities in PBL (Mergendoller et al., 2006)

Project Stage	Management Activities
Stage 0 Project Planning	<ul style="list-style-type: none">• Decide the scope and the big idea for the Project• Develop a Driving Question• Select standards and incorporate simultaneous non-content outcomes• Plan assessments• Organize resources• Decide on grouping strategies
Stage 1 Project Launch	<ul style="list-style-type: none">• Stimulate student interest, enthusiasm and/or concern• Establish high expectations• Clarify rules, procedures, products, timeline and grading practices

Pervasive Learning Management Activities in PBL (Mergendoller et al., 2006)

<p>Stage 2 Guided Inquiry and Product Creation</p>	<ul style="list-style-type: none">• Facilitate resource use• Help students define tasks and assess progress• Scaffold learning and working• Cultivate presentation skills
<p>Stage 3 Project Conclusion</p>	<ul style="list-style-type: none">• Stage exhibition• Conduct summative assessment• Reflect on Project learning and process



TRELLO TO DO LIST

Trello, a web-based project management tool to help team stay on track.

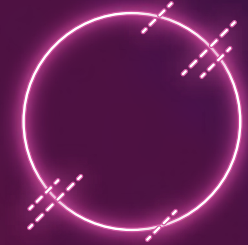
Trello



Easily create tasks (cards)



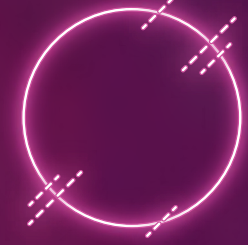
Present clear task flow



Track progress



Attach files or documents conveniently

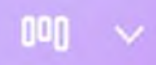


Free features





ACME



Project Team Spirit



Acme, Inc.



+12

Invite



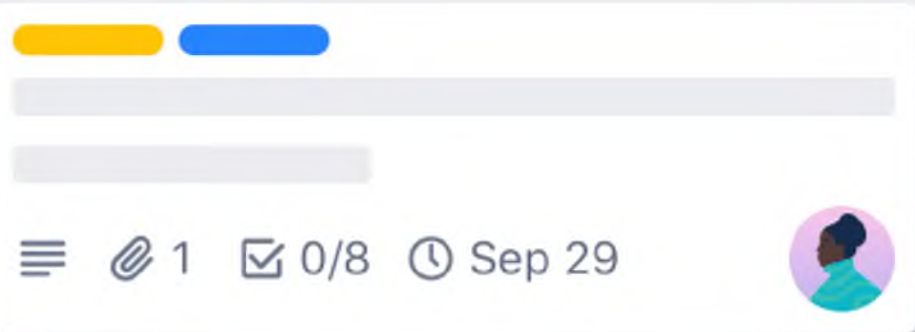
To do



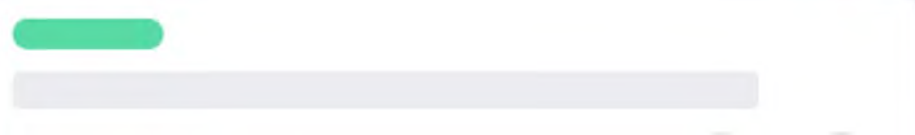
☰ 2 0/2 July 22



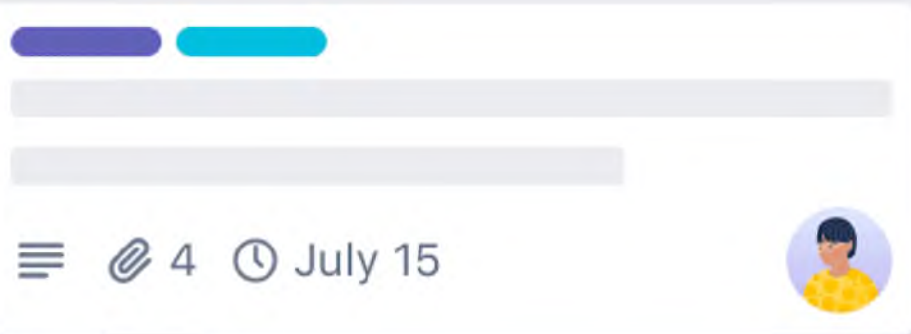
☰ 3



☰ 1 0/8 Sep 29



Doing



☰ 4 July 15



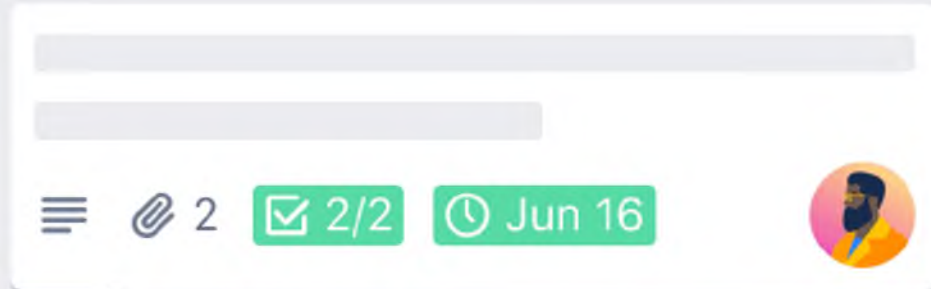
☰ 3 2



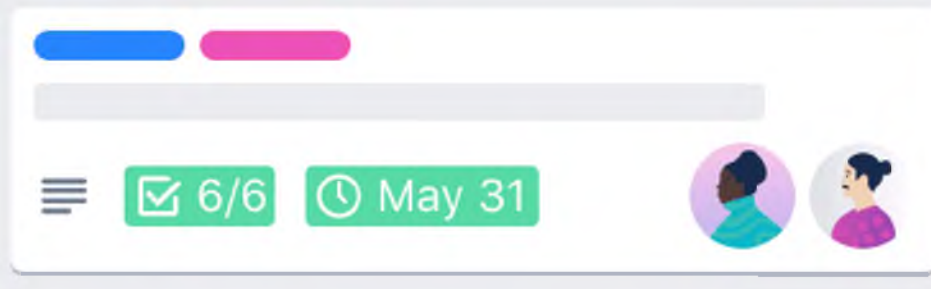
☰ 1

+ Add a card

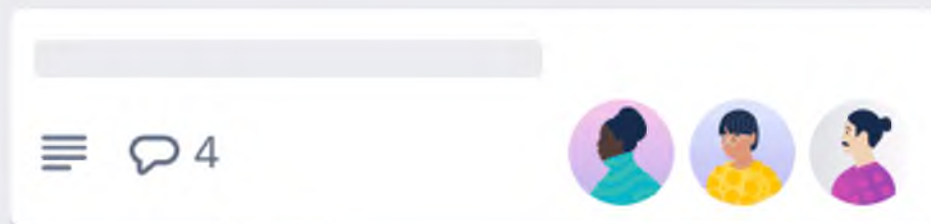
Done



☰ 2 2/2 Jun 16



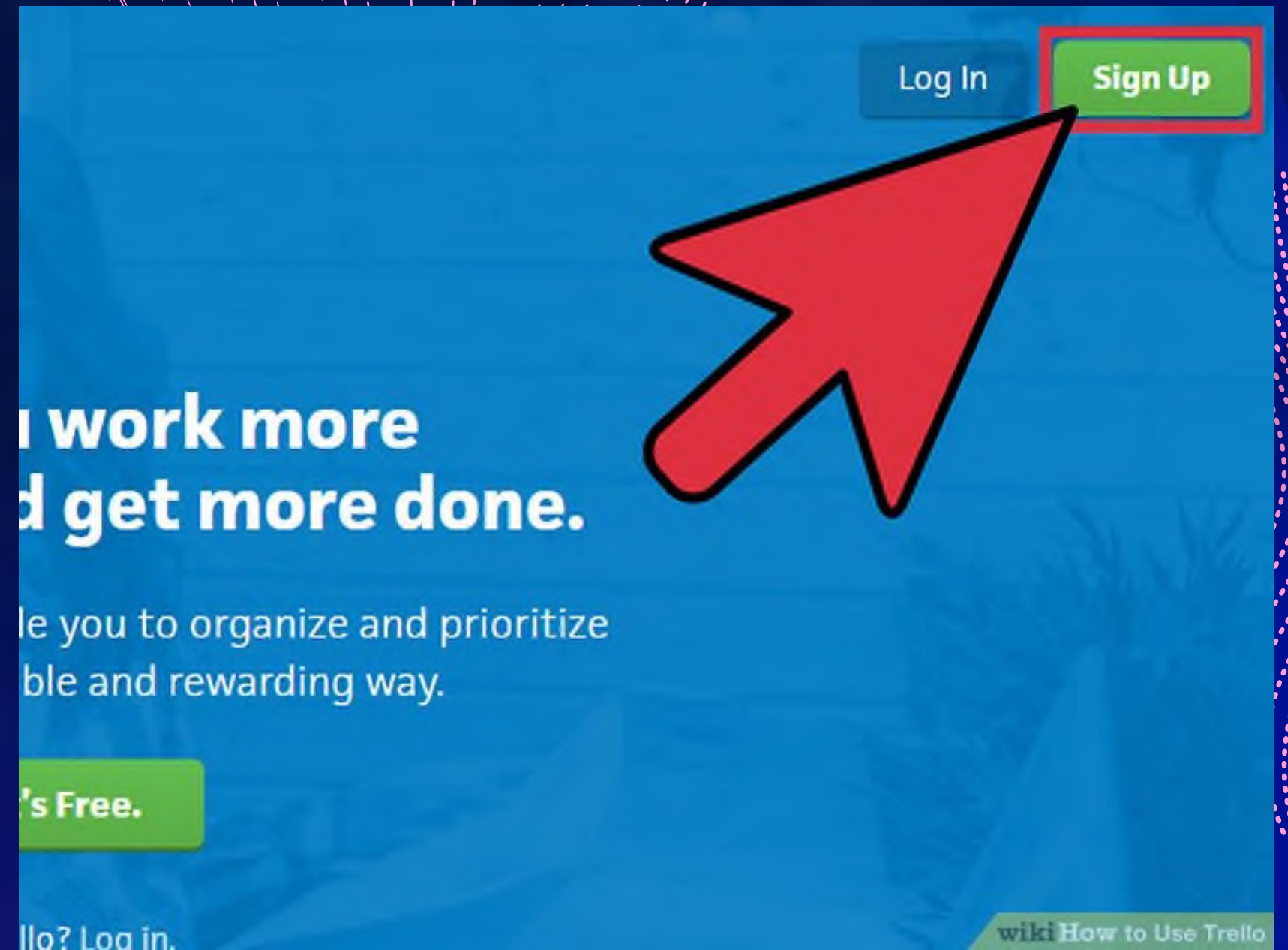
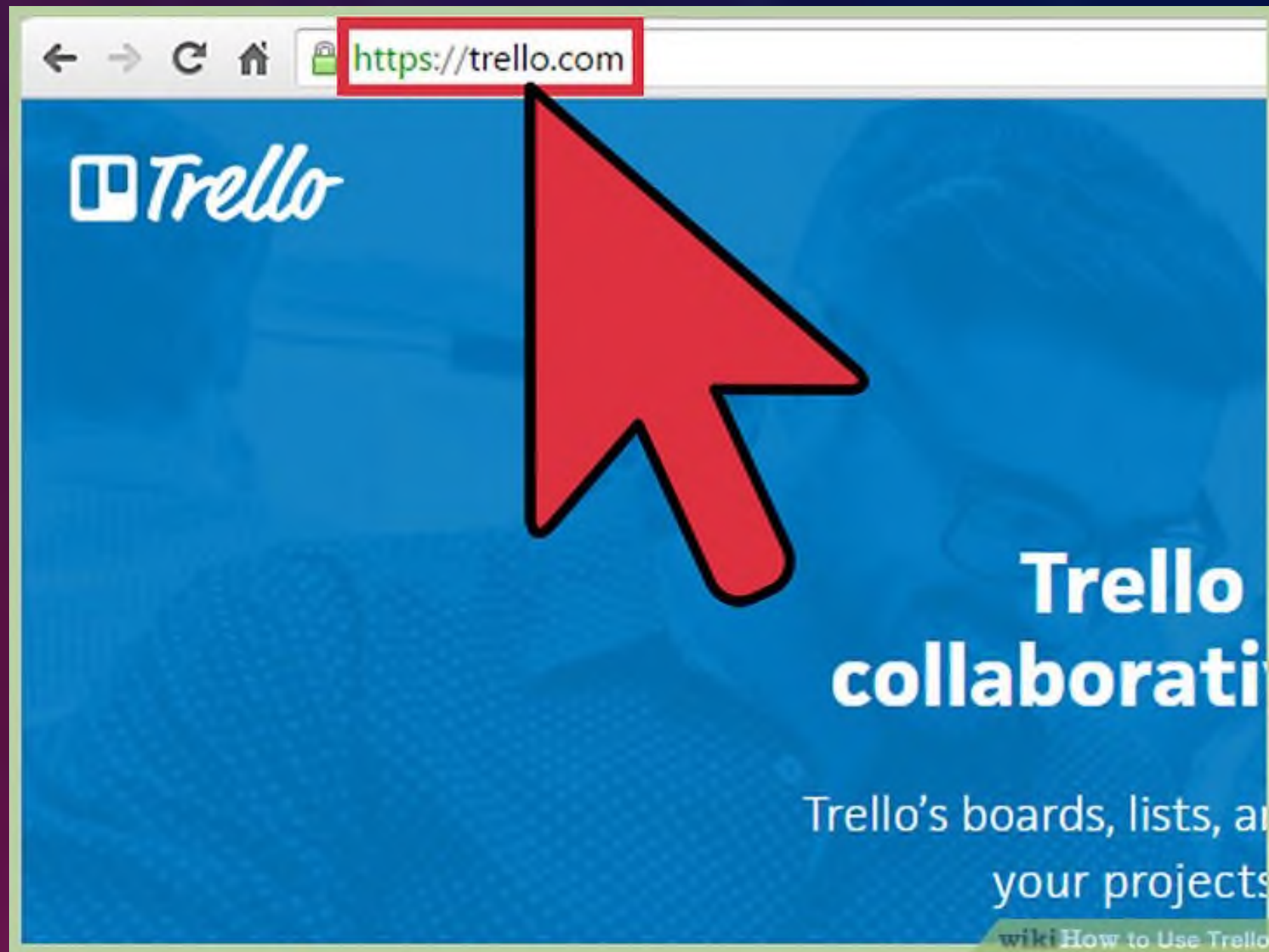
☰ 6/6 May 31



☰ 4

+ Add a card

Creating Account



Creating Account

Create a Trello Account

Name

Steve Bolinger|

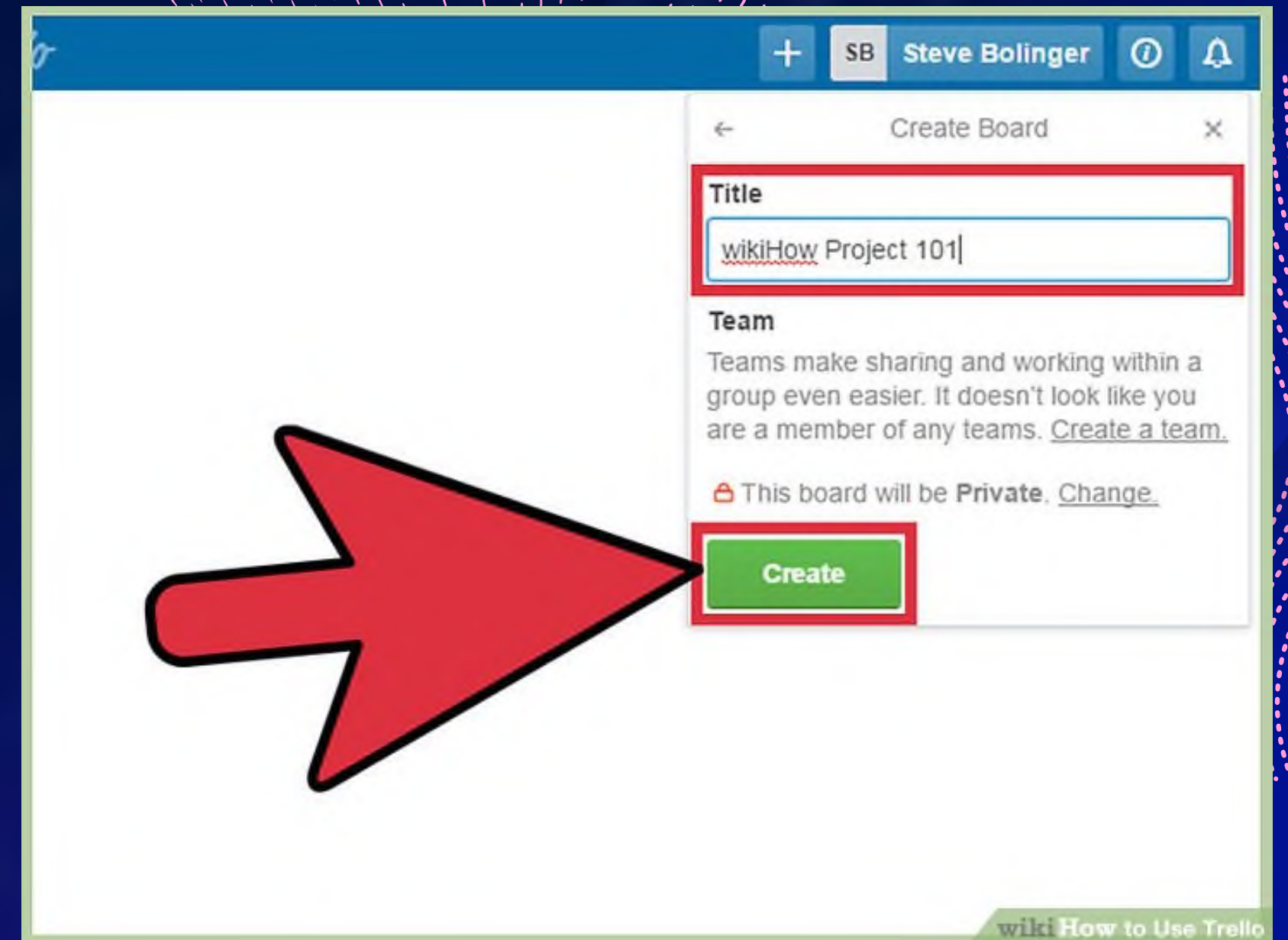
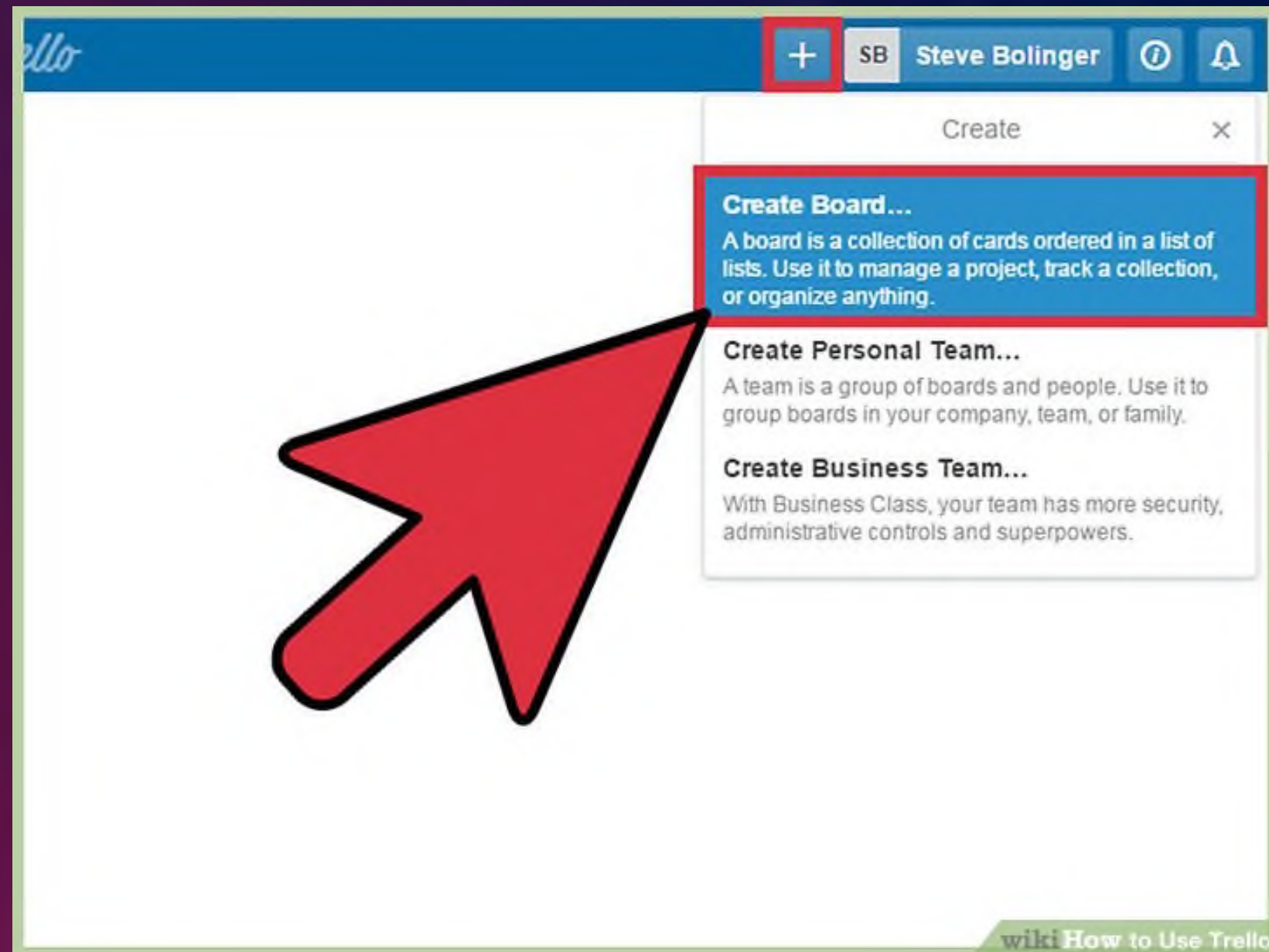
Email

@gmail.com

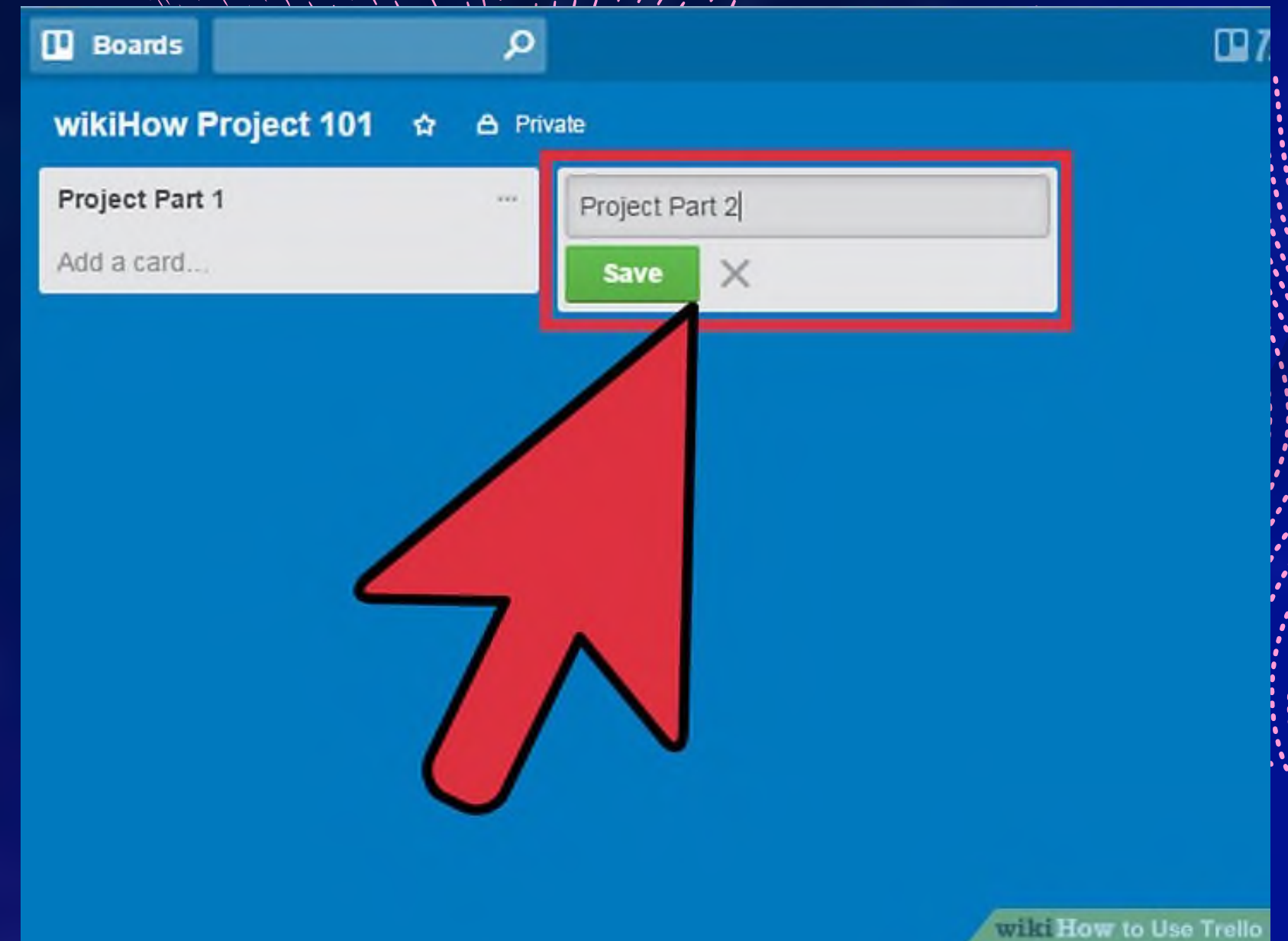
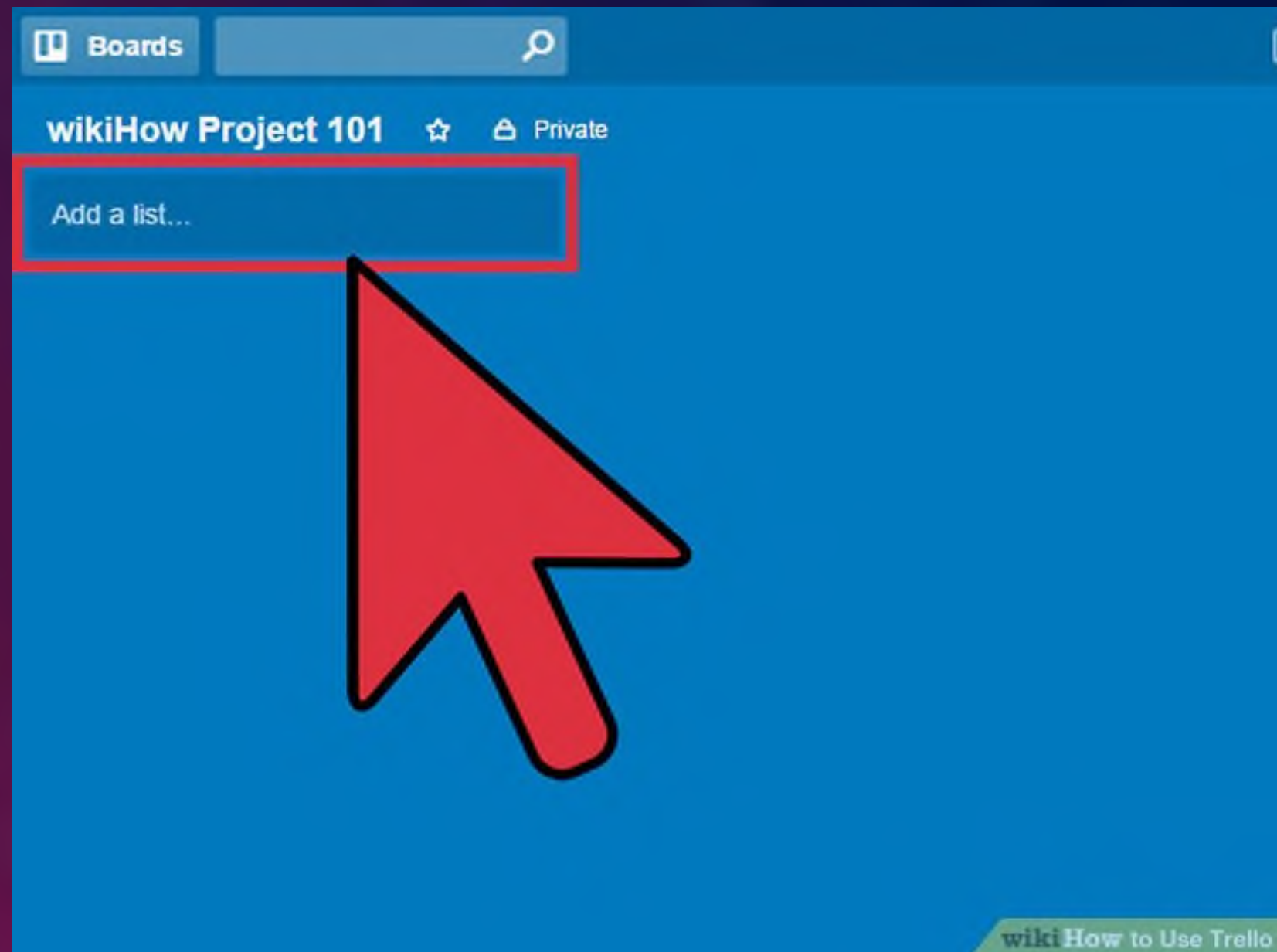
Password

Create New Account

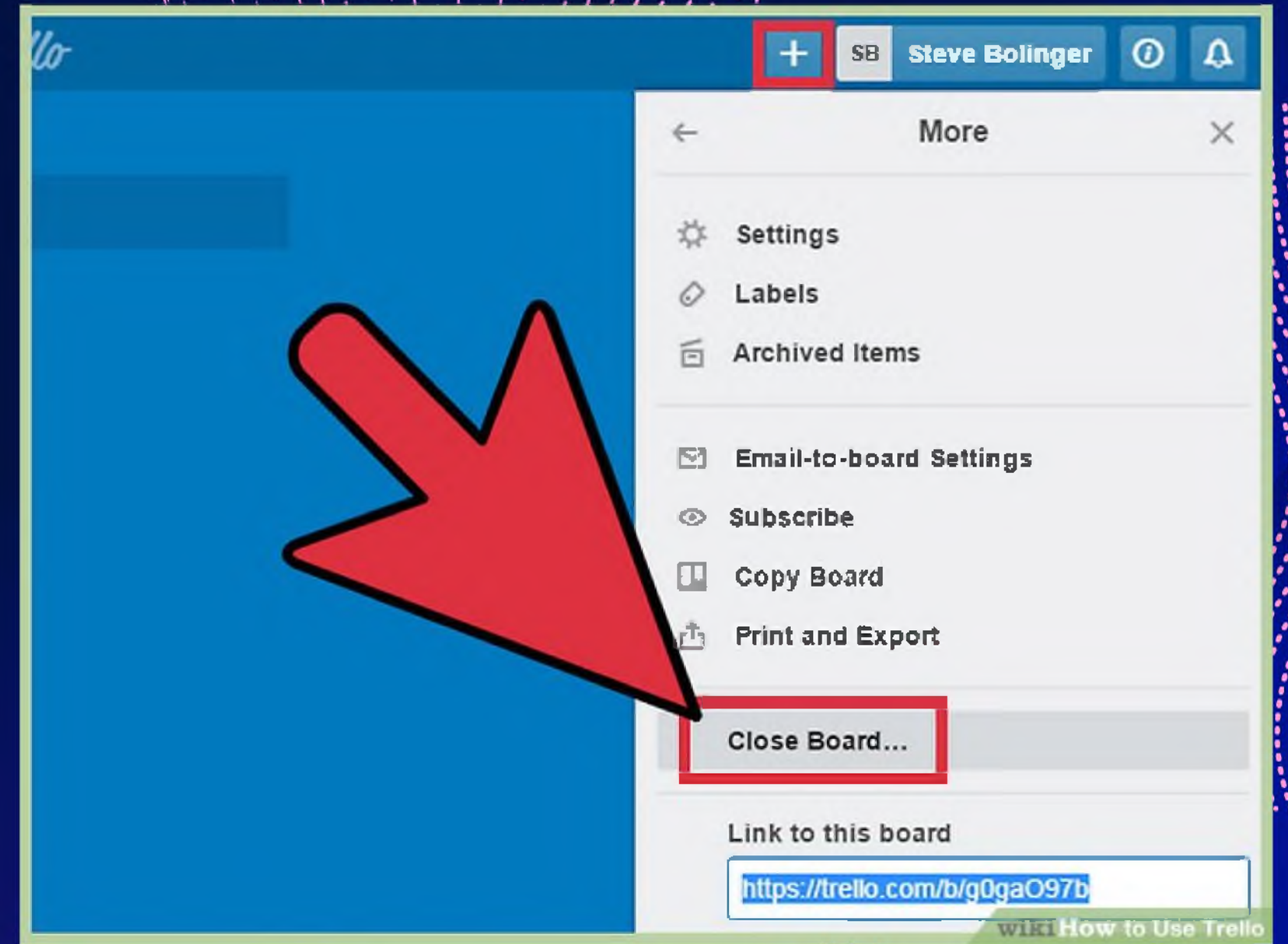
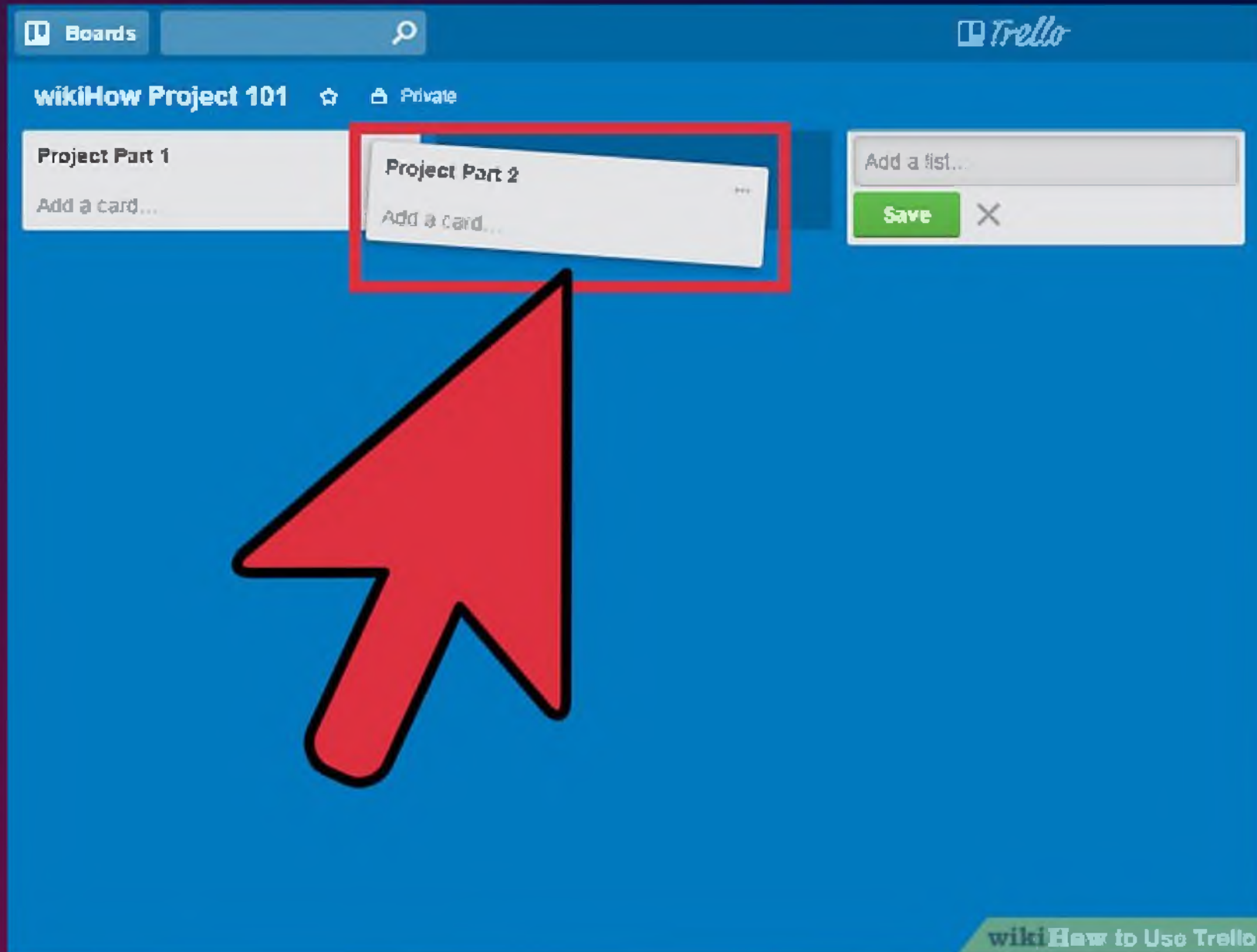
Creating Board



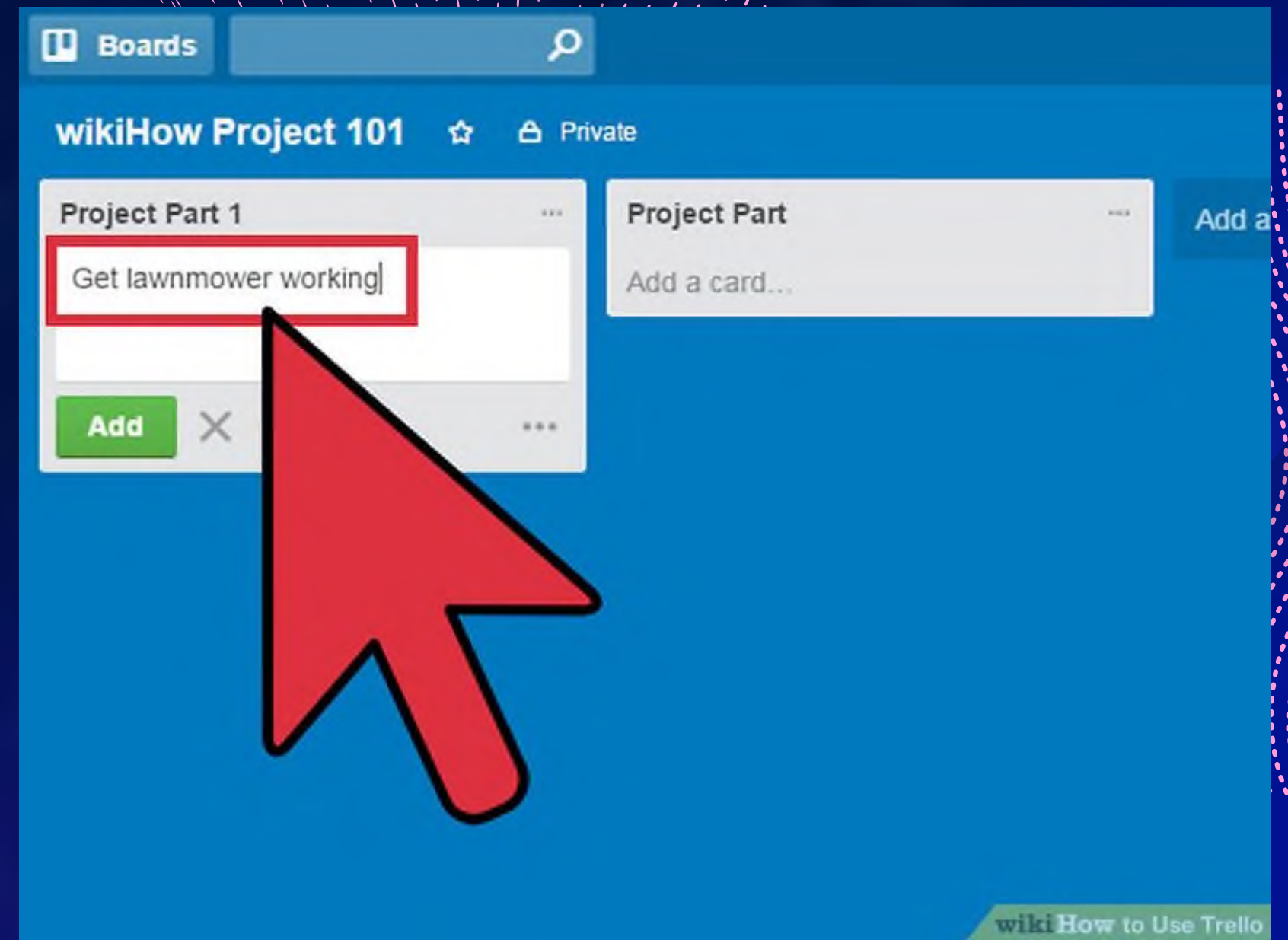
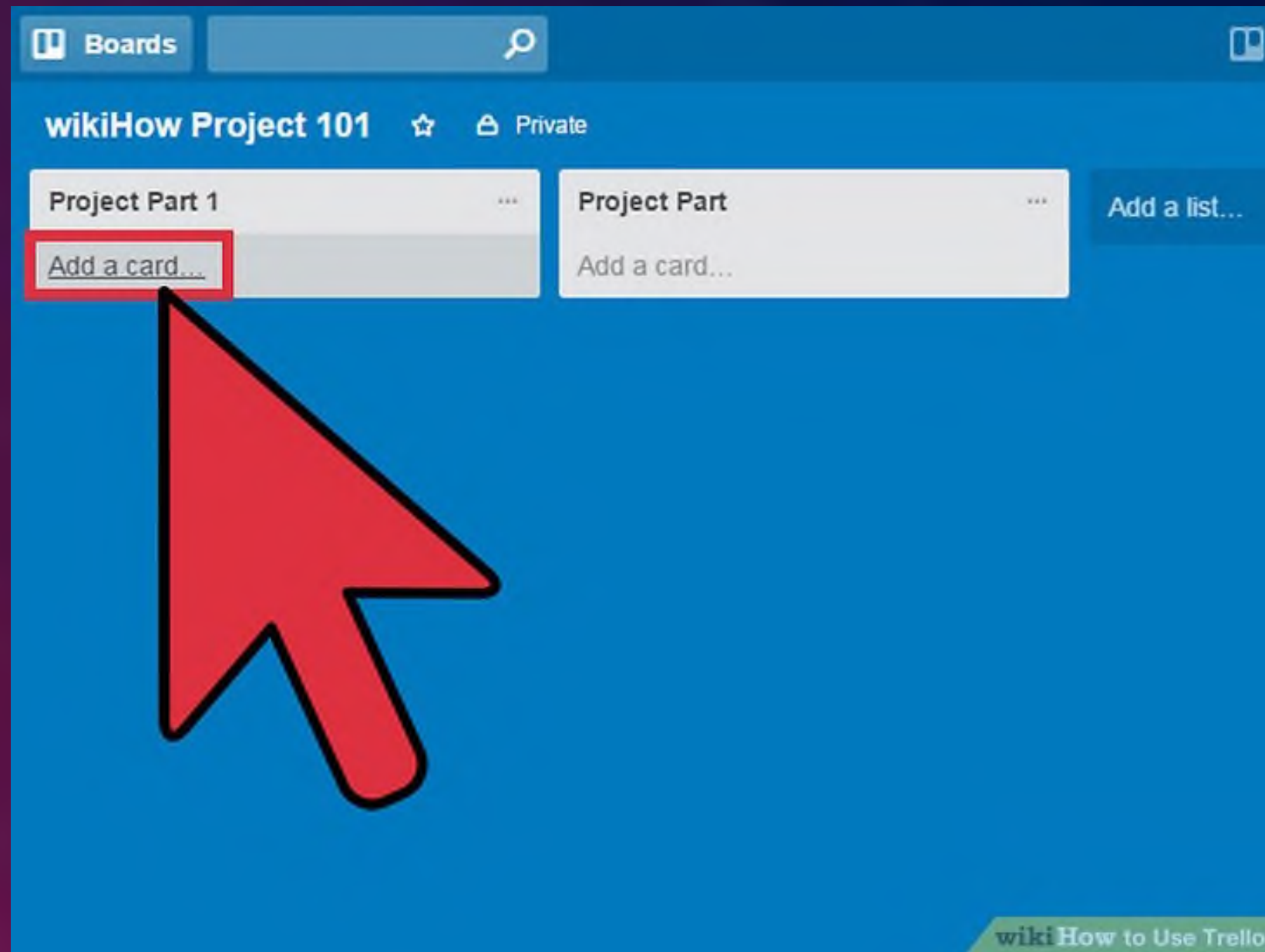
Creating Project



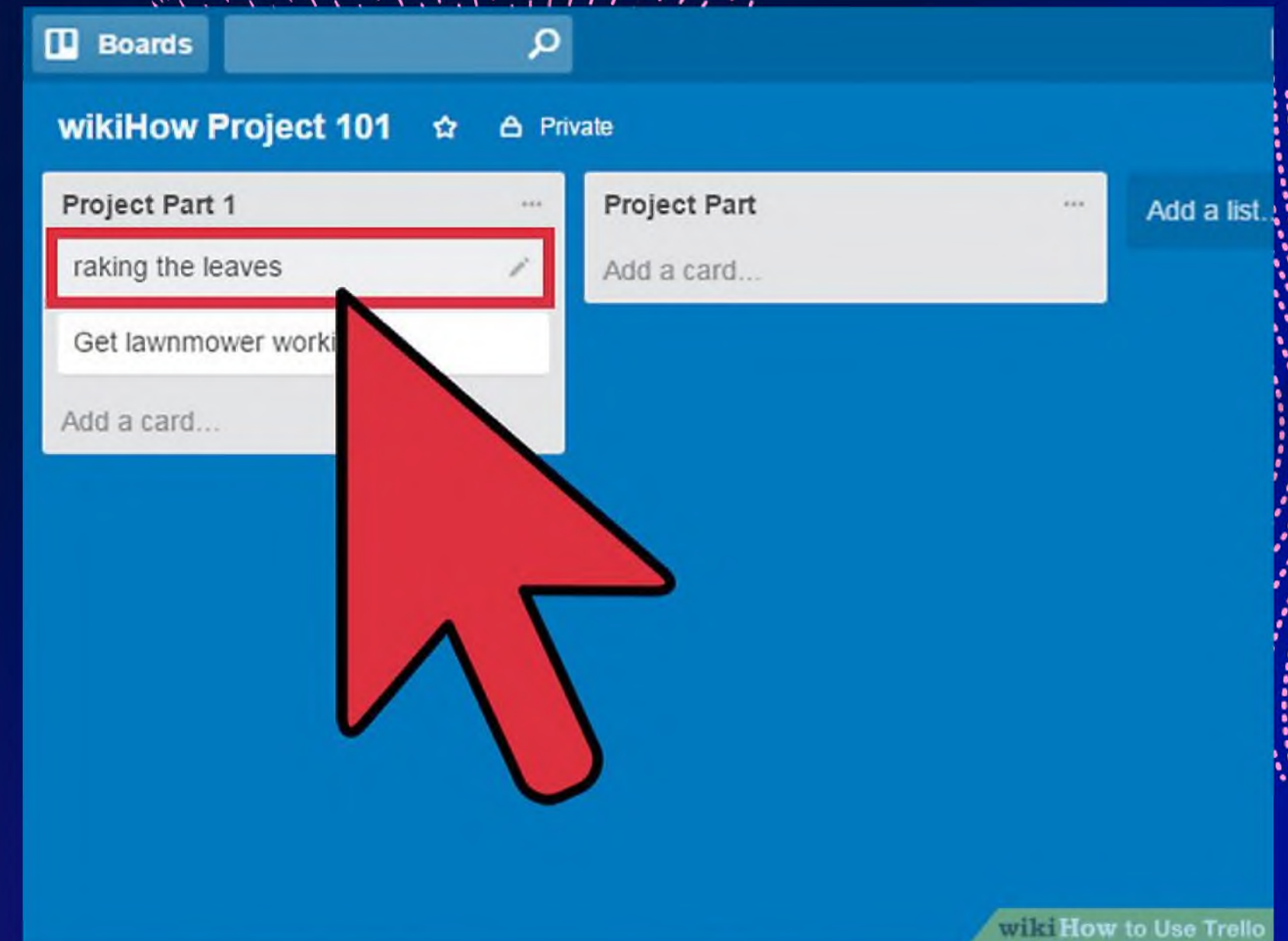
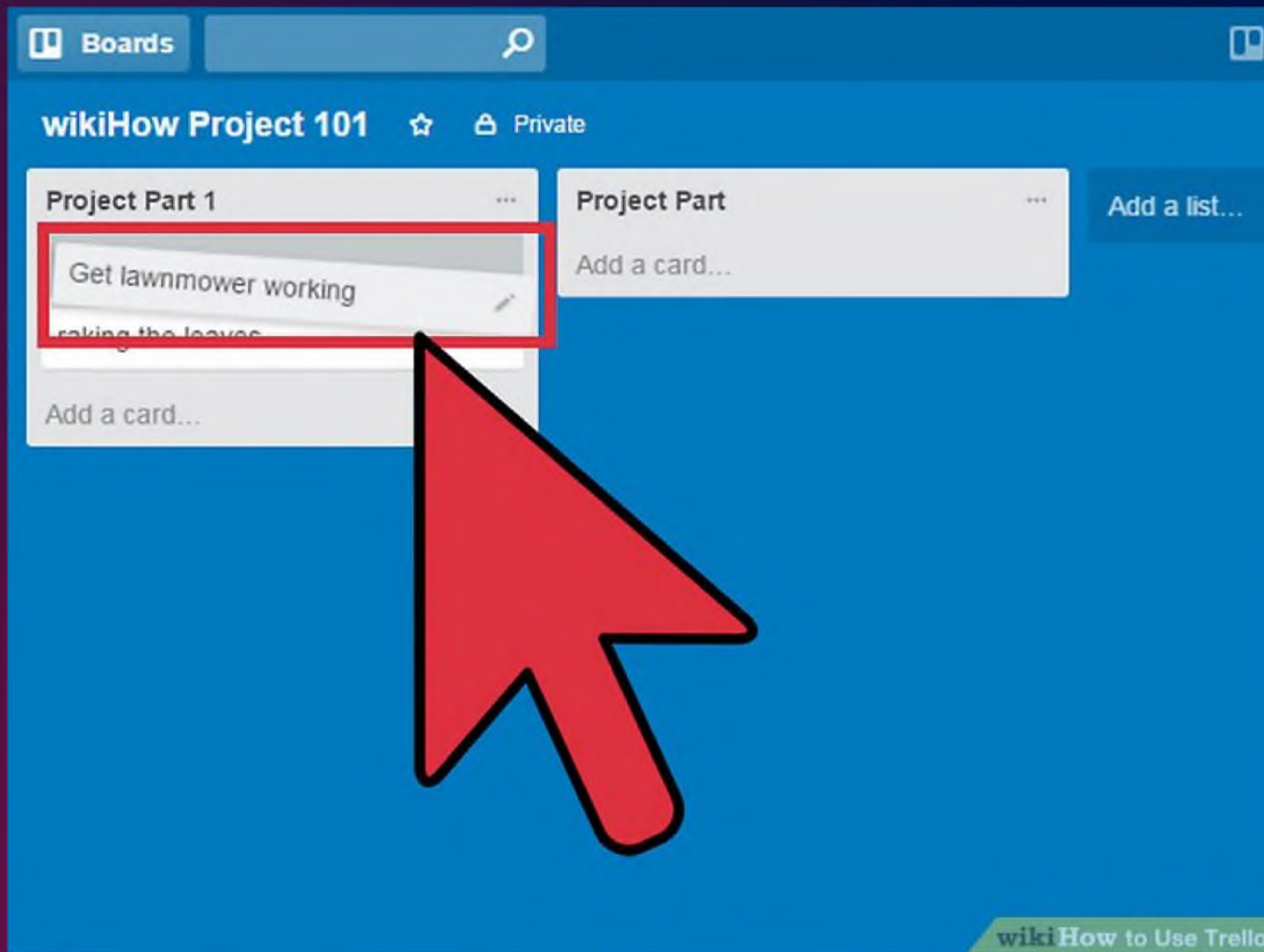
Organizing



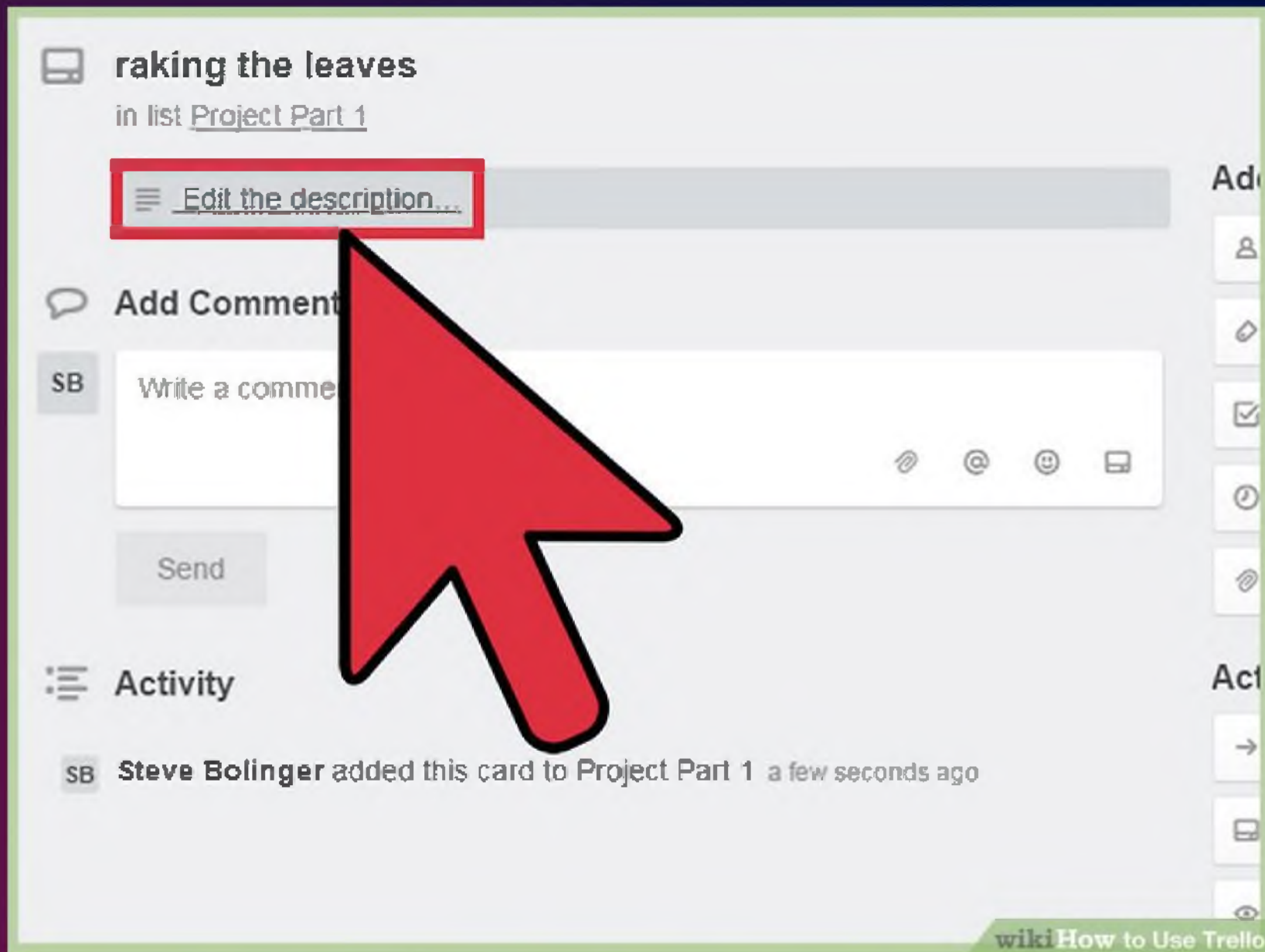
Creating Card (Task)



Editing Card



Card in Details



raking the leaves
in list [Project Part 1](#)

Edit the description...

Add Comment

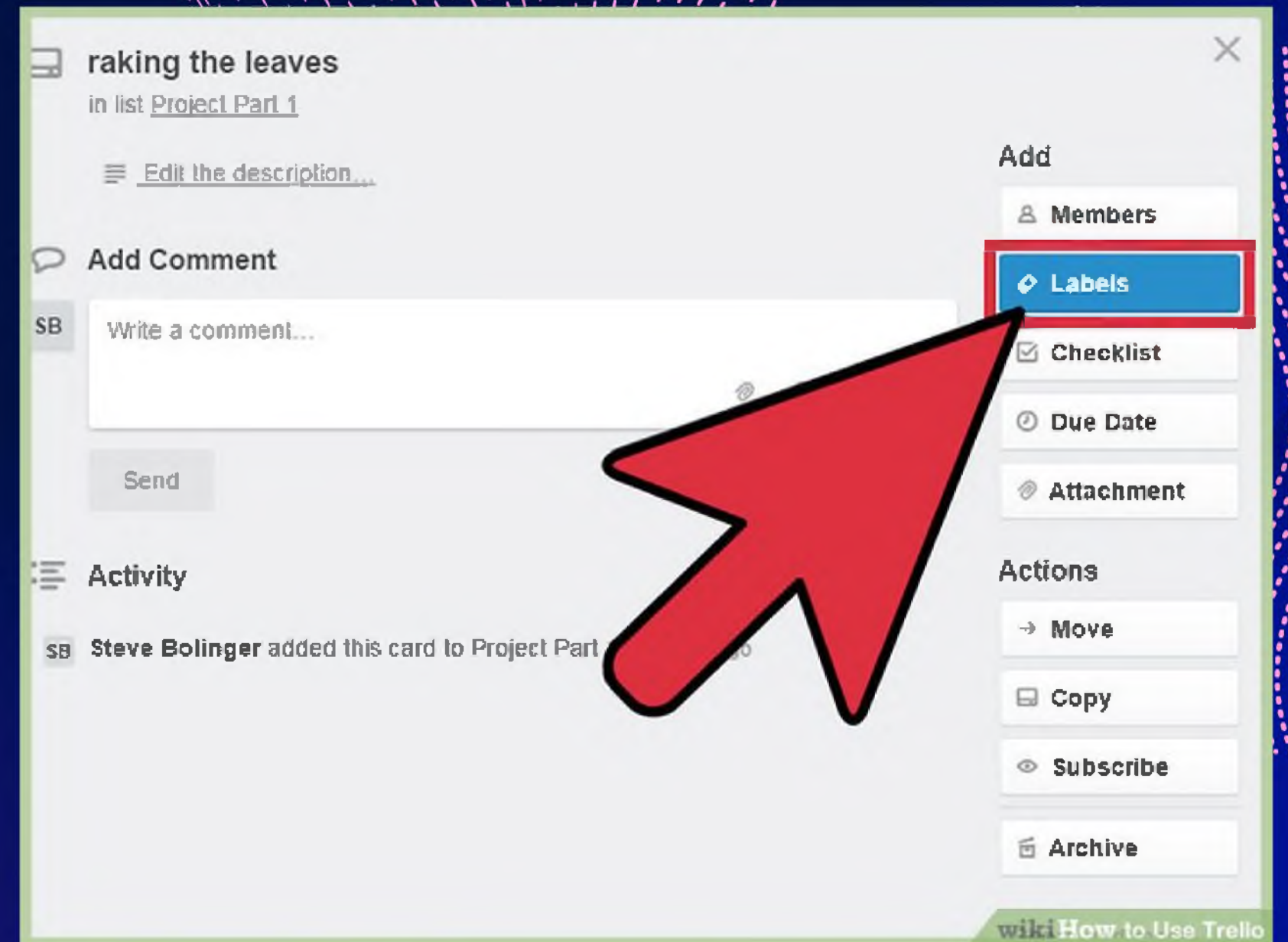
SB Write a comment...

Send

Activity

SB Steve Bolinger added this card to Project Part 1 a few seconds ago

wikiHow to Use Trello



raking the leaves
in list [Project Part 1](#)

Edit the description...

Add Comment

SB Write a comment...

Send

Activity

SB Steve Bolinger added this card to Project Part 1 a few seconds ago

Add

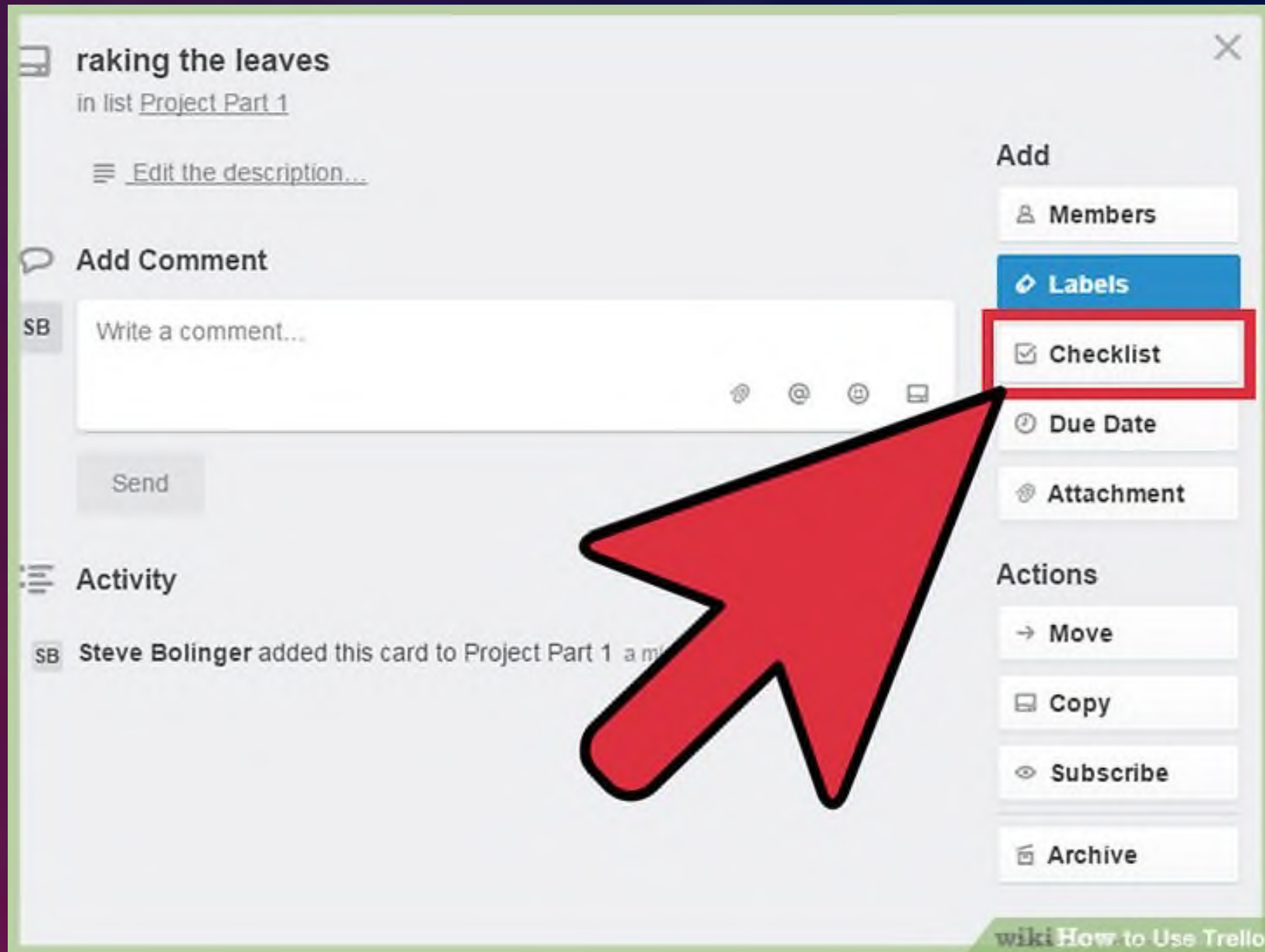
- Members
- Labels**
- Checklist
- Due Date
- Attachment

Actions

- Move
- Copy
- Subscribe
- Archive

wikiHow to Use Trello

Cards in Details



raking the leaves
in list [Project Part 1](#)

[Edit the description...](#)

Add Comment

SB Write a comment...

Send

Add

- Members
- Labels
- Checklist**
- Due Date
- Attachment

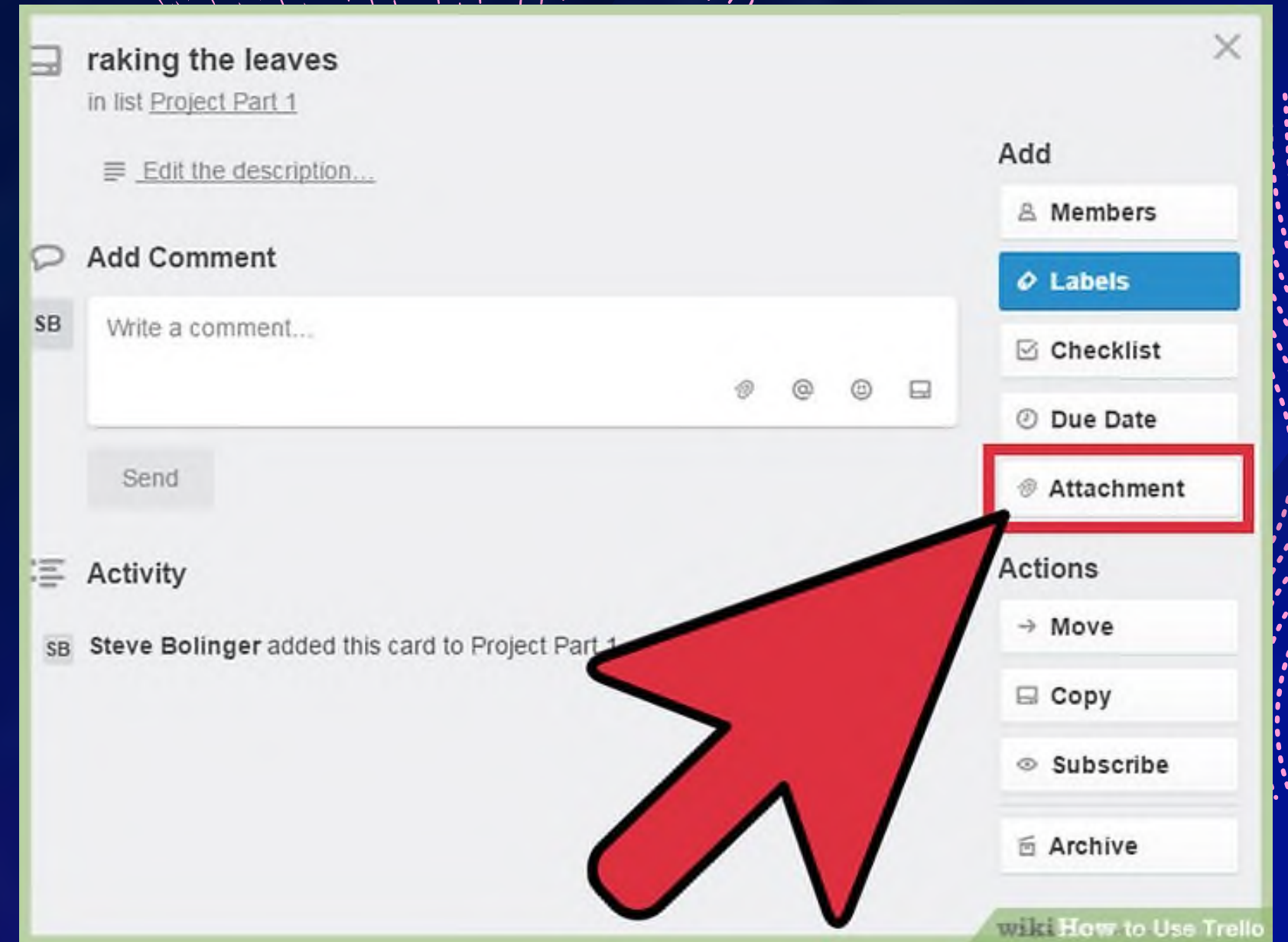
Actions

- Move
- Copy
- Subscribe
- Archive

Activity

SB Steve Bolinger added this card to Project Part 1 a m...

wiki How to Use Trello



raking the leaves
in list [Project Part 1](#)

[Edit the description...](#)

Add Comment

SB Write a comment...

Send

Add

- Members
- Labels
- Checklist
- Due Date
- Attachment**

Actions

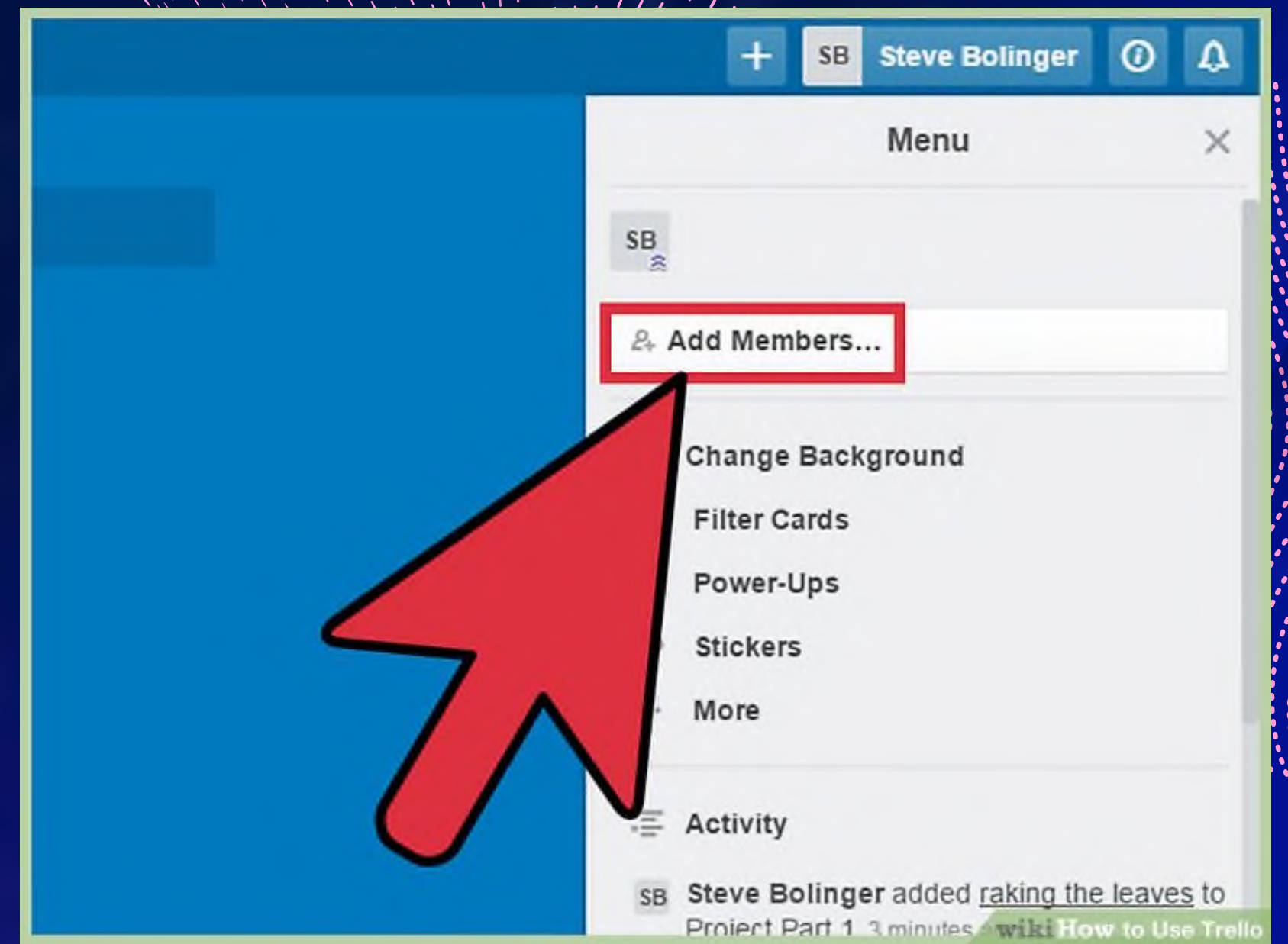
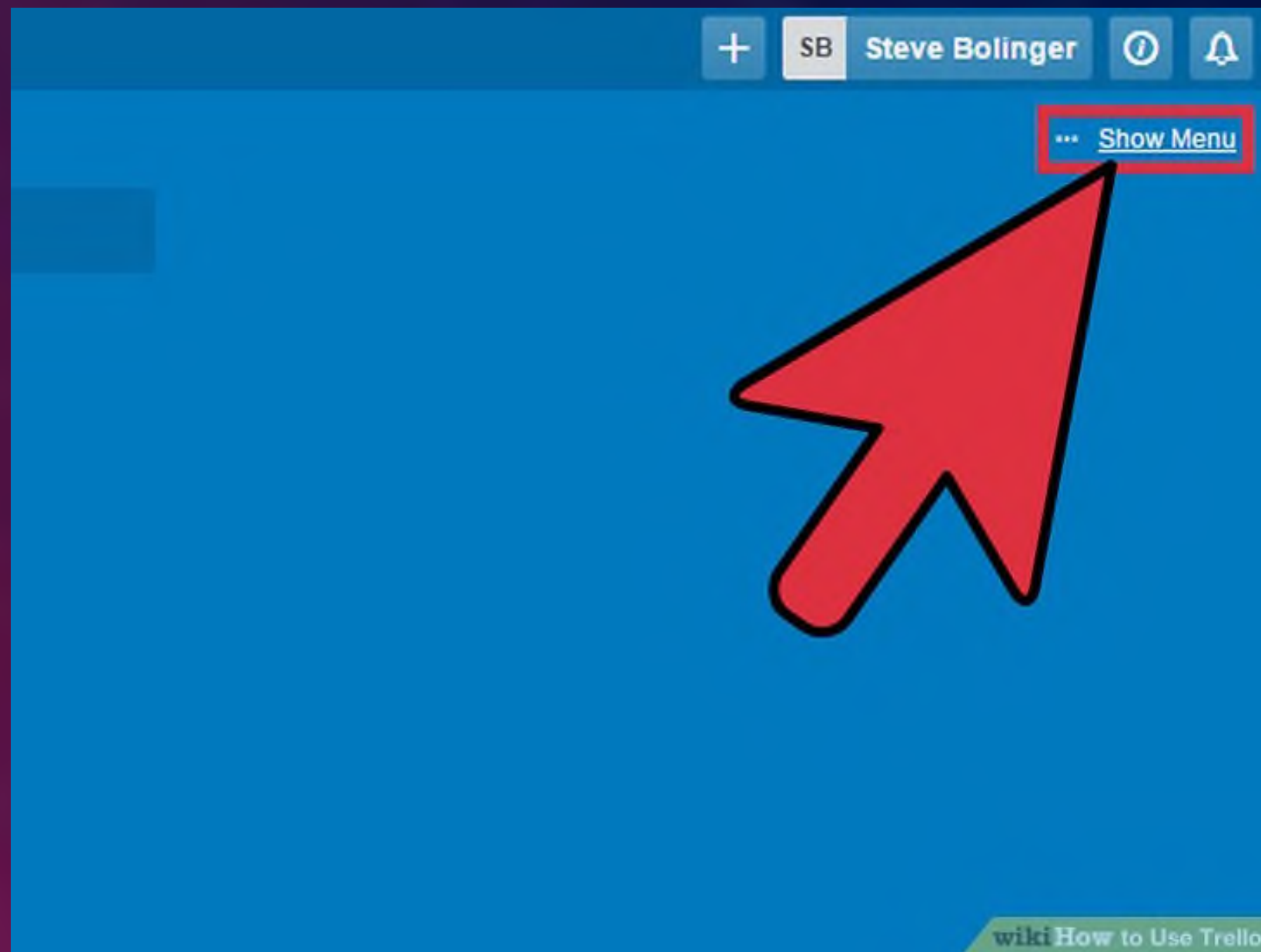
- Move
- Copy
- Subscribe
- Archive

Activity

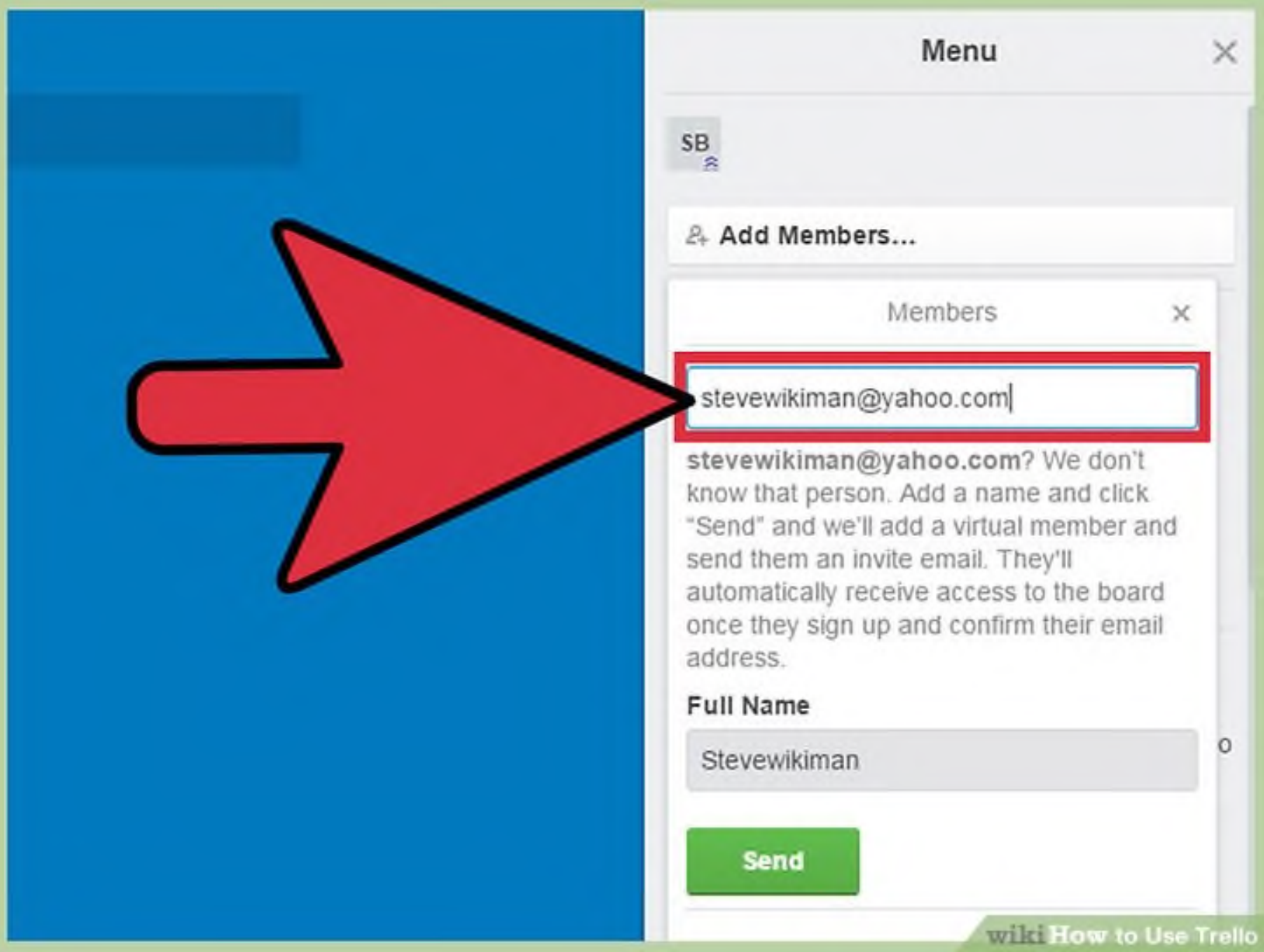
SB Steve Bolinger added this card to Project Part 1 a m...

wiki How to Use Trello

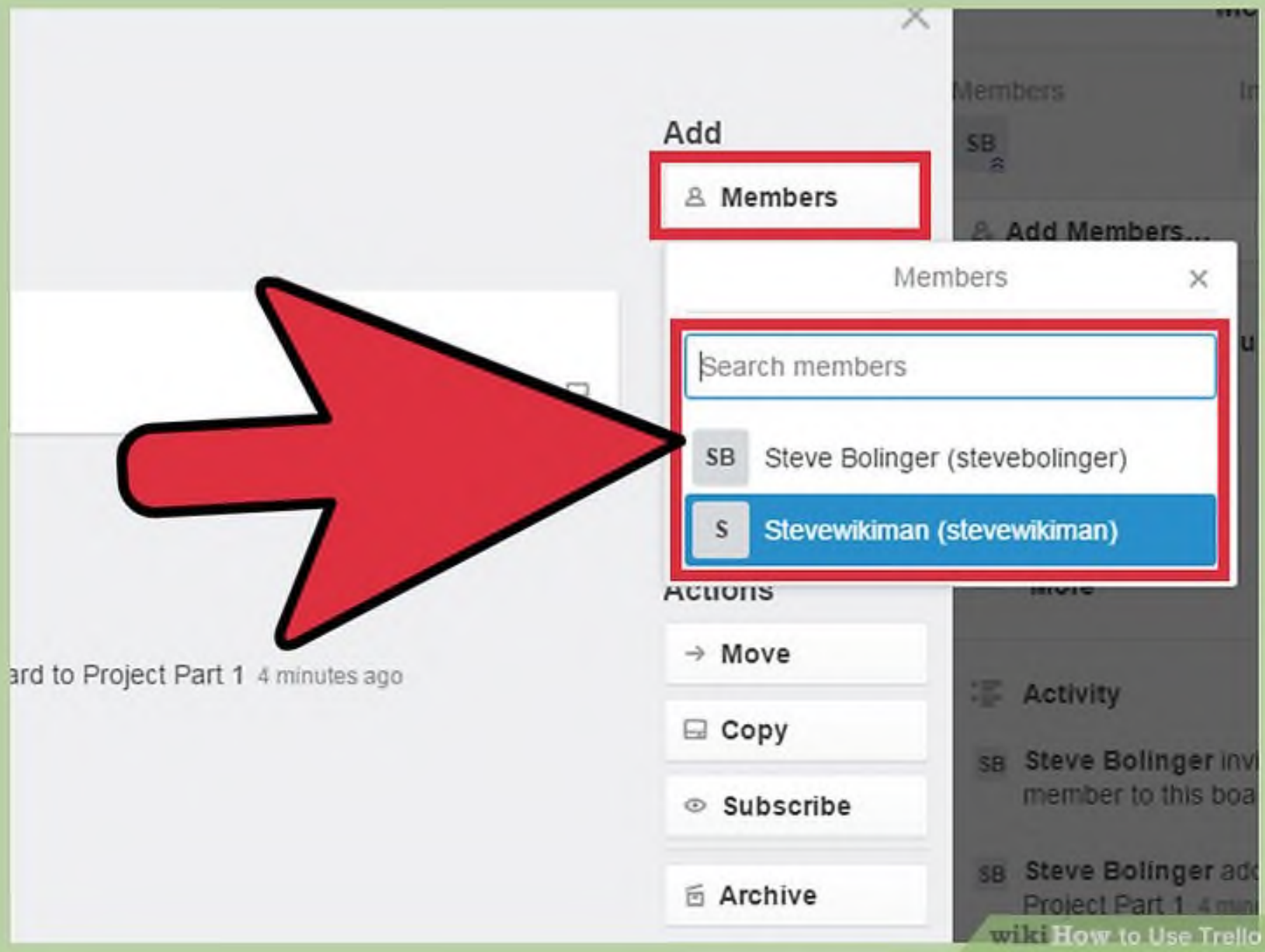
Adding Members



Adding Members

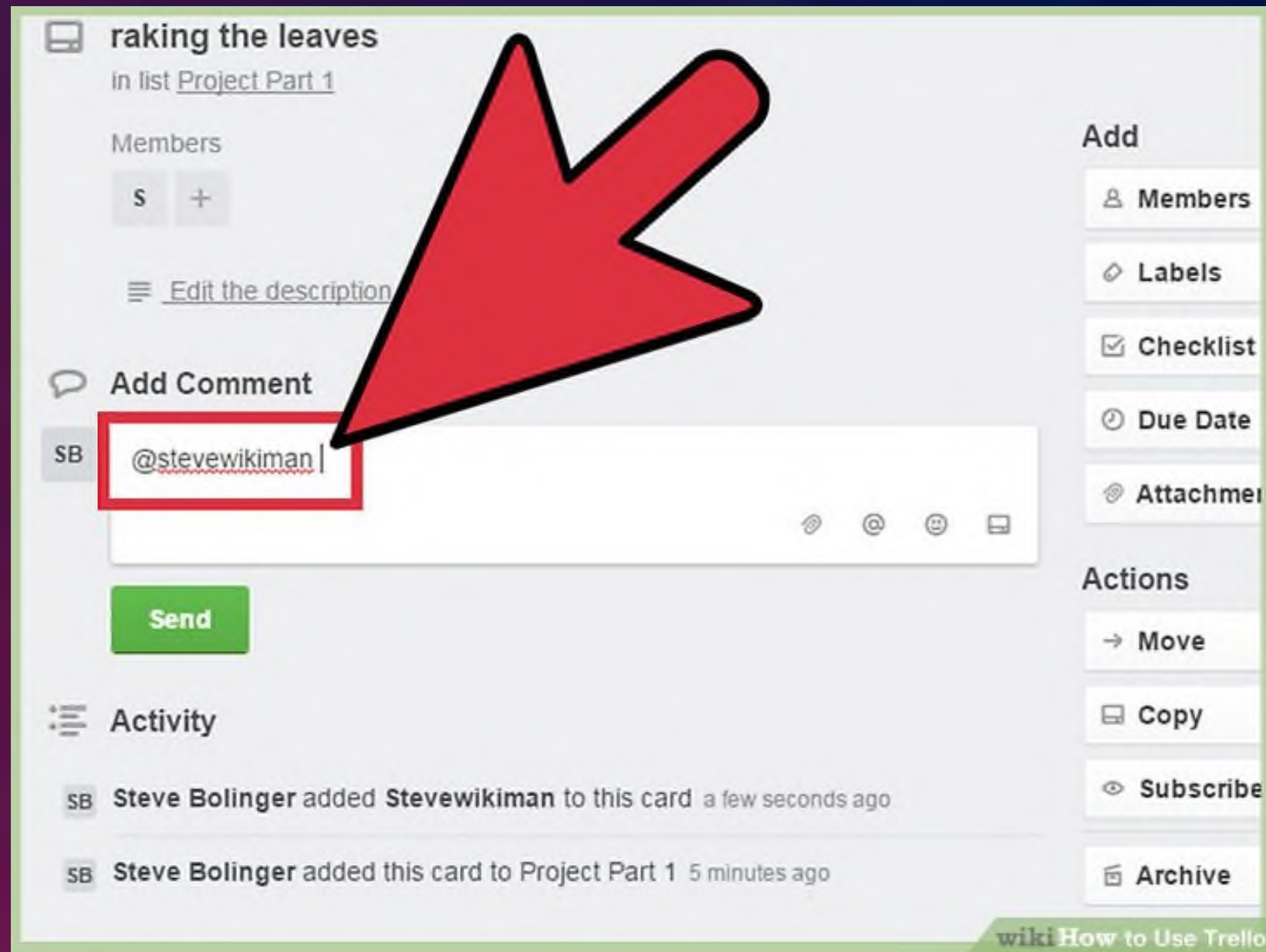


A screenshot of the Trello 'Add Members' dialog. The dialog is titled 'Menu' and shows a user profile 'SB' and an 'Add Members...' button. Below this is a 'Members' sub-dialog with a search input field containing 'stevewikiman@yahoo.com'. A red arrow points from the left towards this input field. Below the search field, there is a message: 'stevewikiman@yahoo.com? We don't know that person. Add a name and click "Send" and we'll add a virtual member and send them an invite email. They'll automatically receive access to the board once they sign up and confirm their email address.' Below this message is a 'Full Name' input field with 'Stevewikiman' and a green 'Send' button. A watermark 'wikiHow to Use Trello' is visible at the bottom right.



A screenshot of the Trello search results for the 'Add Members' dialog. The search input field contains 'stevewikiman@yahoo.com'. Below the search field, there are two search results: 'SB Steve Bolinger (stevebolinger)' and 'S Stevewikiman (stevewikiman)'. A red arrow points from the left towards the search results. Below the search results is an 'ACTIONS' section with buttons for 'Move', 'Copy', 'Subscribe', and 'Archive'. A watermark 'wikiHow to Use Trello' is visible at the bottom right.

Adding Comments



raking the leaves
in list [Project Part 1](#)

Members
S +

[Edit the description](#)

Add Comment

SB @stevevikiman |

Send

Activity

- SB Steve Bolinger added Stevevikiman to this card a few seconds ago
- SB Steve Bolinger added this card to Project Part 1 5 minutes ago

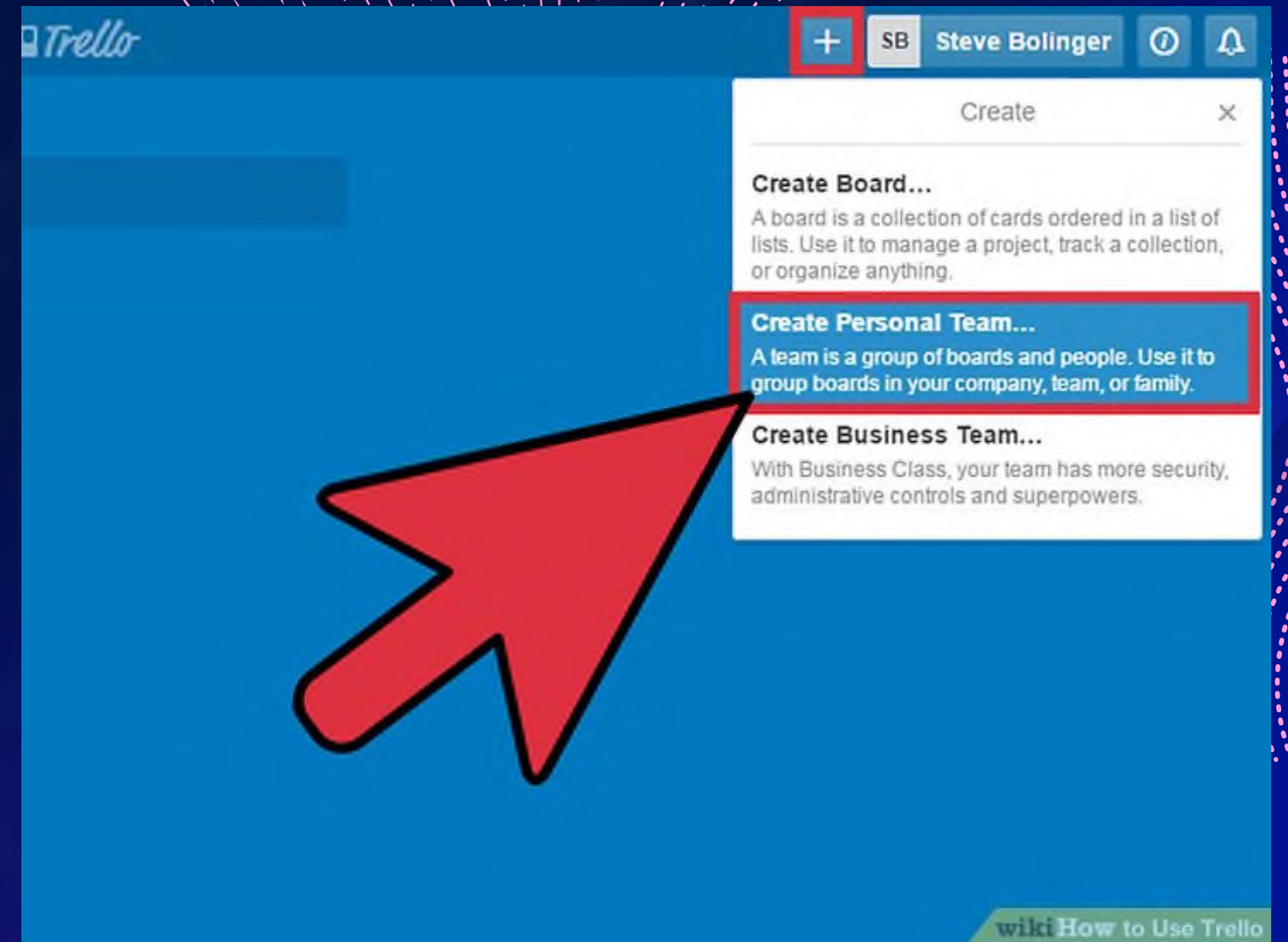
Add

- Members
- Labels
- Checklist
- Due Date
- Attachments

Actions

- Move
- Copy
- Subscribe
- Archive

wiki How to Use Trello



Trello

+ SB Steve Bolinger

Create

Create Board...
A board is a collection of cards ordered in a list of lists. Use it to manage a project, track a collection, or organize anything.

Create Personal Team...
A team is a group of boards and people. Use it to group boards in your company, team, or family.

Create Business Team...
With Business Class, your team has more security, administrative controls and superpowers.

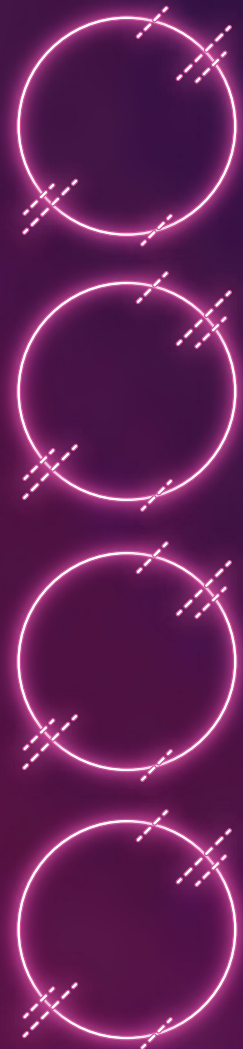
wiki How to Use Trello

FLIPGRID VIDEO RECORDING

Present your ideas to the audience in easy-to-understand language. Make the audience understand, motivated and inspired by your ideas.



Flipgrid



Easily create videos and share

Inspire students to create contents

Boost students' in-class interactions

Use as a part of assessment



Flipgrid

Flip is a video discussion and sha x +

info.flip.com

Flipgrid is now Flip with exciting updates coming soon! [Read more.](#)

Flip

Getting Started Blog Events Help Center Log In Sign Up

Got a join code? Click this icon to enter it. X

Share.
Discover.
Be **You.**

Flip is a video discussion app, free from Microsoft, where curious minds connect in safe, small groups to share videos, build community, and learn together.

History's Mysteries

Member

Sophia S and Paul C

9:41

9:41


00:30


A lesser-known secret about Chichén Itzá.

Creating Account

Sign up


Don't have a Microsoft or Google email? [Learn more](#)

 Sign up with Microsoft

 Sign up with Google

Already have an account? [Sign in](#)

By continuing, you agree to [Flip's Terms of Use](#) and [Privacy Policy](#).



Confirm your birthday

We need to verify that you're old enough to create groups on Flip. This helps us keep our younger members safe.

Birthday ⓘ

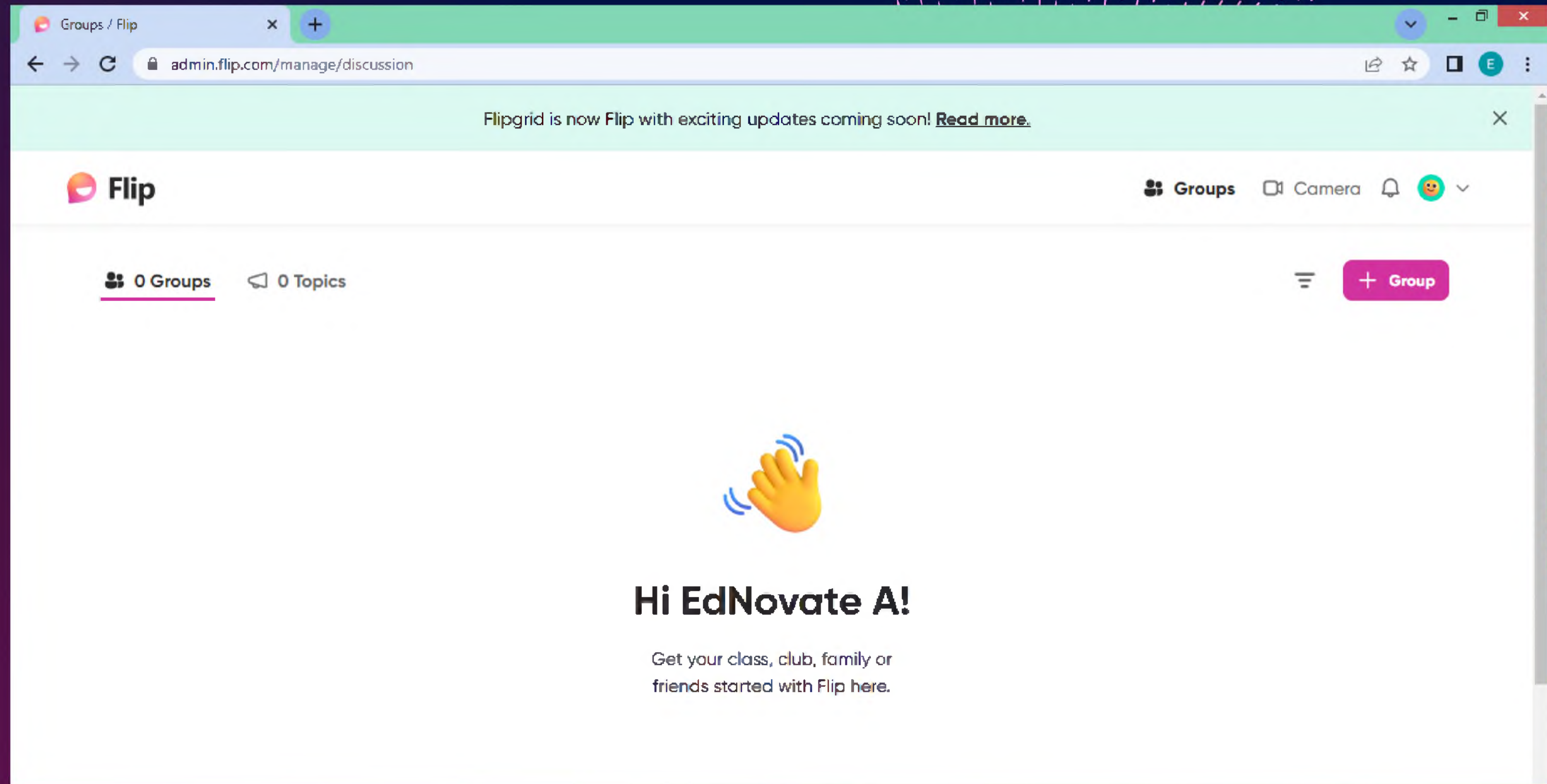
Month Day Year

Country or region

Cambodia

Next

Dashboard



The screenshot shows a web browser window with the URL `admin.flip.com/manage/discussion`. At the top, a green banner reads "Flipgrid is now Flip with exciting updates coming soon! [Read more.](#)". Below this is the Flip logo and navigation links for "Groups", "Camera", and a user profile icon. The main content area shows "0 Groups" and "0 Topics" with a pink "+ Group" button. A large yellow hand emoji is centered on the page, followed by the text "Hi EdNovate A!" and a sub-header "Get your class, club, family or friends started with Flip here."

Groups / Flip

admin.flip.com/manage/discussion

Flipgrid is now Flip with exciting updates coming soon! [Read more.](#)

Flip

Groups Camera

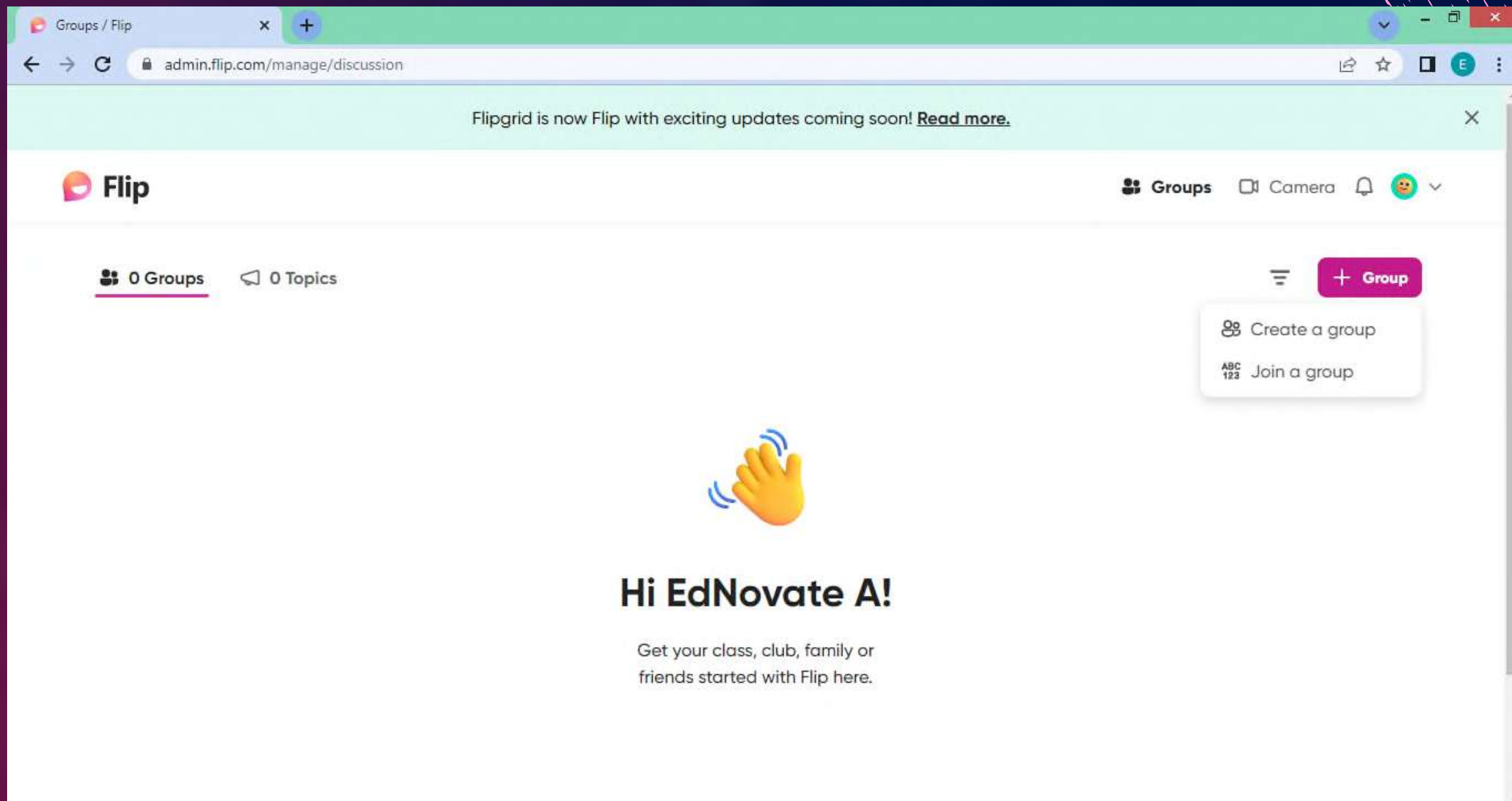
0 Groups 0 Topics + Group

👋

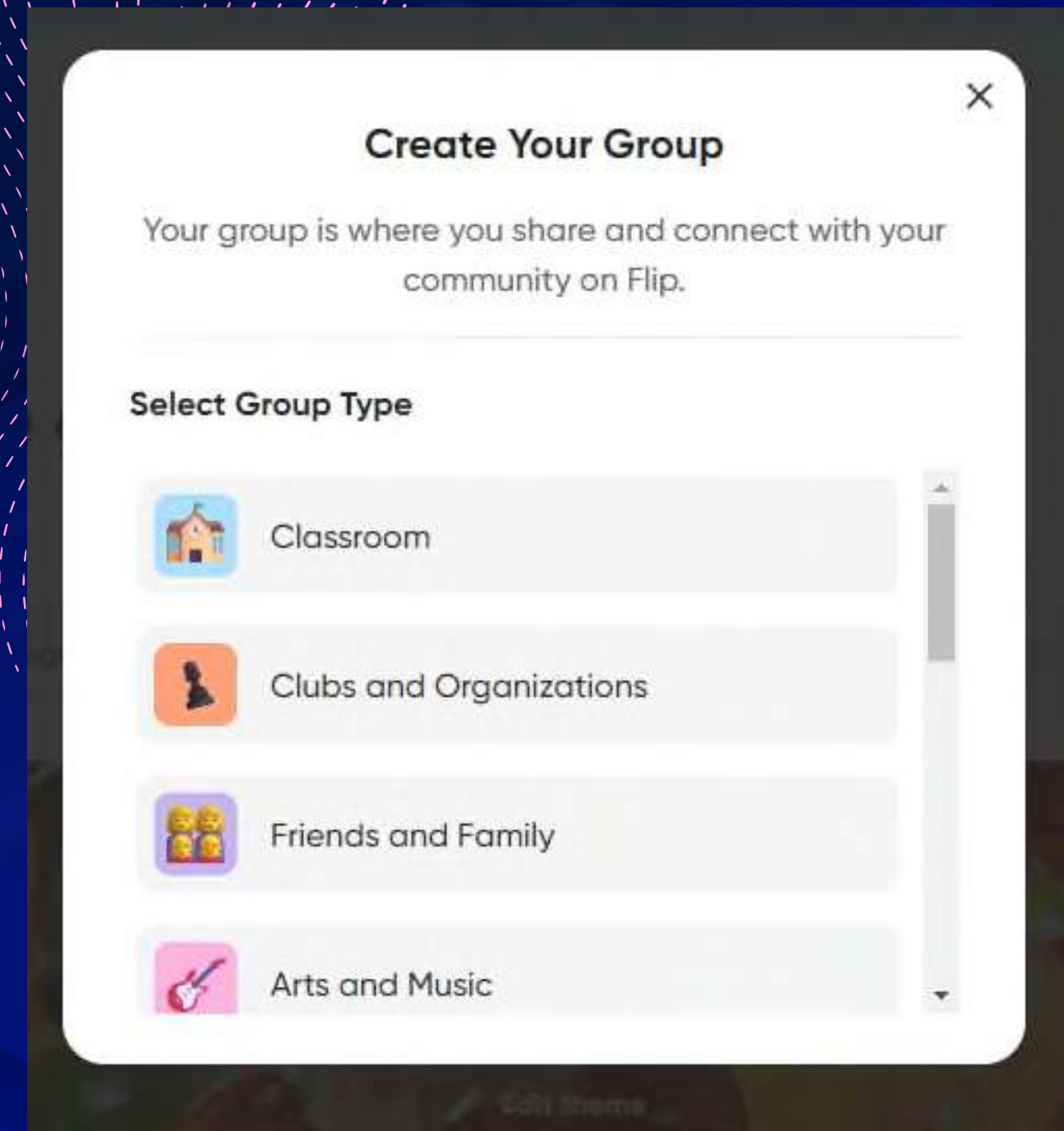
Hi EdNovate A!

Get your class, club, family or friends started with Flip here.





Creating Groups



The screenshot shows the Flip admin interface. At the top, there's a navigation bar with the Flip logo, 'Groups', 'Camera', and a user profile icon. Below the navigation bar, there are statistics for '0 Groups' and '0 Topics'. A prominent '+ Group' button is visible, which has a dropdown menu with two options: 'Create a group' and 'Join a group'. In the center of the page, there is a yellow hand emoji with blue motion lines, followed by the text 'Hi EdNovate A!' and a sub-message: 'Get your class, club, family or friends started with Flip here.' A notification banner at the top states 'Flipgrid is now Flip with exciting updates coming soon! [Read more.](#)'




The 'Create Your Group' dialog box is displayed, featuring a close button (X) in the top right corner. The main heading is 'Create Your Group', followed by the text: 'Your group is where you share and connect with your community on Flip.' Below this, there is a section titled 'Select Group Type' with a list of four options, each with a corresponding icon:

-  Classroom
-  Clubs and Organizations
-  Friends and Family
-  Arts and Music

A vertical scrollbar is visible on the right side of the list.

Creating Groups



You can make a group for learners of all ages in the classroom and at home.

Select Level

- Ages 3 - 10 (PreK - Elementary)
- Ages 11 - 13 (Middle School)
- Ages 14 - 18 (High School)
- Vocational/Technical
- University
- All ages


[Back](#) [Next](#)

Create a new group / Flip

admin.flip.com/manage/groups/new

Create group

* Name



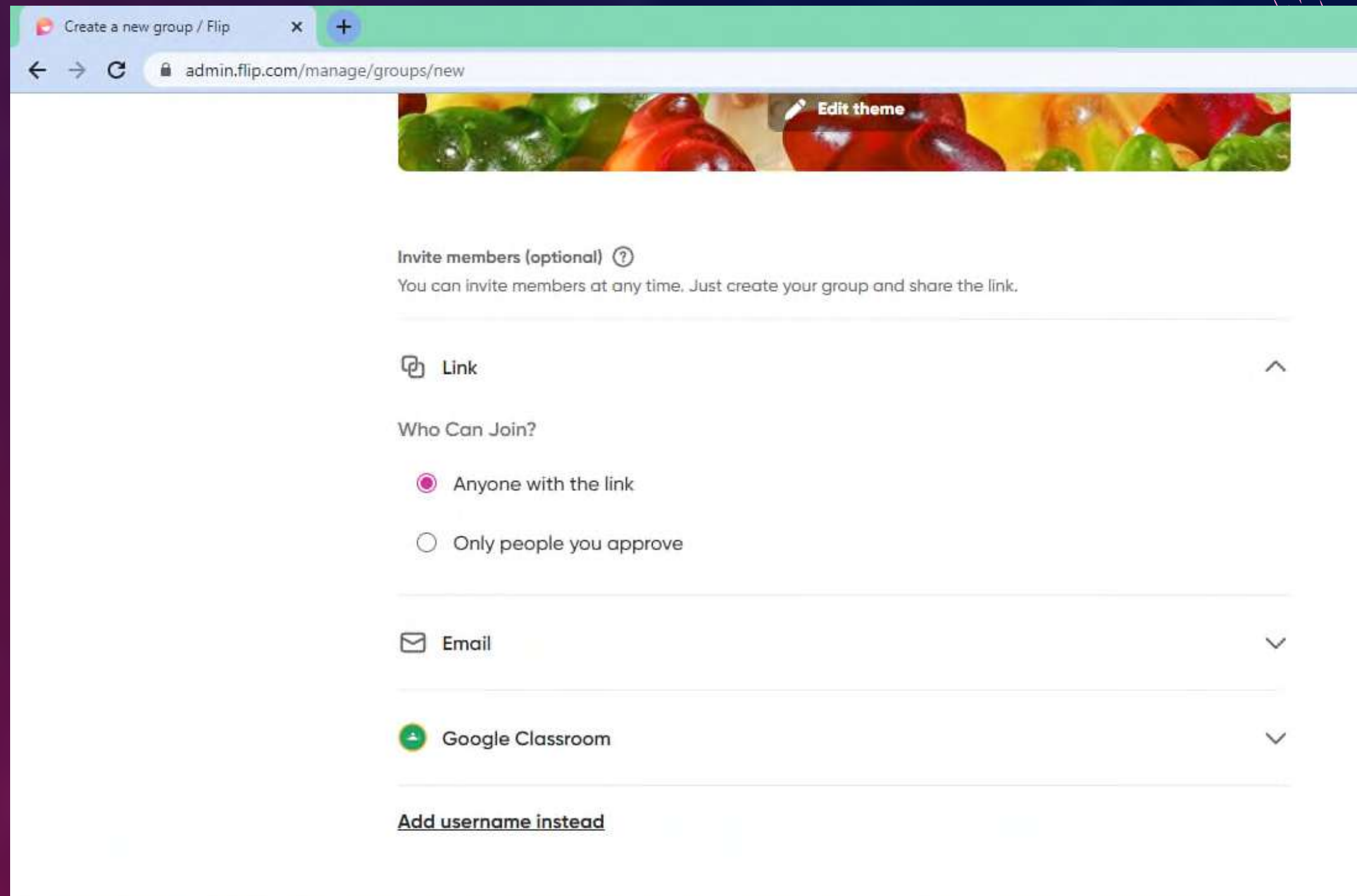
[Edit theme](#)

Invite members (optional) [?](#)
You can invite members at any time. Just create your group and share the link.

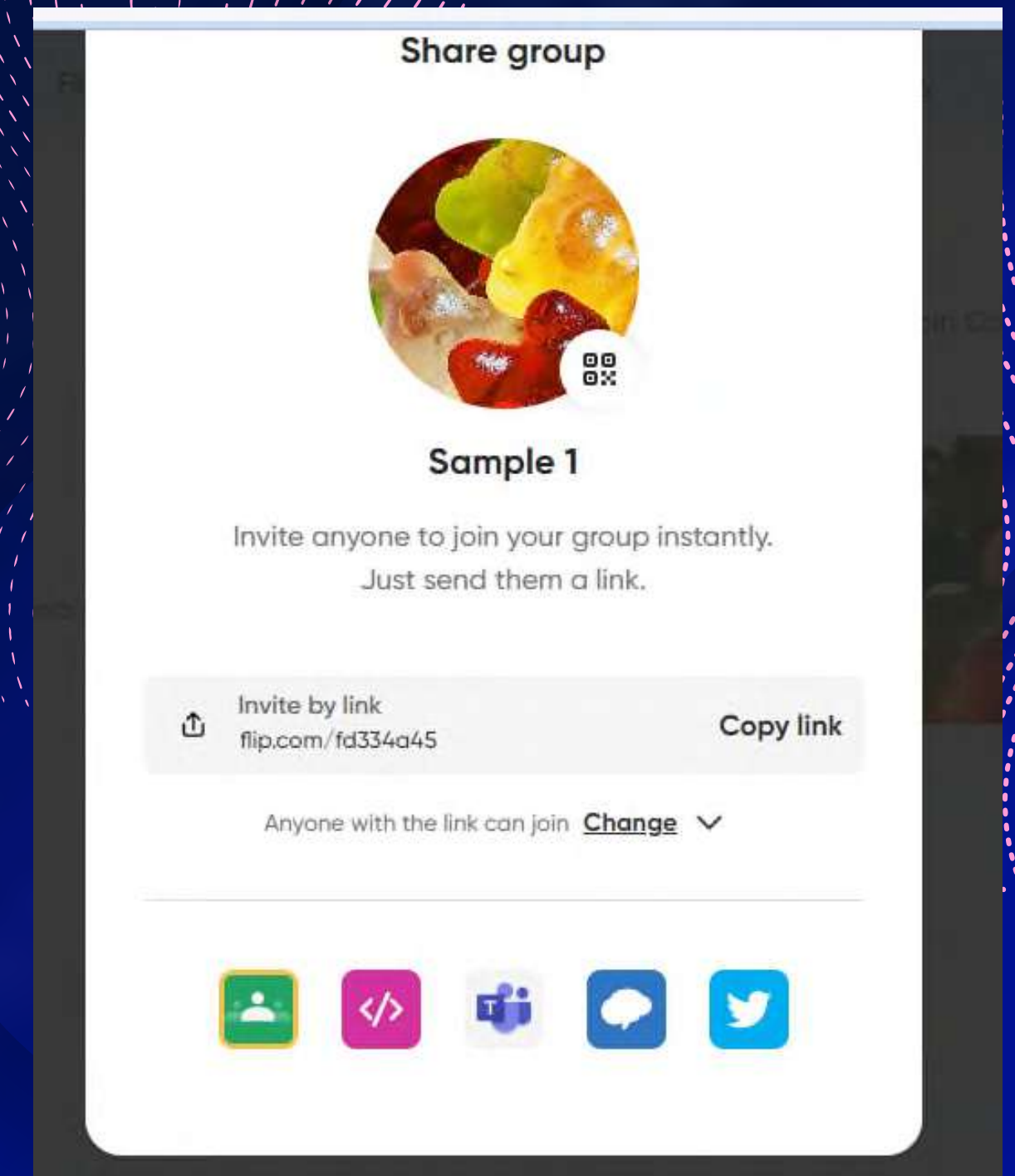
[Link](#)

[Cancel](#) [Create group](#)

Adding Students



The screenshot shows the 'Create a new group' page on Flip. At the top, there's a browser tab and address bar with the URL 'admin.flip.com/manage/groups/new'. Below the address bar is a banner image of colorful peppers with an 'Edit theme' button. The main content area is titled 'Invite members (optional)' and includes a sub-header 'Who Can Join?'. Under this, there are two radio button options: 'Anyone with the link' (which is selected) and 'Only people you approve'. Below these are expandable sections for 'Link', 'Email', and 'Google Classroom'. At the bottom, there is a link that says 'Add username instead'.



The screenshot shows the 'Share group' modal. At the top, it says 'Share group'. Below that is a circular profile picture of a group with a grid icon in the bottom right corner. The group name is 'Sample 1'. Below the name, it says 'Invite anyone to join your group instantly. Just send them a link.' There is a button that says 'Invite by link' with a share icon and the URL 'flip.com/fd334a45', and a 'Copy link' button to its right. Below this, it says 'Anyone with the link can join' followed by a 'Change' button with a dropdown arrow. At the bottom, there are five social sharing icons: a person icon, a code icon, a Teams icon, a WhatsApp icon, and a Twitter icon.

Group's Dashboard

The screenshot shows the Flip Group's Dashboard for a group named "Sample 1". The browser address bar shows the URL `admin.flip.com/manage/groups/13495984`. The page header includes the Flip logo, navigation icons for Groups, Camera, and a user profile, and a notification bell. Below the header, the group name "Sample 1" is displayed along with its join code "fd334a45" and a "Member view" button. The dashboard shows the group was created on "Aug 5, 2022" by "EdNovate A" and currently has "0 responses • 0 views • 0 comments • 0 hours of discussion". There is an "Add a co-lead" button. A featured image of colorful gummy bears is shown with an "Edit theme" button. At the bottom, there is a "1 Topic" and "1 Member" summary, a search bar, and a "+ Topic" button. A table lists the topics, with one topic named "General" having "0 responses".

Sample 1 / Flip

admin.flip.com/manage/groups/13495984

Flip

Groups Camera

Groups / Sample 1

Join Code: fd334a45 Member view

Aug 5, 2022

Sample 1

EdNovate A 0 responses • 0 views • 0 comments • 0 hours of discussion

Add a co-lead

1 Topic 1 Member

Search topics + Topic

<input type="checkbox"/>	Title	Latest Response	
<input type="checkbox"/>	General 0 responses	-	Active

Creating Task

The screenshot shows a web browser window with the URL `admin.flip.com/manage/groups/13495984/new`. The page title is "Create topic". There are two tabs: "Details" (selected) and "Settings".

The form includes the following fields and controls:

- Title:** A text input field with the placeholder text "Add a title for your topic".
- Description:** A rich text editor with a toolbar containing icons for undo, redo, bold (B), italic (I), underline (U), link, and unlink. The text area contains the placeholder "Ask a question to start your discussion".
- Topic media:** A row of icons for adding images, video, emojis, attachments, and a link.
- Recording time:** A dropdown menu currently set to "1 minute 30 seconds".
- Add attachments:** A button with a link icon and the text "Add attachments".

The Windows taskbar at the bottom shows various application icons including File Explorer, PowerPoint, Word, Excel, and several Chrome browser instances. The system tray on the right shows the time as 4:35 PM on 8/5/2022.

Creating Task

Create a new topic / Flip

admin.flip.com/manage/groups/13495984/new

* Title

The Journalists

Description

Please upload a video of yourself reading a newspaper article.

Topic media

Recording time

1 minute 30 seconds


Add attachments

Cancel Post topic

Your topic is ready!

Copy and share the link to invite people to respond to your topic.

Share topic
flip.com/B674e52b Copy link



All Set!

students' Access

Flip is a video discussion and share

info.flip.com

Flipgrid is now Flip with exciting updates coming soon! [Read more.](#)

Flip

Getting Started Blog Events Help Center Log In Sign Up Enter a join code

Share. Discover. Be You.

Flip is a video discussion app, free from Microsoft, where curious minds connect in safe, small groups to share videos, build community, and learn together.

History's Mysteries

Member

Sophia S and Paul C

A lesser-known secret about Chichén Itzá.

9:41

9:41

00:30

https://info.flip.com/#

Completing Assigned Task

Flip | 8674e52b

flip.com/8674e52b

Flip

The Journalists

EdNovate Academy

Join with Microsoft

Join with Google

By continuing, you agree to [Flip's Terms of Use](#) and [Privacy Policy](#).

This screenshot shows the Flip.com interface for an assignment titled "The Journalists" by EdNovate Academy. The page features a large central box with the assignment title and creator's name. Below this, there are two buttons for joining the assignment: "Join with Microsoft" and "Join with Google". At the bottom of the box, there is a disclaimer: "By continuing, you agree to Flip's Terms of Use and Privacy Policy."

Flip | Sample 1

flip.com/8674e52b

Flip

Sample 1 / The Journalists

August 5, 2022

The Journalists

Please upload a video of yourself reading a newspaper article.

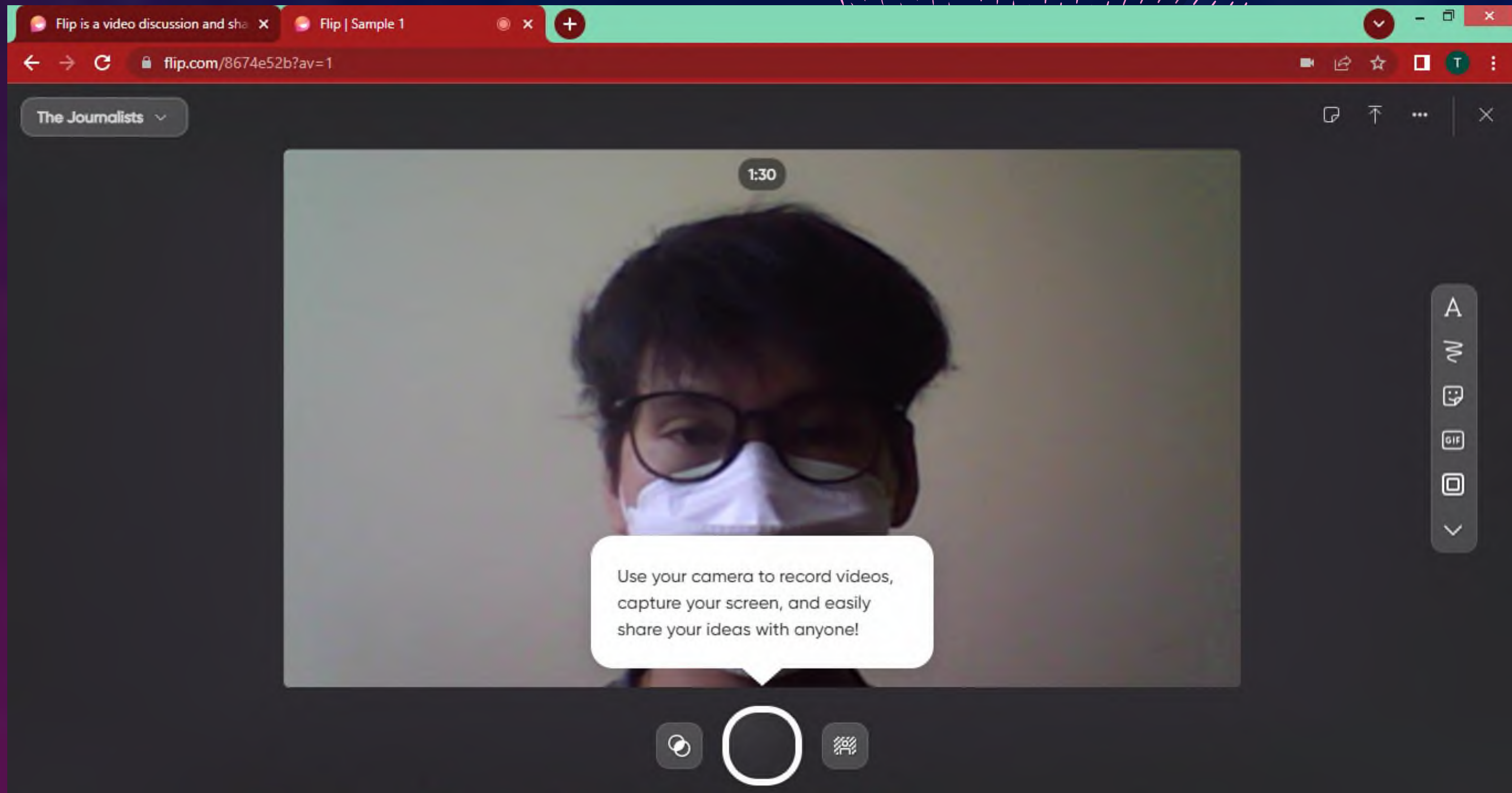
Add Response

0 Responses

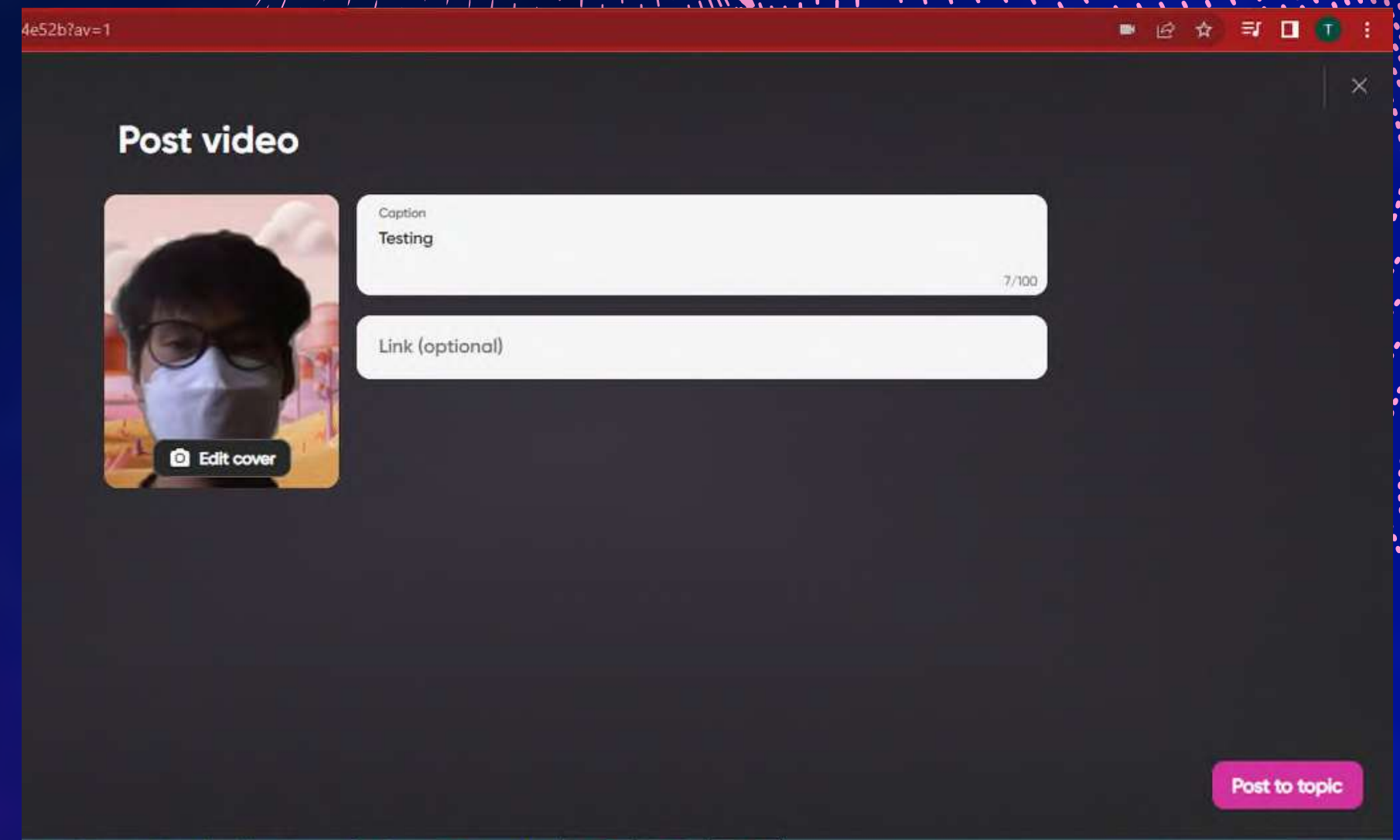
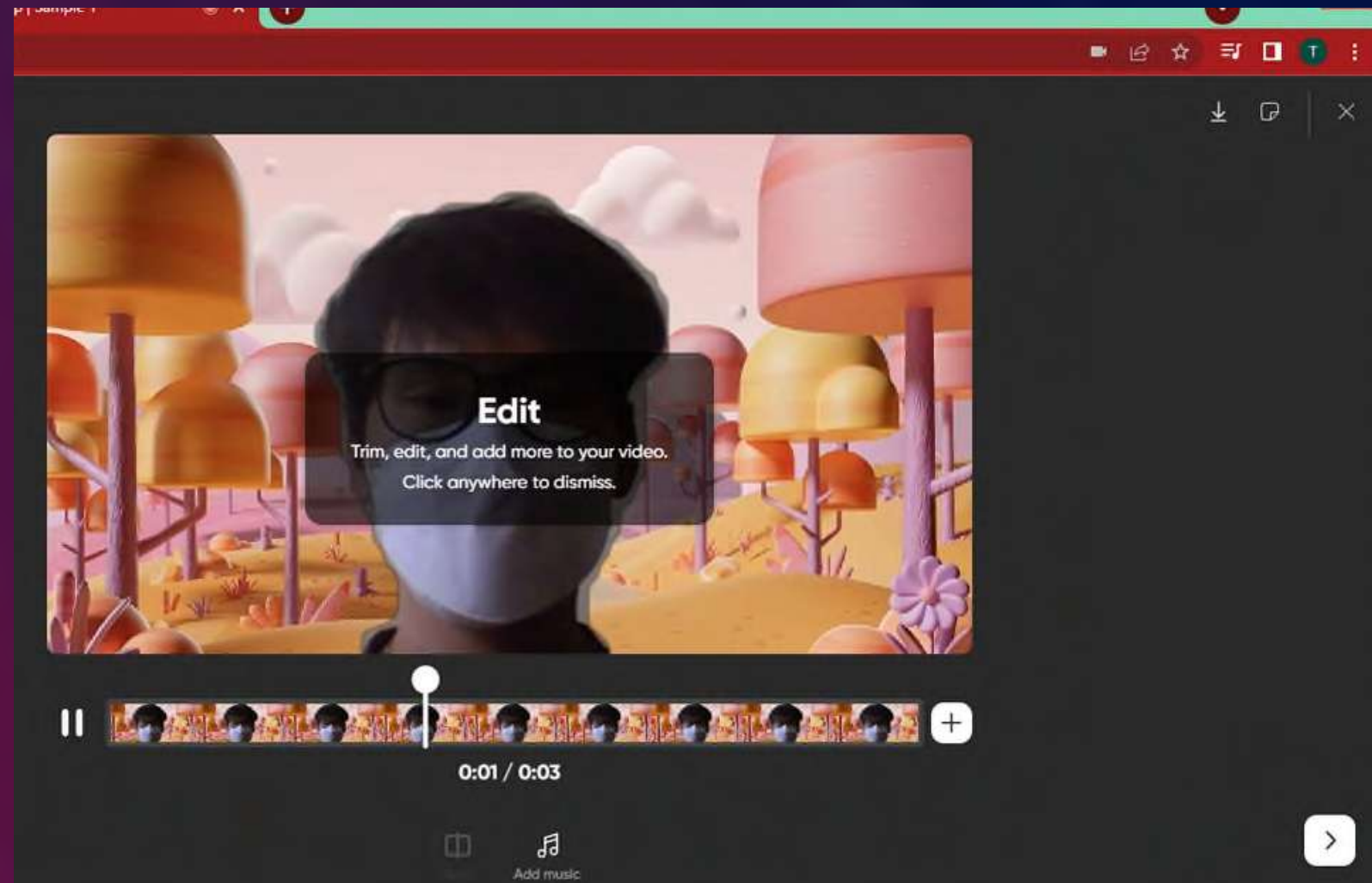
0 views · 0 comments · **0.0 hours** of engagement

This screenshot shows the Flip.com interface for the same assignment, but from the perspective of a user who has joined. The page displays the assignment title "The Journalists" and the date "August 5, 2022". Below the title, there is a prompt: "Please upload a video of yourself reading a newspaper article." A prominent pink button labeled "Add Response" is visible. At the bottom, the page shows "0 Responses" and engagement statistics: "0 views · 0 comments · 0.0 hours of engagement".

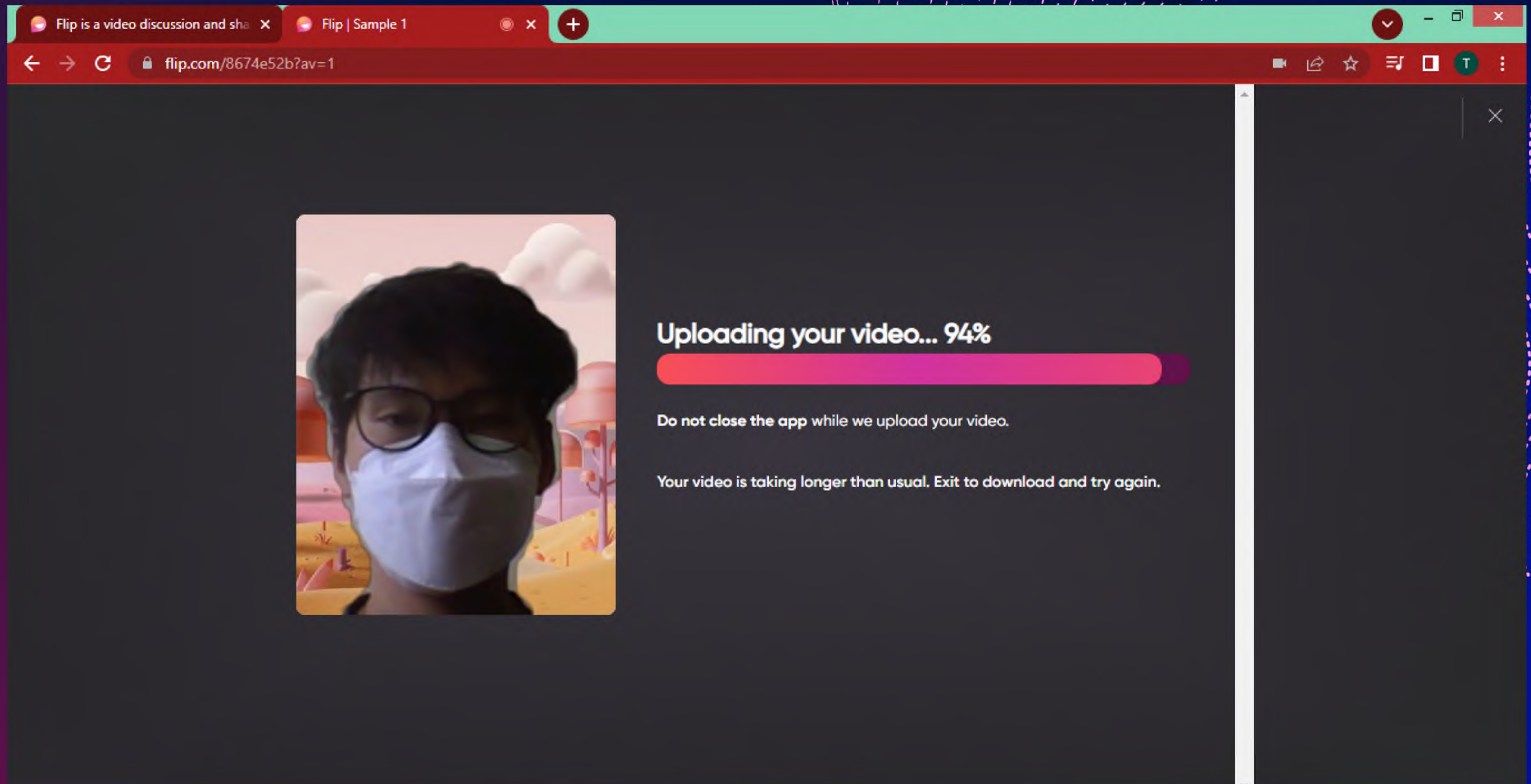
Video Recording



Uploading Video



Processing



The image shows a browser window with two tabs: "Flip is a video discussion and sha..." and "Flip | Sample 1". The address bar shows the URL "flip.com/8674e52b?av=1". The main content area displays a video player with a video of a person wearing glasses and a white face mask. To the right of the video player, there is a progress bar and text indicating the upload status.

Flip is a video discussion and sha... X Flip | Sample 1 X +

flip.com/8674e52b?av=1

Uploading your video... 94%

Do not close the app while we upload your video.

Your video is taking longer than usual. Exit to download and try again.

Student's Dashboard

The screenshot shows a web browser window with two tabs: 'Flip is a video discussion and sha...' and 'Flip | Sample 1'. The address bar shows 'flip.com/8674e52b'. The Flip logo is in the top left, and navigation links for 'Groups', 'Camera', and a user profile are in the top right. The main content area displays 'Sample 1 / The Journalists' with a date of 'August 5, 2022'. The title 'The Journalists' is prominently displayed. Below the title, a prompt reads 'Please upload a video of yourself reading a newspaper article.' A pink 'Add Response' button is centered. At the bottom, it shows '0 Responses' and '0 views · 0 comments · 0.0 hours of engagement'. A search bar for responses is on the right. A partial video thumbnail is visible at the bottom left.

Flip

Groups Camera [User Profile]

Sample 1 / The Journalists [Share] [Upload] [More]

August 5, 2022

The Journalists

Please upload a video of yourself reading a newspaper article.

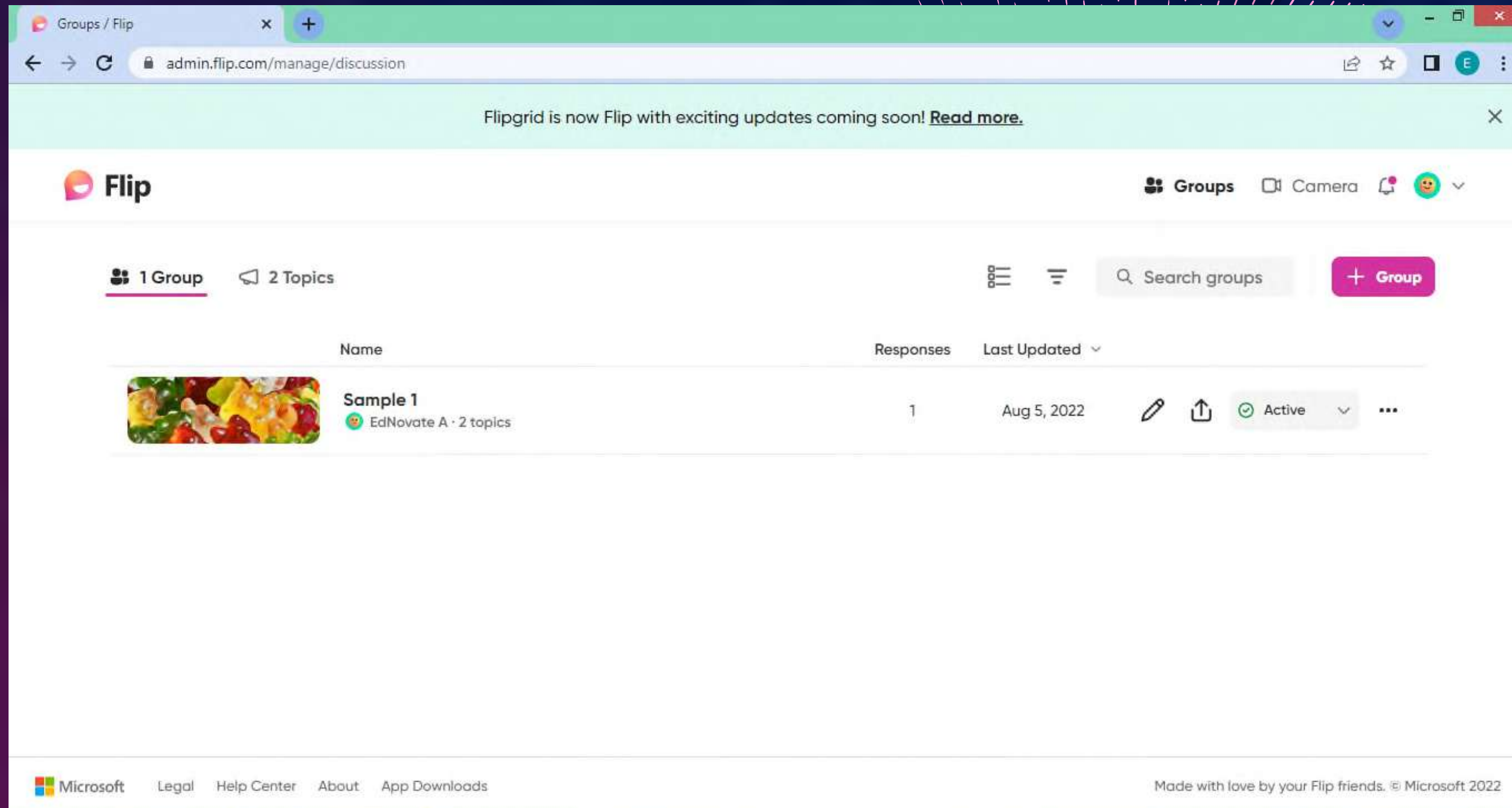
[Add Response](#)

0 Responses

0 views · 0 comments · 0.0 hours of engagement

Search responses







Receiving Students' Videos



The screenshot shows the Flip admin interface in a web browser. The address bar displays `admin.flip.com/manage/discussion`. A notification banner at the top states: "Flipgrid is now Flip with exciting updates coming soon! [Read more.](#)".

The main header features the Flip logo, a "Groups" button, a "Camera" button, and a user profile icon. Below the header, there are navigation options: "1 Group" (selected), "2 Topics", a "Search groups" input field, and a "+ Group" button.


A table lists the groups:

Name	Responses	Last Updated	Actions
 Sample 1 EdNovate A · 2 topics	1	Aug 5, 2022	   Active  

The footer contains the Microsoft logo and links for "Legal", "Help Center", "About", and "App Downloads". On the right side of the footer, it says: "Made with love by your Flip friends. © Microsoft 2022".

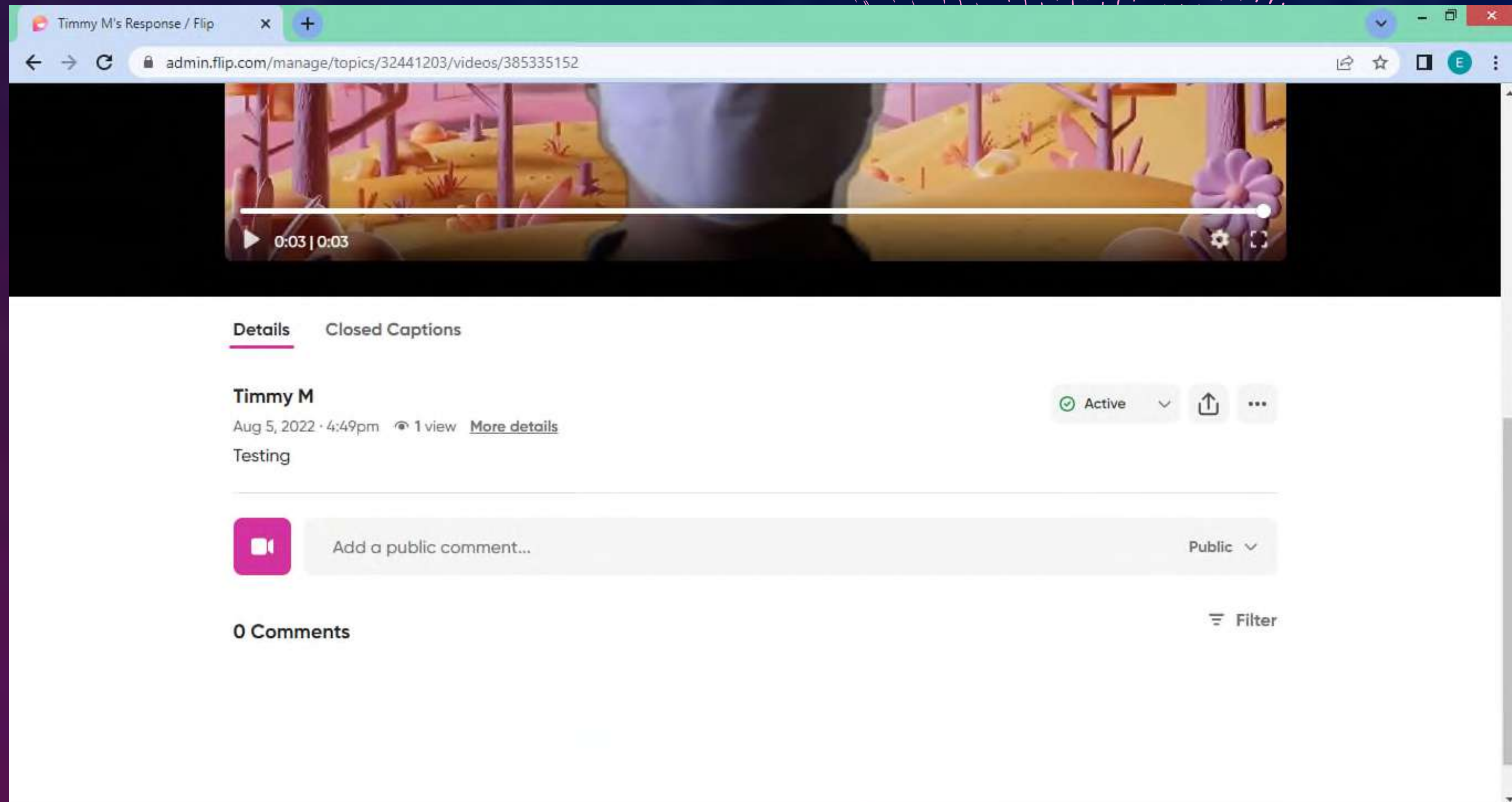
Access to Uploaded Videos

The screenshot shows the Flip admin interface for a topic named "The Journalists". The browser address bar shows the URL `admin.flip.com/manage/topics/32441203`. The page header includes the Flip logo, navigation links for "Groups", "Camera", and a user profile icon. The breadcrumb trail is "Groups / Sample 1 / The Journalists". A "Join Code: 8674e52b" and "Member view" button are visible. The topic title is "The Journalists", dated "Aug 5, 2022". Below the title, it shows "1 response • 0 views • 0 comments • 0 hours of discussion". A instruction reads: "Please upload a video of yourself reading a newspaper article." Under the "1 Response" section, there are options for "Export data", "Print QR codes", and a "Search responses" input field. A table lists the response:

<input type="checkbox"/>	Name	Date	Comments	
<input type="checkbox"/>	 Timmy M 0 views	Aug 5, 2022	-	<input type="checkbox"/> <input checked="" type="checkbox"/> Active <input type="checkbox"/>

The footer contains the Microsoft logo and links for "Legal", "Help Center", "About", and "App Downloads". On the right side of the footer, it says "Made with love by your Flip friends. © Microsoft 2022".

Giving Comments / Feedbacks



The screenshot shows a web browser window with the address bar displaying `admin.flip.com/manage/topics/32441203/videos/385335152`. The video player shows a 3D animated scene with a character's face in the foreground. Below the video, the interface includes tabs for 'Details' and 'Closed Captions'. The video title is 'Timmy M', posted on 'Aug 5, 2022 · 4:49pm' with '1 view' and a 'More details' link. The video content is 'Testing'. A comment section is visible with a text input field containing 'Add a public comment...', a 'Public' dropdown menu, and a 'Filter' button. The comment count is '0 Comments'.

Timmy M's Response / Flip

admin.flip.com/manage/topics/32441203/videos/385335152

0:03 | 0:03

Details Closed Captions

Timmy M

Aug 5, 2022 · 4:49pm 1 view [More details](#)

Testing

Active

Add a public comment...

Public

0 Comments

Filter

NEARPOD INTERACTIONS

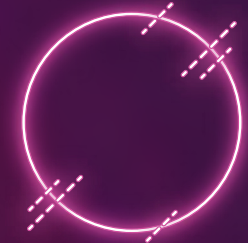
A student engagement platform built to make teaching with technology easy. Real-time insights into student understanding through interactive lessons, interactive videos, gamified learning, formative assessment, and activities



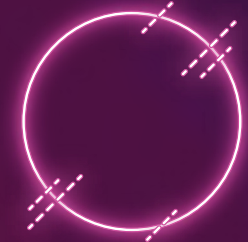
Nearpod



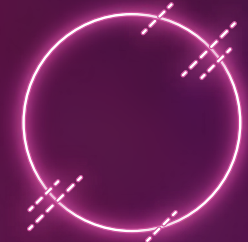
Built-in features for interactive classroom



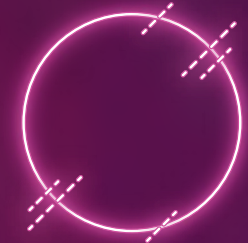
A variety of fun activities



Real-time or student-paced study



Formative assessment



Student engagement and creativity



Creating Account

Request a quote

Sign up for FREE

Log

However you teach, it's in Nearpod

Real-time insights into student understanding through interactive lessons, interactive videos, gamification, and activities — all in a single platform.

STUDENTS

Join a lesson

Enter *CODE*



TEACHERS

Sign up for FREE

or [Log in](#)

ADMINISTRATORS

Discover more

or [Request a quote](#)



Choose your role...

Let's get you to the right account type.

Teacher



Student



Dashboard

The screenshot shows the Nearpod dashboard in a web browser. The browser's address bar displays 'nearpod.com/library/'. The page features a dark sidebar on the left with navigation options: 'Join a lesson' with a 'CODE...' input field, 'MY MATERIALS' (including 'My Lessons', 'Reports'), 'NEARPOD CONTENT' (including 'Nearpod Library'), and 'RESOURCES' (including 'Teacher Resources'). The main content area is titled 'Get started with Nearpod' and includes four action cards: 'Play with a demo', 'Explore resources', 'Build and edit' (highlighted in green), and 'Engage students'. Below this is a 'My Lessons' section with 'Create' and '+ Folder' buttons, a 'Sort by: Recent' dropdown, and a list of lessons. One lesson is visible: 'Trial Class 19/09/21' with a count of '1'. At the bottom, there are preview cards for a lesson titled 'Untitled Lesson (1)' by 'EdNovate Academy' (dated 'Sep 20, 2021 - OMB') and an 'Unsaved' lesson. A blue chat bubble icon is in the bottom right corner.

nearpod

All Search by topic or standard

Create Quick Launch

Join a lesson CODE...

MY MATERIALS

My Lessons

Reports

NEARPOD CONTENT

Nearpod Library

RESOURCES

Teacher Resources

Get started with Nearpod

Dismiss Tips

Play with a demo
Try Nearpod with an interactive demo you can play with.

Explore resources
Check out our pre-made standards-aligned materials.

Build and edit
Edit pre-made materials, upload, or create from scratch.

Engage students
Launch a lesson with students to see the magic.

My Lessons

Create + Folder

Sort by: Recent

Trial Class 19/09/21 1

Untitled Lesson (1)
EdNovate Academy
Sep 20, 2021 - OMB

Unsaved

Creating Lesson

The screenshot shows the Nearpod library interface. The browser address bar displays `nearpod.com/library/`. The page features a sidebar on the left with navigation options: "Join a lesson" with a "CODE..." input field, "MY MATERIALS" (including "My Lessons" and "Reports"), "NEARPOD CONTENT" (including "Nearpod Library"), and "RESOURCES" (including "Teacher Resources"). The main content area is titled "Get started with Nearpod" and includes two cards: "Play with a demo" (with a star icon) and "Explore resources" (with a person icon). Below this is a "My Lessons" section with a "Create" dropdown menu and a "+ Folder" button. The "Create" menu is open, showing options: "Lesson" (with a document icon), "Video" (with a play icon), "Activity" (with a puzzle piece icon), and "Google Slides" (with a slide icon). A large blue plus sign is visible at the bottom right of the page.

The screenshot shows the Nearpod presentation editor interface. The browser address bar displays `np1.nearpod.com/presentation.php?id=122305266&addVTF=&addCollaborate=`. The page is titled "Untitled Lesson (2)" with a "Settings" link. A toolbar at the top includes buttons for "Add New", "Delete Slide", "Copy (Ctrl+C)", "Paste (Ctrl+V)", and "Convert". The main content area is a large white box with a blue plus sign icon and the text "Add Content & Activities". To the right of this box is a dashed circular area with the text "Drop any files here!" and icons for PNG, PPT, and PDF files. Below this area is an "UPLOAD FILES" button.

Creating Activities

Content **Activities**

Add content and/or rich media to your lesson

- Slides
- Slides (classic)
- Video
- Web Content
- Nearpod 3D
- Simulation
- VR Field Trip
- BBC Video
- Sway
- Slideshow
- Audio
- PDF Viewer

SCROLL FOR MORE

Content **Activities**

Add activities to engage with your students

- Time To Climb
- Open-Ended Question
- Matching Pairs
- Quiz
- Flipgrid
- Draw It
- Collaborate Board
- Poll
- Fill in the Blanks
- Memory Test

Activities on Dashboard

The screenshot displays the Nearpod web interface for creating a lesson. At the top, the browser address bar shows the URL `np1.nearpod.com/presentation.php?id=122305266`. The page header includes the Nearpod logo and a user profile icon. The main content area is titled "Untitled Lesson (2)" and includes a "Settings" icon and a "Size: 0 Mb" indicator. A toolbar at the top of the workspace contains buttons for "Add New", "Delete Slide", "Copy (Ctrl+C)", "Paste (Ctrl+V)", and "Convert to Draw It".

The workspace contains three activity cards:

- Add Content & Activities:** A card with a blue plus icon and a document symbol.
- Draw It:** A card with a pencil icon and the text "Draw a picture which you have se...".
- Poll:** A card with a bar chart icon and the text "What does the acronym 'BBC' sL...". This card is highlighted with an orange border.

A blue notification box on the right side of the workspace says "Make your lessons more interactive! Convert Slides to Draw It!" with an "OK, got it!" button. Below the activity cards is a file upload area with the text "Drop any files here!" and icons for PNG, PPT, and PDF files, along with an "UPLOAD FILES" button.

At the bottom of the interface, there are "Preview" and "Save & Exit" buttons, and a chat icon in the bottom right corner.

Conducting Live-class

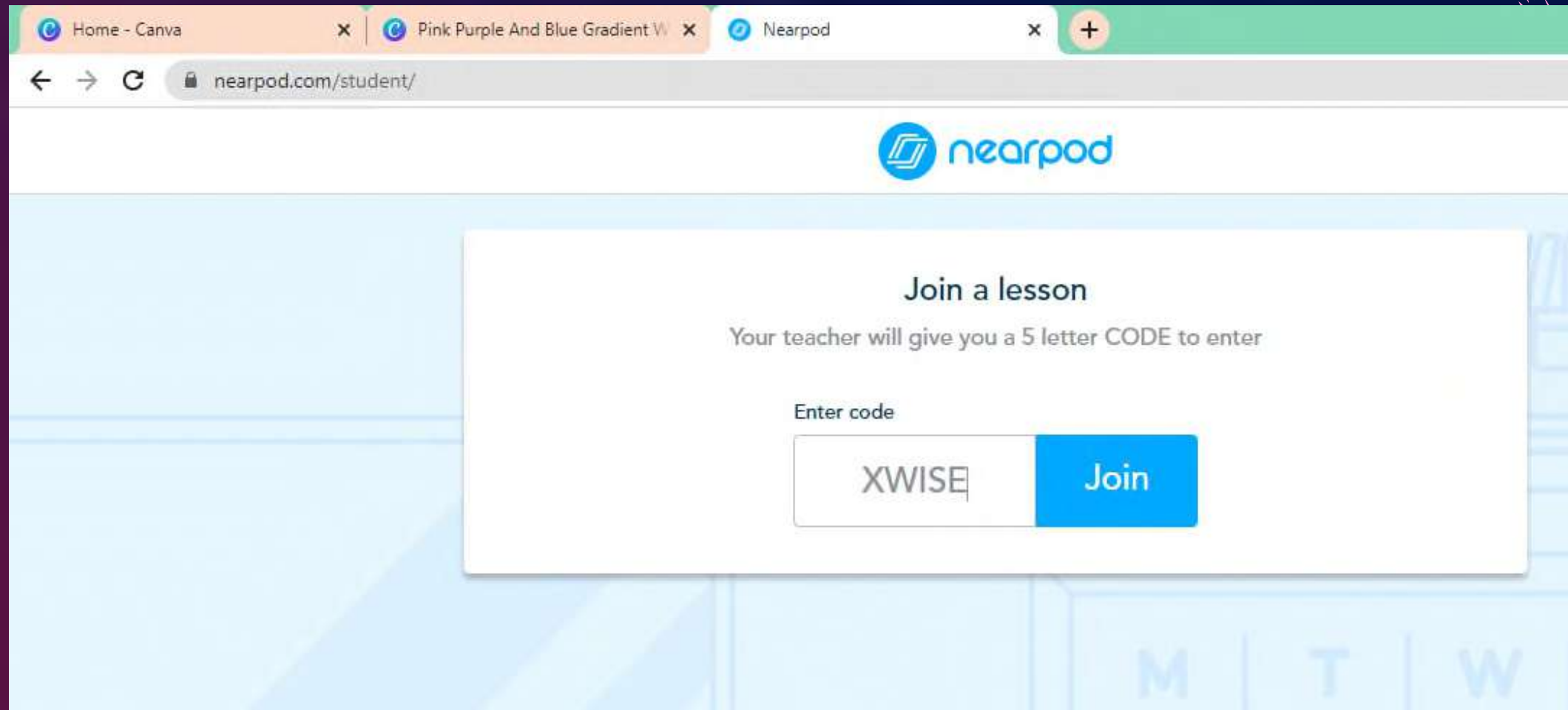
The screenshot shows the Nearpod library interface. At the top, there's a search bar with the text "Search by topic or standard" and a "Create" button. Below this, there are three main action cards: "Play with a demo" (Try Nearpod with an interactive demo you can play with.), "Explore resources" (Check out our pre-made standards-aligned materials.), and "Build and edit" (Edit pre-made materials, upload, or create from scratch.).

On the left sidebar, there are sections for "Join a lesson" (with a "CODE..." input field), "MY MATERIALS" (including "My Lessons", "Reports"), "NEARPOD CONTENT" (including "Nearpod Library"), and "RESOURCES" (including "Teacher Resources").

Below the main action cards, there's a "My Lessons" section showing a folder named "Trial Class 19/09/21" with 1 item. Below this, there are three preview cards: "EXPLORE THE NEARPOD LIBRARY" (with an image of a computer and books), a dark-themed card with "Live Participation" and "Student-Paced" buttons, and "Untitled Lesson (1)" by EdNovate Academy (Sep 20, 2021 - OMB) with an "Unsaved" status.


The screenshot shows the XWISE sharing interface. At the top, it says "Join at join.nearpod.com or in the app". Below this is the large "XWISE" logo. At the bottom, there are five sharing options: "Copy Link", "Email", "Google Classroom", "Remind", and "Microsoft Teams".

Student Participation



Home - Canva x Pink Purple And Blue Gradient W x Nearpod x +

nearpod.com/student/

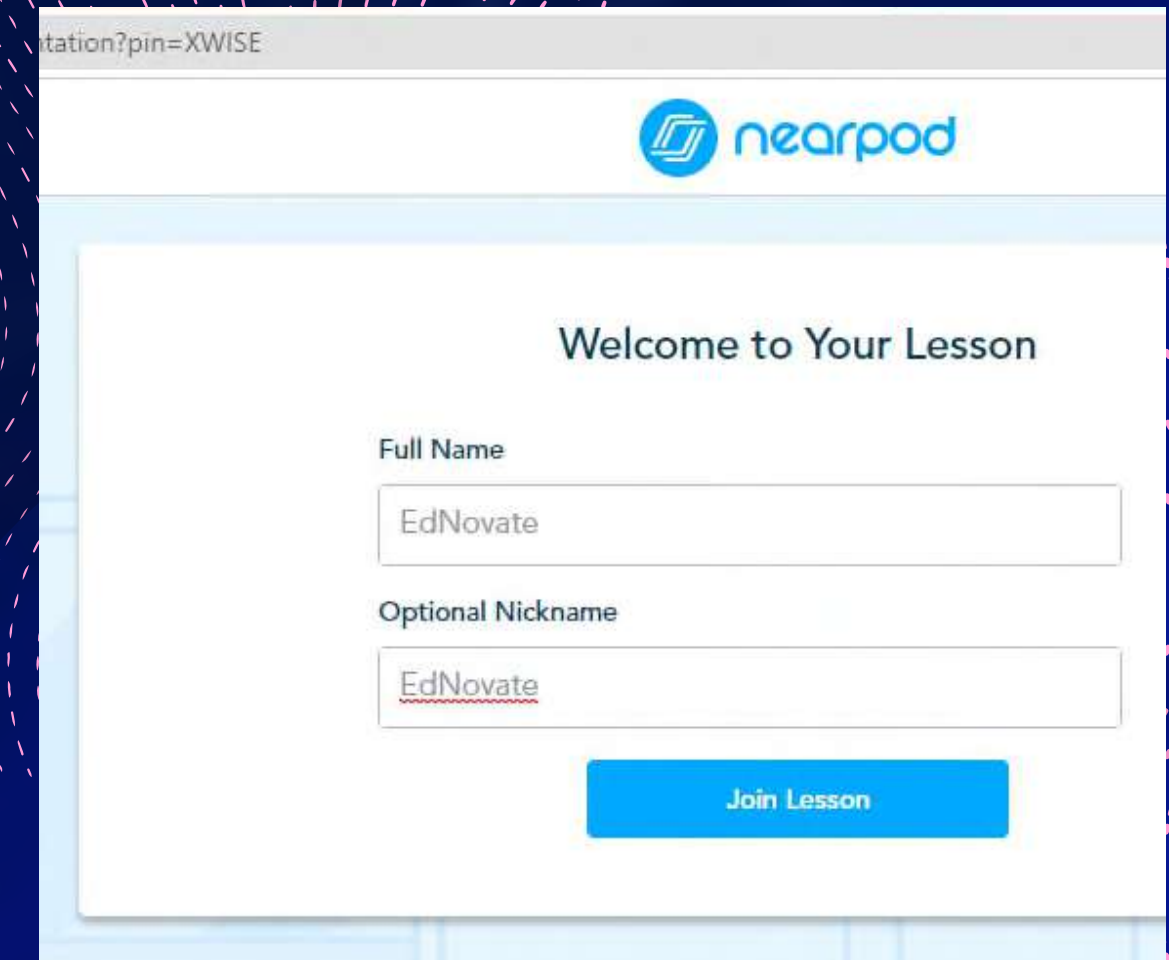
 nearpod

Join a lesson
Your teacher will give you a 5 letter CODE to enter


Enter code

XWISE

M | T | W



itation?pin=XWISE

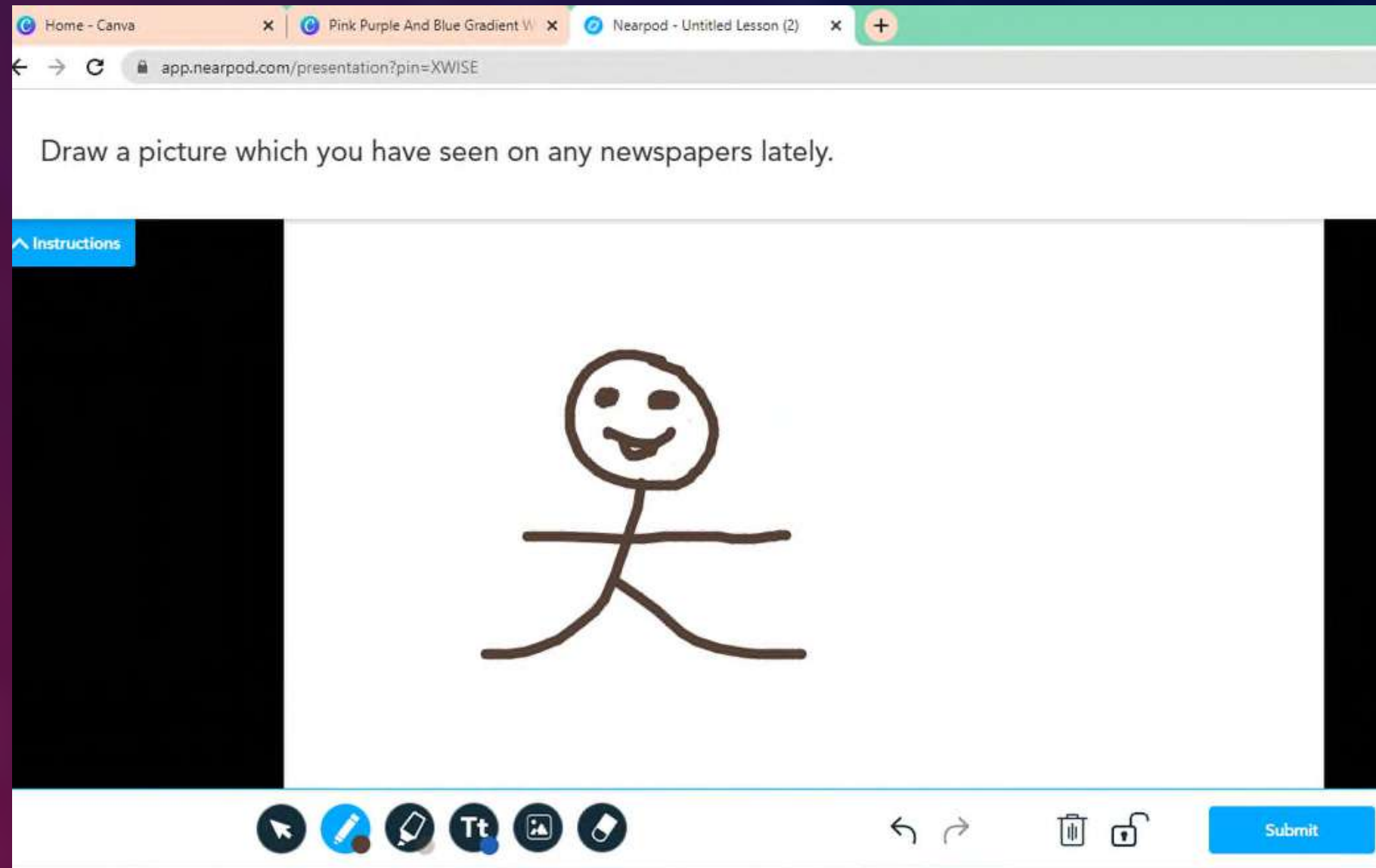
 nearpod

Welcome to Your Lesson

Full Name

Optional Nickname

Results

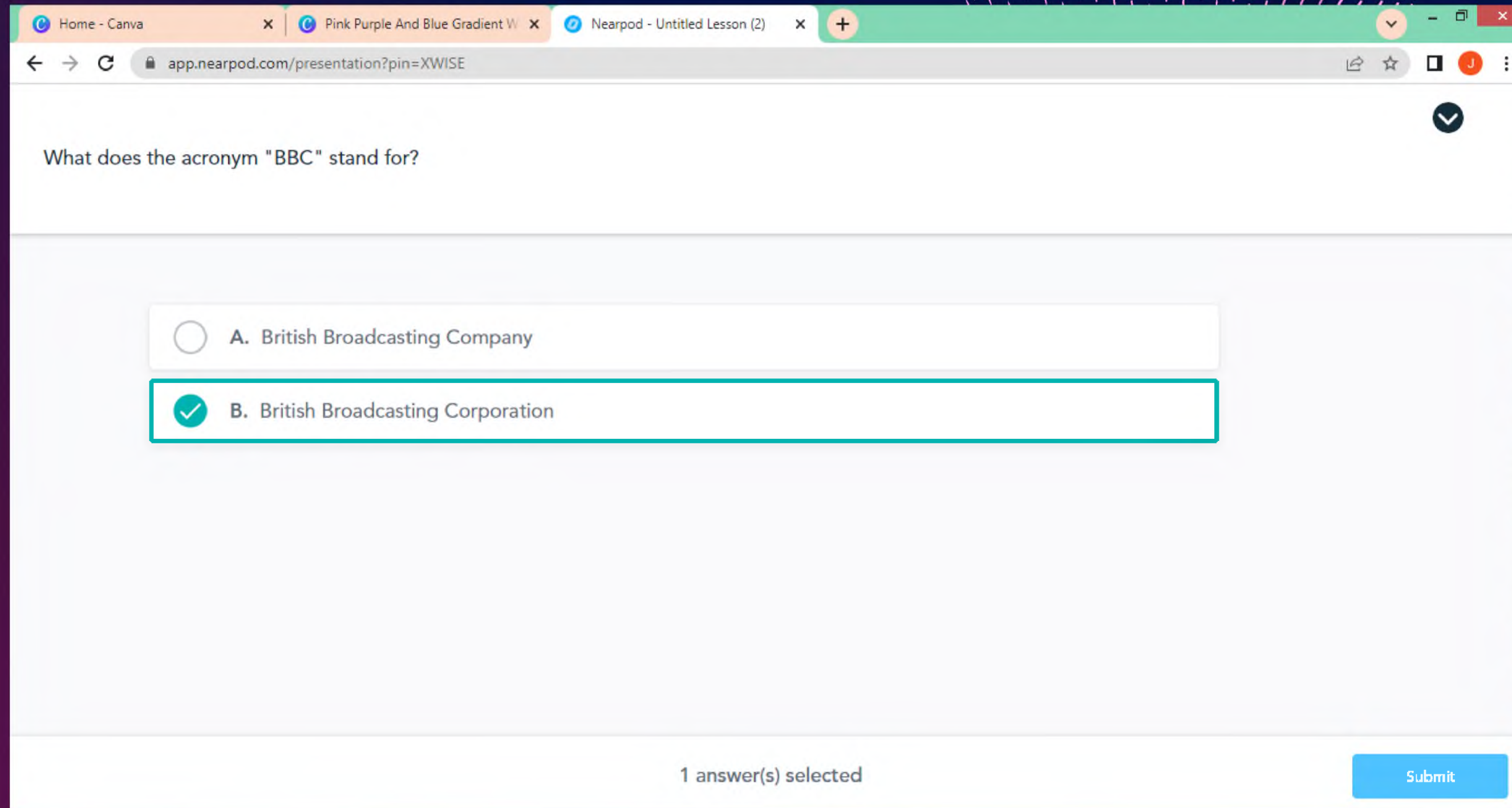


Student's View



Teacher's View

MCQs Sample



The screenshot shows a web browser window with three tabs: 'Home - Canva', 'Pink Purple And Blue Gradient W', and 'Nearpod - Untitled Lesson (2)'. The address bar shows 'app.nearpod.com/presentation?pin=XWISE'. The main content area displays a question: 'What does the acronym "BBC" stand for?'. Below the question are two radio button options: 'A. British Broadcasting Company' and 'B. British Broadcasting Corporation'. Option B is selected, indicated by a teal checkmark and a teal border around the option box. At the bottom of the page, it says '1 answer(s) selected' and there is a blue 'Submit' button.

Home - Canva x Pink Purple And Blue Gradient W x Nearpod - Untitled Lesson (2) x +

app.nearpod.com/presentation?pin=XWISE

What does the acronym "BBC" stand for?

A. British Broadcasting Company

B. British Broadcasting Corporation

1 answer(s) selected

Submit

Teacher's View of the Answer

The screenshot shows the Nearpod Teacher's View interface. At the top, the browser address bar displays the URL: `app.nearpod.com/command?puid=608cfdce7a8b5eace517c1a4855b86db-1&sid=835e547fd5deb8639ec6d1f1320fdff2&origin=My%20Library`. The Nearpod logo and a "Menu" dropdown are on the left. The code "XWISE" is displayed in the center, and "Student" and "Teacher" tabs are on the right.

The main content area features a poll question: "What does the acronym 'BBC' stand for?". To the left of the question is a "Share" button with an upward arrow icon. Below the question, a table displays the poll results:

Student	A	B
EdNovate		<input checked="" type="radio"/>

At the bottom left, a "Share" button is visible. Below it, the poll options are listed with their respective counts:

- 100 B BRITISH BROADCASTING ...
- 0 A BRITISH BROADCASTING ...
- 0 C NO ANSWER

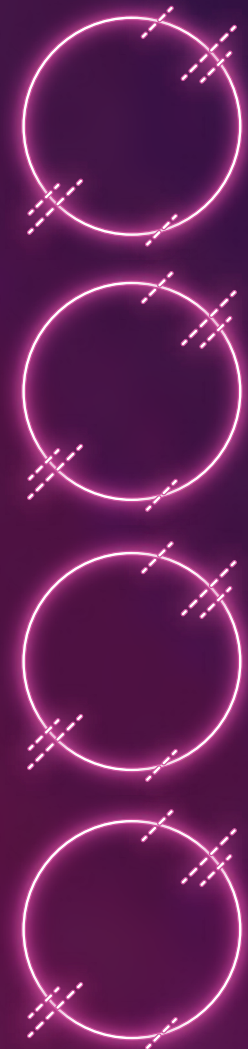
The bottom navigation bar shows "3 of 3 Slides" and icons for a grid, a chat bubble, and a group of people with a "1" notification.



EDULASTIC ASSESSMENTS

Quickly identify learning gaps with diagnostic and formative assessments. Give students differentiated assignments to remediate, reinforce or challenge. Monitor progress towards standards mastery to ensure students stay on track

Edulastic



Built-in features for various test items

Convenient interface and tools

Formative/Summative assessments

Limited free functions



Creating Account

The screenshot shows the EduLastic website homepage. At the top left is the EduLastic logo. To its right is a navigation menu with links for DISTRICTS, TEACHERS, ASSESSMENTS, INSTRUCTION, RESOURCES, DISTANCE LEARNING, and LOG IN. On the far right of the navigation bar is a yellow button labeled "JOIN FOR FREE". Below the navigation is a large headline: "Put every student on the path to success". Underneath the headline is a sub-headline: "Identify gaps, help students learn and measure growth all in one easy system. In the classroom and at home." At the bottom of the text area are two buttons: "SEE HOW IT WORKS" (green) and "REQUEST A DEMO" (blue). To the right of the text is a colorful illustration of a person on a bicycle. The person is wearing a green shirt and blue pants. The bicycle is blue. The person is holding a large yellow pencil that is drawing a yellow path. The path leads to a green and yellow striped figure that is climbing a set of yellow stairs. The background of the illustration includes a bar chart, a play button, and a pie chart.

edulastic.com

EduLastic

DISTRICTS TEACHERS ASSESSMENTS INSTRUCTION RESOURCES DISTANCE LEARNING LOG IN

JOIN FOR FREE

Put every student on the path to success

Identify gaps, help students learn and measure growth all in one easy system. In the classroom and at home.

SEE HOW IT WORKS REQUEST A DEMO

Creating Account

The screenshot shows a web browser window with the URL `app.edulastic.com/signup`. The page features a background image of a smiling man and a young girl in a library. The Edulastic logo is in the top left. In the top right, there is a link for "Already have an account?" and a "SIGN IN" button. The main heading is "Edulastic for Teachers". Below it are two links: "SIGN ME UP AS AN ADMINISTRATOR" and "SIGN ME UP AS A STUDENT". A prominent green "Sign up" box contains three social login options: "SIGN UP WITH GOOGLE", "SIGN UP WITH OFFICE 365", and "SIGN UP WITH CLEVER". Below these is a security note: "Edulastic doesn't share your information with third parties. Your data will be completely private and secure." Underneath is a section titled "Or create your account" with three form fields: "Teacher Name" (with a person icon), "Email" (with an envelope icon), and "Password" (with a lock icon). A green "SIGN UP AS TEACHER" button is at the bottom of this section. At the very bottom, there is a small disclaimer: "By signing up, you are agreeing that you are authorized to act for your school and you consent to Edulastic's collection of student data in the COPPA Disclosure."

Edulastic

app.edulastic.com/signup

Edulastic for Teachers

[SIGN ME UP AS AN ADMINISTRATOR](#)

[SIGN ME UP AS A STUDENT](#)

Edulastic @ 2022 - All rights reserved.

Sign up

SIGN UP WITH GOOGLE

SIGN UP WITH OFFICE 365

SIGN UP WITH CLEVER

Edulastic doesn't share your information with third parties. Your data will be completely private and secure.

Or create your account

Teacher Name

Enter your full name

Email

Enter your school email

Password

Enter your password

[SIGN UP AS TEACHER](#)

By signing up, you are agreeing that you are authorized to act for your school and you consent to Edulastic's collection of student data in the [COPPA Disclosure](#).

Dashboard

The screenshot shows the Edulastic dashboard with a dark sidebar on the left containing navigation icons for home, classes, reports, help, and chat. The main content area has a white background with a top navigation bar. The top bar includes the 'Dashboard' title, a 'COMPLETE SIGNUP' link, and two buttons: 'NEW CLASS' and 'TRY PREMIUM FOR FREE'. Below the top bar, the 'Quick Introduction to Edulastic' section features two cards: '2 Min Overview' (with a video player and 'LEARN MORE' button) and 'Demo Playground' (with a description and 'EXPLORE' button). The 'Get Started with Edulastic' section contains two dashed-bordered boxes: 'Create Class' (with instructions on using Google Classroom and a 'CREATE A CLASS' button) and 'Create Assignment' (with instructions on using a pre-built library and a 'CREATE ASSIGNMENT' button). A chat icon is visible in the bottom right corner.

E Dashboard

COMPLETE SIGNUP

+ NEW CLASS

TRY PREMIUM FOR FREE

Quick Introduction to Edulastic

2 Min Overview

Resource to help you get up and running quickly.

LEARN MORE

Demo Playground

Discover all of Edulastic's features and tools in one convenient place.

EXPLORE

Get Started with Edulastic

Create Class

Use **Google Classroom** to import class(es) or create manually

+ CREATE A CLASS

Create Assignment

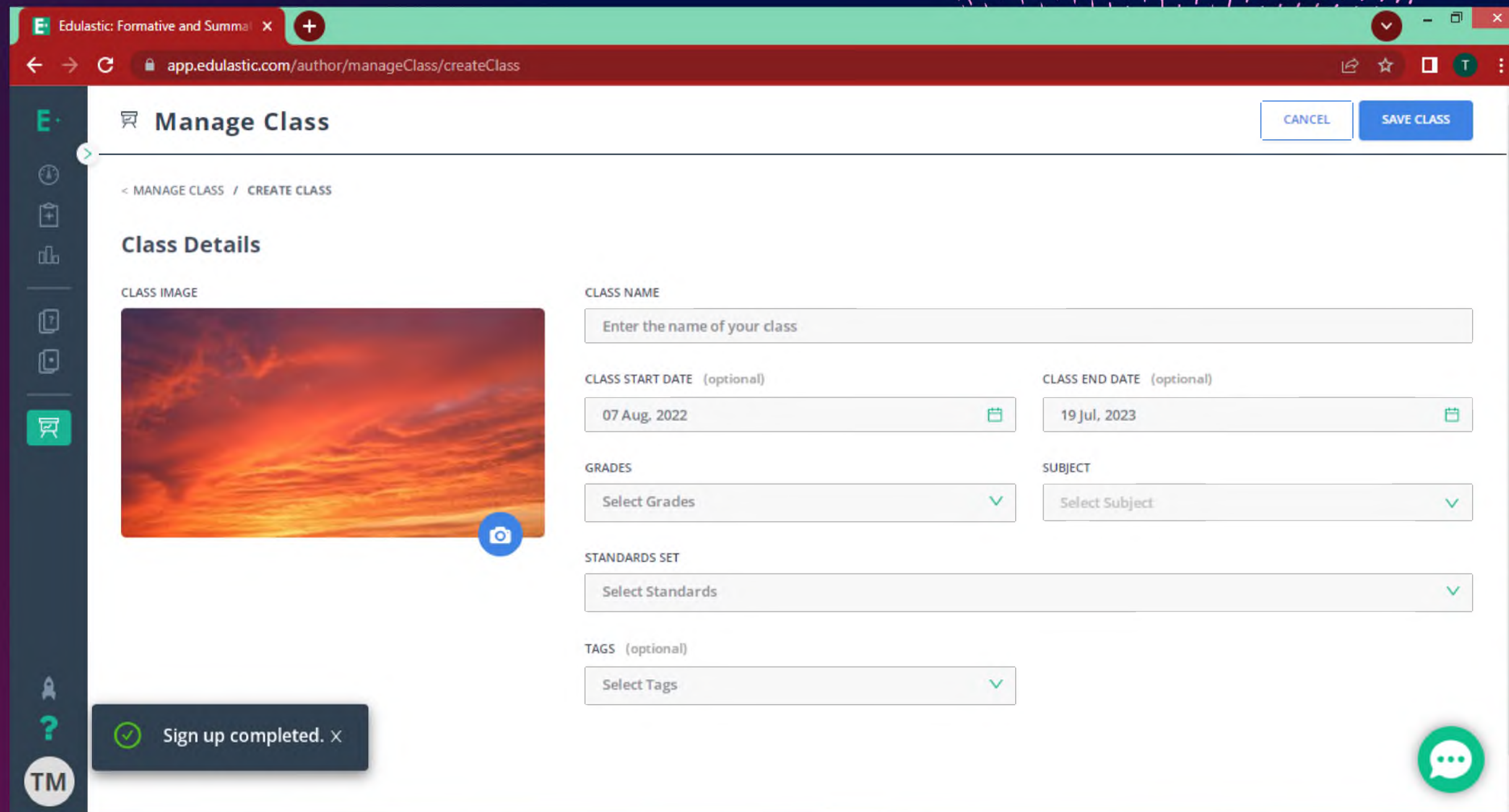
Select from a library of **200K pre-built assessment** or create your own

+ CREATE ASSIGNMENT

TM

Chat icon

Creating Class

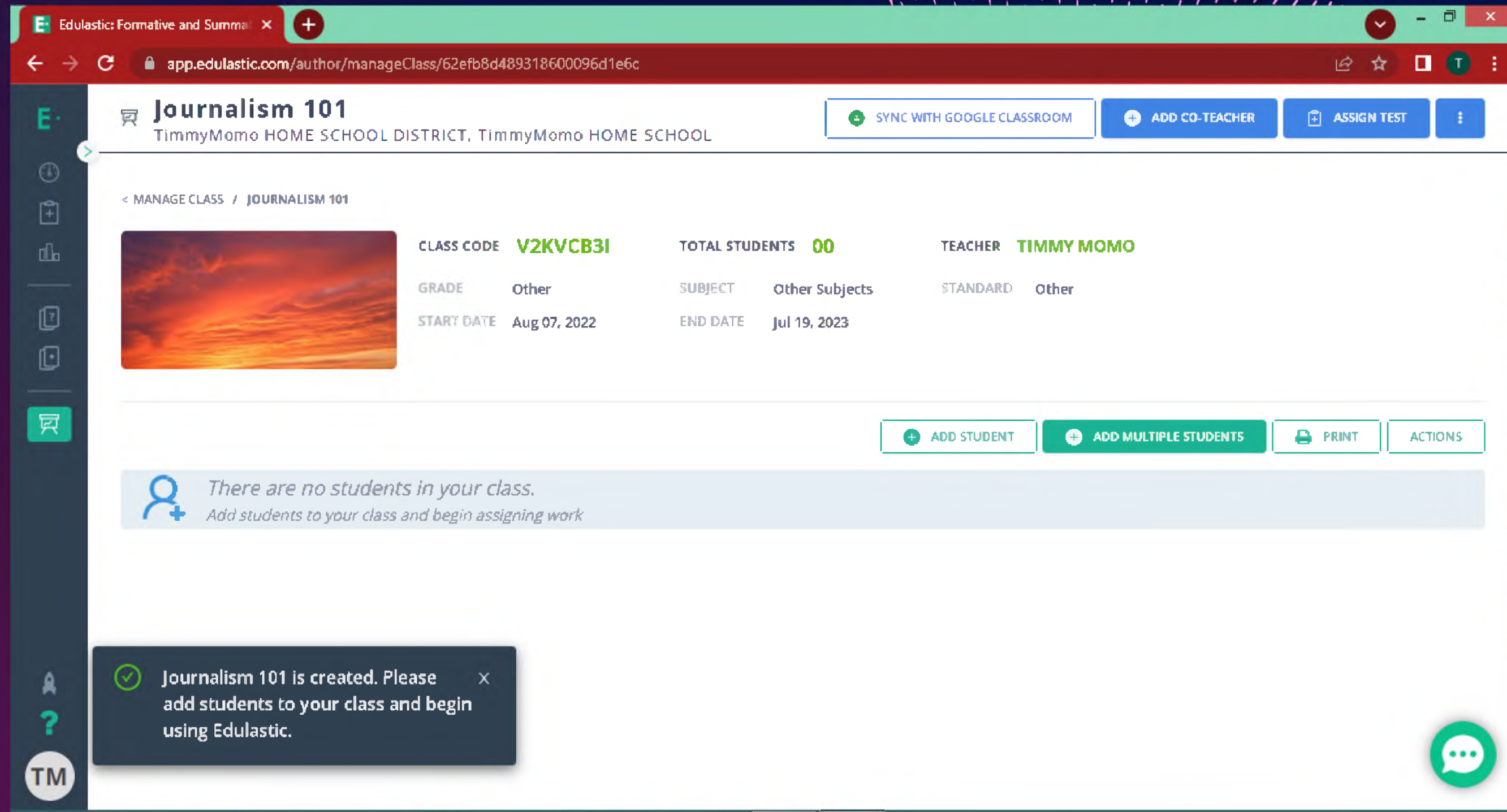


The screenshot displays the 'Manage Class' interface in a web browser. The browser's address bar shows the URL `app.edulastic.com/author/manageClass/createClass`. The page title is 'Manage Class', and there are 'CANCEL' and 'SAVE CLASS' buttons in the top right corner. The breadcrumb navigation indicates the current path is '< MANAGE CLASS / CREATE CLASS'. The main section is titled 'Class Details' and contains several form fields:

- CLASS IMAGE:** A placeholder image of a sunset with a camera icon in the bottom right corner.
- CLASS NAME:** A text input field with the placeholder text 'Enter the name of your class'.
- CLASS START DATE (optional):** A date picker field showing '07 Aug, 2022'.
- CLASS END DATE (optional):** A date picker field showing '19 Jul, 2023'.
- GRADES:** A dropdown menu with the text 'Select Grades' and a downward arrow.
- SUBJECT:** A dropdown menu with the text 'Select Subject' and a downward arrow.
- STANDARDS SET:** A dropdown menu with the text 'Select Standards' and a downward arrow.
- TAGS (optional):** A dropdown menu with the text 'Select Tags' and a downward arrow.

A notification banner at the bottom left of the page reads 'Sign up completed. x'. The bottom right corner features a green chat bubble icon. The left sidebar contains various navigation icons, including a home icon, a question mark icon, and a 'TM' logo.

Creating Class




Edulastic: Formative and Summa x

app.edulastic.com/author/manageClass/62efb8d489318600096d1e6c


Journalism 101

TimmyMomo HOME SCHOOL DISTRICT, TimmyMomo HOME SCHOOL

MANAGE CLASS / JOURNALISM 101

	CLASS CODE V2KVCB3I	TOTAL STUDENTS 00	TEACHER TIMMY MOMO
	GRADE Other	SUBJECT Other Subjects	STANDARD Other
	START DATE Aug 07, 2022	END DATE Jul 19, 2023	

ADD STUDENT ADD MULTIPLE STUDENTS PRINT ACTIONS

 There are no students in your class.
Add students to your class and begin assigning work

Journalism 101 is created. Please add students to your class and begin using Edulastic.

TM

Adding Students

Edulastic: Formative and Summa x

app.edulastic.com/author/manageClass/62efb8d489318600096d1e6c

Journalism 101

TimmyMomo HOME SCHOOL DISTRICT, TimmyMomo HOME SCHOOL

< MANAGE CLASS / JOURNALISM 101

CLASS CODE V2KVCB3I **TOTAL STUDENTS** 02 **TEACHER** TIMMY MOMO

GRADE Other **SUBJECT** Other Subjects **STANDARD** Other

START DATE Aug 07, 2022 **END DATE** Jul 19, 2023

SHOW ACTIVE STUDENTS ON

[+ ADD STUDENT](#) [+ ADD MULTIPLE STUDENTS](#) [PRINT](#) [ACTIONS](#)

<input type="checkbox"/>	NAME ↕	USERNAME ↕	STATUS ↕
<input type="checkbox"/>	Mao, Putheavy	pmao5275	Active
<input type="checkbox"/>	Peou, Sopheak	speou8464	Active

TM

Creating Test/Assignment

The screenshot displays the Edulastic 'Test' creation interface. The browser address bar shows the URL: `app.edulastic.com/author/tests?grades%5B0%5D=O&subject%5B0%5D=Other%20Subjects&filter=ENTIRE_LIBRARY&page=1&limit=20`. The page title is 'Test'. A search bar contains the text 'Search by skills and keyw...'. Below the search bar, it indicates '114 TESTS FOUND' with filters for 'Other X' and 'Other Subjects X'. A 'Sort by' dropdown is set to 'Popularity'. On the left, a sidebar contains navigation options: 'ENTIRE LIBRARY', 'CREATED BY ME', 'SHARED WITH ME', 'I AM AN AUTHOR', 'MY FAVORITES', and 'FOLDERS'. Below these are 'GRADES' and 'SUBJECT' filters, both currently set to 'OTHER X'. The main content area displays a grid of test cards. The first card is 'Edulastic Practice: How to use the Scratchpad' by 'Edulastic Certified', with 10 total items, 154 views, and 6 likes. The second card is 'Digital Citizenship - Digital Literacy - QUIZ' by 'Jennifer Fielden', with 5 total items, 96 views, and 12 likes. The third card is 'Microsoft Word Fundamentals Word Fundamentals Quiz' by 'Jennifer Fielden', with 10 total items, 81 views, and 8 likes. The bottom row shows the 'Edulastic Interactive Formative Assessments' logo and two more test cards with the same 'Edulastic Practice' title.

Creating Test/Assignment

The screenshot shows the Edulastic web application interface for creating a test. The browser address bar displays `app.edulastic.com/author/tests/create/description`. The main content area is titled "Journalism Test 1" with a "DRAFT" status. A navigation bar includes tabs for "DESCRIPTION", "ADD ITEMS", "REVIEW", and "SETTINGS". A profile card for "Timmy Momo" is visible, along with a share icon and a heart icon. The form fields are as follows:

- TEST NAME:** Journalism Test 1
- DESCRIPTION:** This test aims to assess students' understanding of Unit 1 and 2.
- GRADE:** OTHER X
- SUBJECT:** OTHER SUBJECTS X
- TAGS:** (Field is empty)

A vertical sidebar on the left contains various navigation icons, and a chat bubble icon is located in the bottom right corner.

Creating Test Items

The screenshot shows the Edulastic web application interface for creating a test. The browser address bar displays `app.edulastic.com/author/tests/create/addItems?page=1`. The page title is "Journalism Test 1" with a "DRAFT" status. Navigation tabs include "DESCRIPTION", "ADD ITEMS", "REVIEW", and "SETTINGS".

At the top, there is a search bar with the text "Search by skills and ke...". To its right, it shows "0 QUESTIONS FOUND" with filters for "Other X" and "Other Subjects X". Further right, it indicates "0 SELECTED" and features a blue "CREATE NEW ITEM" button, a "Sort by" dropdown set to "Popularity", and a "Popularity" dropdown menu.

On the left side, there is a sidebar with a "FILTERS" section and a "CLEAR ALL" link. The filters include:

- ENTIRE LIBRARY (selected)
- CREATED BY ME
- SHARED WITH ME
- MY FAVORITES
- FOLDERS

Below the filters, there are sections for "GRADES" (with an "OTHER X" button), "SUBJECT" (with an "OTHER SUBJECTS X" button), and "STANDARD SET" (with a dropdown menu set to "All Standard set").

The main content area displays a message:

Items Not Available

There are currently no items available for this filter. You can create new item by clicking the "CREATE NEW ITEM" button.

The Edulastic logo is visible in the center of the message. A chat bubble icon is located in the bottom right corner of the page.

Selecting Items

The screenshot shows the Edulastic web application interface for creating a new question. The browser address bar shows the URL: `app.edulastic.com/author/tests/undefined/creatItem/new/pickup-questiontype`. The page title is "Select a Question or Resource".

SELECT A TYPE

- FILL IN THE BLANKS
- CLASSIFY, MATCH & ORDER
- WRITING
- PASSAGE
- HIGHLIGHT
- MATH
- GRAPHING
- CHARTS

Multiple Choice - Standard

Which city is located in Ireland?

- A California
- B Austin
- C Waterford

Multiple Selection

Which cities are located in Ireland?

- A Dublin
- B Austin
- C Waterford

True or False

The sky is blue due to gases

- True
- False

Multiple Choice - Block Layout

What is the capital city of England?

- A Dublin
- B London
- C Liverpool

Match Table - Standard

	TRUE	FALSE
Australia has over 23 million	<input checked="" type="radio"/>	<input type="radio"/>
USA has less than 50 states	<input type="radio"/>	<input checked="" type="radio"/>
Madrid is located in Spain	<input checked="" type="radio"/>	<input type="radio"/>

Match Table - Inline

Soccer	<input checked="" type="radio"/> True	<input type="radio"/> False
Basketball	<input checked="" type="radio"/> True	<input type="radio"/> False
Hockey	<input checked="" type="radio"/> True	<input type="radio"/> False

Multiple-choice Questions

The screenshot shows the Edulastic web application interface for creating a multiple-choice question. The browser address bar shows the URL: `app.edulastic.com/author/tests/undefined/createtitem/new/questions/create/multipleChoice`. The page title is "Multiple Choice - Standard".

At the top, there are navigation buttons: "EDIT MODE" (with a pencil icon), "PREVIEW MODE" (with an eye icon), "META DATA" (with a database icon), "CANCEL" (with an X icon), and "SAVE" (with a floppy disk icon). A "HOW TO AUTHOR" button is also present.

The main content area is divided into sections:

- Question:** A text input field containing the question: "What does 'BBC' stand for?"
- Set Correct Answer(s):** A section for defining the correct answer(s).
- POINTS:** A text input field containing the value "1.0". To the right is a link: "+ ALTERNATIVE ANSWER AND SCORE".
- Choices:** A list of four options, each with a radio button and a trash icon to its right:
 - A British Broadcasting Company
 - B British Broadway Company
 - C British Broadcasting Corporation
 - D British Bread Company

At the bottom, there is a button "ADD NEW CHOICE" and a checkbox "MULTIPLE RESPONSES".

On the left side, there is a sidebar with a navigation menu and a "TM" logo at the bottom. A "How to Create A Multiple Choice - Standard Item" guide is also visible.

Assigning Tests

The screenshot displays the Edulastic 'Test' management interface. At the top, the browser address bar shows the URL: `app.edulastic.com/author/tests?grades%5B0%5D=O&subject=Other%20Subjects&filter=AUTHORED_BY_ME&page=1&limit=20`. The page title is 'Test', and there is a '+ NEW TEST' button in the top right corner. A search bar is located below the title with the placeholder text 'Search by skills and keyw...'. To the right of the search bar, it indicates '1 TESTS FOUND' with filters for 'Other X' and 'Other Subjects X'. A 'Sort by' dropdown menu is set to 'Recency'. On the left side, there is a sidebar with navigation icons and a 'FILTERS' section with a 'CLEAR ALL' button. The filters include: 'ENTIRE LIBRARY', 'CREATED BY ME' (which is selected), 'SHARED WITH ME', 'I AM AN AUTHOR', 'MY FAVORITES', and 'FOLDERS'. Below the filters are sections for 'GRADES' (with a filter for 'OTHER X') and 'SUBJECT' (with a filter for 'OTHER SUBJECTS X'). The main content area displays a card for 'Journalism Test 1'. The card features a blue and green bokeh background image. Below the title, it shows 'COLLECTIONS PRIVATE' and 'TOTAL ITEMS 2'. At the bottom of the card, it lists the author 'Timmy Momo' and the status 'DRAFT', along with the ID '# 377711'. A chat icon is visible in the bottom right corner of the interface.

Assigning Tests

The screenshot displays the Edulastic 'Journalism Test 1' review interface. The browser address bar shows the URL: `app.edulastic.com/author/tests/tab/review/id/62efbb806f4a85000937771f`. The page title is 'Journalism Test 1 DRAFT'. The interface includes a navigation bar with tabs for 'DESCRIPTION', 'ADD ITEMS', 'REVIEW', and 'SETTINGS'. A toolbar contains icons for print, share, delete, save, and assign. The main content area shows two test items:

- Item 1:** 'What does "BBC" stand for?' (Multiple Choice). Points: 1. Author: Timmy Momo, ID: #37771d.
- Item 2:** 'Write a short summary of a newspaper article you have recently read.' (Essay with Rich Text). Points: 10. Author: Timmy Momo, ID: #6d1e7b.

The right-hand sidebar provides configuration options:

- GRADE:** OTHER X
- SUBJECT:** OTHER SUBJECTS X
- COLLECTIONS:** Please select
- SUMMARY:** 2 Items, 11 Points

A summary table at the bottom right shows the test details:

SUMMARY	QS	POINTS
2	Items	11

A green chat bubble icon is visible in the bottom right corner.

EduLastic

The screenshot shows the 'Assignment Settings' interface for 'Journalism Test 1'. The browser address bar shows the URL: `app.edulastic.com/author/assignments/62efbb806f4a85000937771f`. The page title is 'Assignment Settings' with an 'ASSIGN' button in the top right. A breadcrumb trail reads '< ASSIGNMENTS / JOURNALISM TEST 1 / ASSIGN'. The settings are organized into tabs: 'CLASS/GROUP', 'TEST BEHAVIOR', 'ANTI-CHEATING', 'AUTO REDIRECT SETTINGS', and 'MISCELLANEOUS'. The 'CLASS/GROUP' tab is active, showing a dropdown menu with 'JOURNALISM 101 X' selected. The 'STUDENTS' section has two radio buttons: 'ALL STUDENTS IN SELECTED CLASSES' (selected) and 'SPECIFIC STUDENTS'. The 'OPEN DATE' is set to '2022-08-07 08:24 pm' and the 'CLOSE DATE' is '2022-08-14 11:00 pm', both with calendar icons. The 'OPEN POLICY' and 'CLOSE POLICY' are both set to 'Automatically on Start Date' and 'Automatically on Close Date' respectively, with dropdown arrows. The 'TAGS' field is currently set to 'Please select' with a dropdown arrow. A green chat bubble icon is visible in the bottom right corner. The left sidebar contains navigation icons for home, assignments, reports, and help, along with a 'TM' logo at the bottom.

Assignment Settings ASSIGN

< ASSIGNMENTS / JOURNALISM TEST 1 / ASSIGN

CLASS/GROUP TEST BEHAVIOR ANTI-CHEATING AUTO REDIRECT SETTINGS MISCELLANEOUS

CLASS/GROUP: JOURNALISM 101 X

STUDENTS: ALL STUDENTS IN SELECTED CLASSES SPECIFIC STUDENTS

OPEN DATE: 2022-08-07 08:24 pm

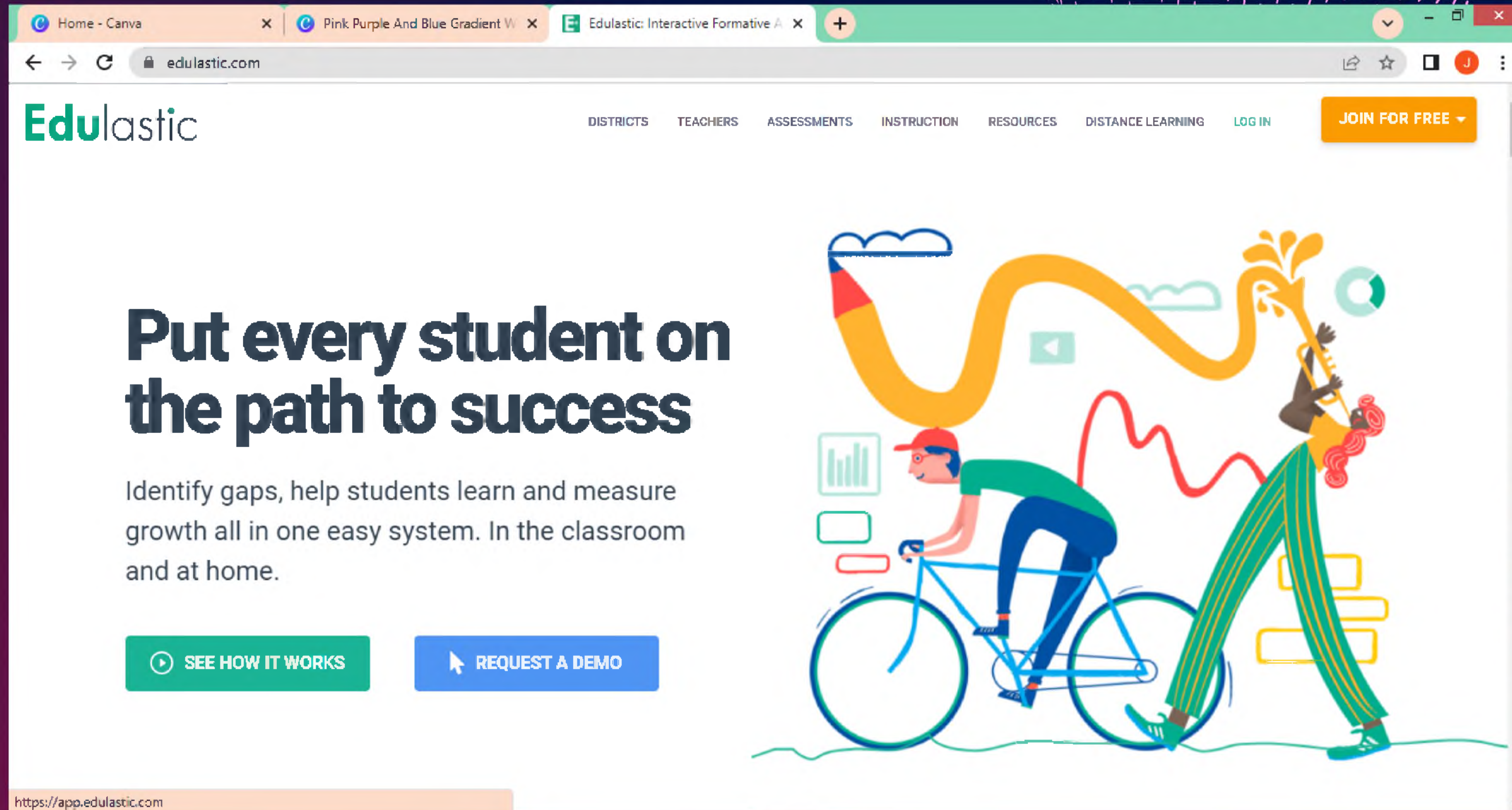
CLOSE DATE: 2022-08-14 11:00 pm

OPEN POLICY: Automatically on Start Date

CLOSE POLICY: Automatically on Close Date

TAGS: Please select

Student log-in



The screenshot shows a web browser with three tabs: 'Home - Canva', 'Pink Purple And Blue Gradient W', and 'Edulastic: Interactive Formative A'. The address bar shows 'edulastic.com'. The website header includes the 'Edulastic' logo, navigation links for 'DISTRICTS', 'TEACHERS', 'ASSESSMENTS', 'INSTRUCTION', 'RESOURCES', 'DISTANCE LEARNING', and 'LOGIN', and a 'JOIN FOR FREE' button. The main content area features the headline 'Put every student on the path to success' and a sub-headline 'Identify gaps, help students learn and measure growth all in one easy system. In the classroom and at home.' Below this are two buttons: 'SEE HOW IT WORKS' and 'REQUEST A DEMO'. The background of the main content area is a colorful illustration of a person on a bicycle, with various educational icons like a pencil, a play button, a bar chart, and a person climbing stairs.

Home - Canva x Pink Purple And Blue Gradient W x Edulastic: Interactive Formative A x +

edulastic.com

Edulastic

DISTRICTS TEACHERS ASSESSMENTS INSTRUCTION RESOURCES DISTANCE LEARNING LOGIN JOIN FOR FREE

Put every student on the path to success

Identify gaps, help students learn and measure growth all in one easy system. In the classroom and at home.

SEE HOW IT WORKS REQUEST A DEMO

https://app.edulastic.com

Student Log-in

The screenshot shows the Edulastic interface for a class named 'Journalism 101' at TimmyMomo HOME SCHOOL DISTRICT. The page includes a navigation sidebar on the left with icons for home, class, reports, help, and a user profile icon labeled 'TM'. The main content area displays class management options at the top, followed by class details and a student list.

Journalism 101
TimmyMomo HOME SCHOOL DISTRICT, TimmyMomo HOME SCHOOL

MANAGE CLASS / JOURNALISM 101

CLASS CODE V2KVCB3I **TOTAL STUDENTS** 02 **TEACHER** TIMMY MOMO

GRADE Other **SUBJECT** Other Subjects **STANDARD** Other

START DATE Aug 07, 2022 **END DATE** Jul 19, 2023

SHOW ACTIVE STUDENTS **ON**

ADD STUDENT ADD MULTIPLE STUDENTS PRINT ACTIONS

<input type="checkbox"/>	NAME	USERNAME	STATUS	
<input type="checkbox"/>	Mao, Putheavy	pmao5275	Active	
<input type="checkbox"/>	Peou, Sopheak	speou8464	Active	

Student Log-in

The screenshot shows a web browser window with three tabs: 'Home - Canva', 'Pink Purple And Blue Gradient V...', and 'Edulastic'. The address bar shows 'app.edulastic.com/home/assignments'. The page title is 'Assignments' and the class is 'Journalism 101'. There are three filter buttons: '1 ALL', '1 NOT STARTED', and '0 IN PROGRESS'. A single assignment is listed: 'Journalism Test 1' with a grade of 'A', status 'NOT STARTED', and due date 'Due Sun, Aug 14'. A 'START ASSIGNMENT' button is visible to the right of the assignment card. The left sidebar contains navigation icons for home, assignments, calendar, reports, and messages, along with a user profile icon labeled 'SP'.

Home - Canva x Pink Purple And Blue Gradient V... x Edulastic x +

app.edulastic.com/home/assignments

Assignments Class Journalism 101

1 ALL 1 NOT STARTED 0 IN PROGRESS

Journalism Test 1 A

NOT STARTED Due Sun, Aug 14

START ASSIGNMENT

SP



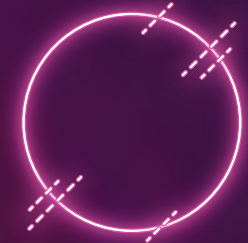
BAAMBOOZLE FUN REVIEW

a game-style learning platform that works online to offer accessible and fun interactivity for the class and beyond.

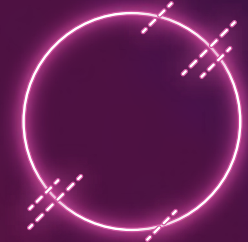
Baamboozle



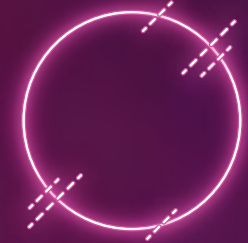
Simple game interface



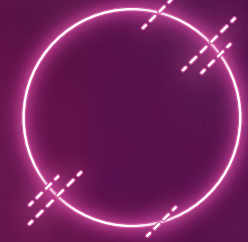
In-class formative assessment



Lesson review



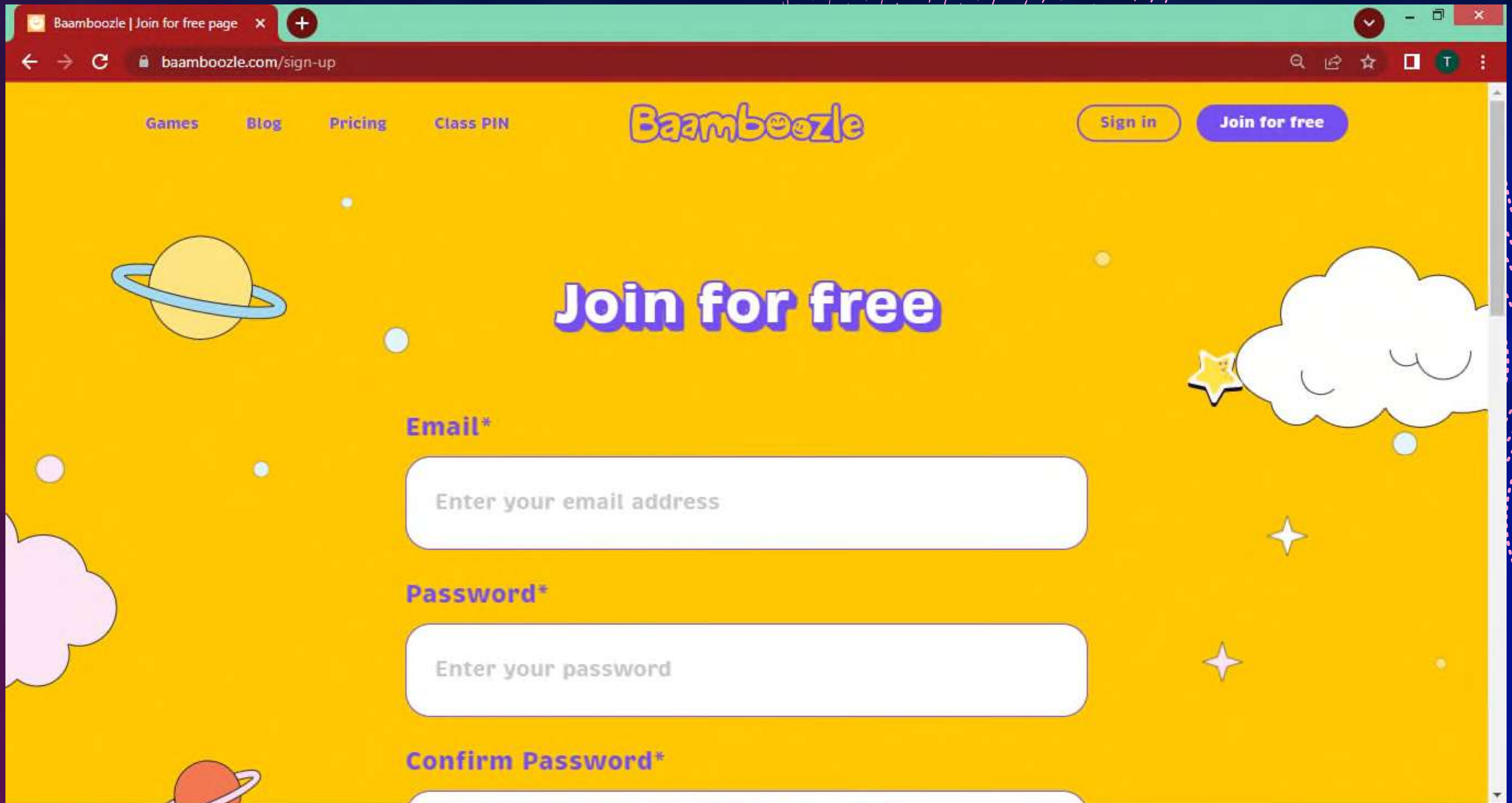
Student self-study



Inspired collaboration



Creating Account

A screenshot of a web browser showing the Baamboozle sign-up page. The browser's address bar displays 'baamboozle.com/sign-up'. The page has a yellow background with a space-themed illustration including a planet with rings, a cloud with a star, and other celestial elements. The Baamboozle logo is at the top center, with navigation links for 'Games', 'Blog', 'Pricing', and 'Class PIN' to its left. On the right, there are 'Sign in' and 'Join for free' buttons. The main heading 'Join for free' is prominently displayed in the center. Below it, there are three input fields: 'Email*', 'Password*', and 'Confirm Password*'. The 'Email*' field contains the placeholder text 'Enter your email address'. The 'Password*' field contains the placeholder text 'Enter your password'. The 'Confirm Password*' field is partially visible at the bottom.

Baamboozle | Join for free page

baamboozle.com/sign-up

Games Blog Pricing Class PIN

Baamboozle

Sign in Join for free

Join for free

Email*

Enter your email address

Password*

Enter your password

Confirm Password*

Creating Game

My Games | Baamboozle

baamboozle.com/mygames

My Library Games Blog News ¹ Class PIN Upgrade

MY GAMES

Justin

19 games

Search my games

New Old Edited A-Z

Games

Folders

Likes

Following

+ Game Folder

Prep Vocabulary
This game aims to assess the students' knowledge on English vocabulary.
Justin 7 5

Mathematics Grade 7
Equation
Justin 1 3

Vocabulary 1
Review of vocabulary lesson.
Justin 20 1

Vocabulary related to Accounting
This quiz aims to help the students reviews their knowledge on vocabulary used in accounting field.
Justin 26 3

GS202 Review
Review course Global Studies 202
Justin 31 0

Explain!
This game encourage the students to explain the process of doing things around them.
Justin

Identifying Errors with Modal Verbs
This quiz aims to assess students' knowledge

Social Structure and Social Institutions

SNAKES AND LADDERS

Creating Game

The screenshot shows a web browser window with the URL `baamboozle.com/games/create`. The page has a dark navigation bar with links for 'My Library', 'Games', 'Blog', 'News' (with a notification badge), and 'Class PIN'. An 'Upgrade' button and a menu icon are on the right. The main content area has two tabs: 'Manual' (selected) and 'Import'. The 'Manual' tab contains the following form fields:

- Title:** A text input field with the placeholder text 'What's it called?'.
- Image:** A section titled 'Browse gifs, upload image or paste URL (0.5MB max)'. It includes an 'Image Library' button, a 'Choose File' button (with 'No file chosen' text), and a text input field containing the URL `http://example.com/image.jpeg`.
- Description:** A text input field with the placeholder text 'What's it about?'.
- Language:** A dropdown menu with the text 'Choose a Language'.
- Tags:** A text input field with the instruction 'Use commas to add multiple tags' below it.
- Privacy:** Three radio button options:
 - Public** Visible on your profile. Anyone can play.
 - Unlisted** Hidden from your profile. Anyone with the link or game code can play.
 - Private** Hidden from your profile. Only you can play.

At the bottom, there are two buttons: 'Make game' and 'Cancel'.

Bamboozle

The screenshot shows a web browser window with two tabs: 'My Games | Bamboozle' and 'How much do you know about the world?'. The address bar shows 'bamboozle.com/game/270788'. The navigation bar includes 'My Library', 'Games', 'Blog', 'News', and 'Class PIN', along with an 'Upgrade' button and a menu icon. The main content area features a 'GAME PREVIEW' header with the title 'How much do you know about the world?'. On the left, a sidebar displays the 'Game Code: 270788', language 'English', 23 questions, and 'Public' status. It includes a 'Hide' toggle, 'Play', 'Study', 'Slideshow', and 'Share' buttons, and a '1 year ago' timestamp. The main grid contains six question cards, each with an image and a question: 1. Eiffel Tower image: 'What is the capital city of France?' (5 votes). 2. Titanic ship image: 'In which year did the Titanic leave Southampton, England?' (10 votes). 3. Toul Sleng museum image: 'When was Toul Sleng converted into a museum and a memorial site?' (15 votes). 4. Angkor Wat temple image. 5. Pyramids of Giza image. 6. Philippine flag image.

Playing Game

The screenshot shows a web browser window with two tabs: "My Games | Baamboozle" and "How much do you know about ti...". The address bar shows the URL "baamboozle.com/bigclassic/270788/4". The game interface features a yellow header with four team names: "Team 1", "Team 2", "Team 3", and "Team 4", each with a score of 0. Below the header is a 4x6 grid of blue buttons numbered 1 through 24. The button for number 21 is highlighted in yellow. On the right side of the grid, there are three vertical icons: a close button (X), an edit button (pencil), and a volume icon.

Team 1	Team 2	Team 3	Team 4		
0	0	0	0		
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24

Baamboozle

The screenshot shows a web browser window with two tabs: "My Games | Baamboozle" and "How much do you know about t...". The address bar shows the URL "baamboozle.com/bigclassic/270788/4". The game interface features a yellow header with four team names: "Team 1", "Team 2", "Team 3", and "Team 4", each with a score of 0. A blue bar above the question area displays the number "10". The question is "What is the world's longest river?", accompanied by a photograph of a wide river flowing through a lush green valley. A blue "Check" button is located at the bottom center of the screen.


My Games | Baamboozle x How much do you know about t... x +

baamboozle.com/bigclassic/270788/4

Team 1 Team 2 Team 3 Team 4

0 0 0 0

10



What is the world's longest river?

Check

Game Twist

The screenshot shows a web browser window with two tabs: 'My Games | Baamboozle' and 'How much do you know about t...'. The address bar displays 'baamboozle.com/bigclassic/270788/4'. The game interface features a yellow header with four team names: 'Team 1', 'Team 2', 'Team 3', and 'Team 4', each with a score of 0. A red bar at the top of the game area contains a close button. Below this is a white box with a blue border containing a cartoon illustration of a bandit wearing a purple hat and mask, holding a stack of money and a brown bag with a dollar sign. Below the illustration, a white box contains the text 'Give points to Team 3!'. At the bottom, there are five red buttons with white text: '5', '10', '15', '20', and '25'. On the right side of the game area, there are three yellow buttons: a close button, a pencil icon, and a speaker icon.

References

- Le, T. (2018). Project-based learning in 21st century: A review of dimensions for implementation in university-level teaching and learning. *4th ICEAC International Conference on English Across Culture*.
- Mergendoller, J., Markham, T., Ravitz, J., & Larmer, J. (2006). Pervasive management of project based learning: Teachers as guides and facilitators. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*, Mahwah, NJ: Lawrence Erlbaum, Inc.



LET TECHNOLOGY

INSPIRE EDUCATION