SDGs | Journalism Reporting.

May 2020

Report on SDGs Journalism Reporting Best Practices in EU-HEIs

Work Package 1 / Task 1.2

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Introduction

The 2030 Agenda for Sustainable Development, with the 17 Sustainable Development Goals (SDGs) at its core, aims at undertaking the world's most pressing challenges – including ending poverty and bringing economic prosperity, social inclusion, environmental sustainability and peace and good governance to all countries and all people, by 2030. (https://www.un.org/sustainabledevelopment/sustainable-development-goals/). Addressing the SDGs require a change in the way society functions.

The role of the universities nowadays has shifted from the traditional role of knowledge institution towards an agent of empowerment. It is generally acknowledged that sustainability is especially tied to global complex problems and its approaches are necessarily framed by attempts to develop relevant practical solutions that bring together theories, practices and insights from diverse bodies of knowledge. Therefore education, research, innovation and leadership are essential in helping society address these challenges. It has been observed that reporting on sustainable development issues has been disproportionately done in several relevant situations occurring in different communities. Journalism students are the new journalists of new times in which awareness and acknowledgement should be developed on economic trends, development, inclusion and resilience, by stimulating the students' recognition of critique of economic development, by nurturing a certain degree of critical, imaginative, and innovative thinking about sustainable development in general and the SDGs in particular.

The SDGs Journalism Reporting Project aims to enhance capacity and expertise of journalists, analysts and journalism students to report on SDGs.

Objectives of the Study

The scope of the study was to identify the best approach in designing a university course in SDGs Journalism reporting, based on best practices existing in EU HEIs Journalism Programs. Such a course will support the development of core competencies and skills necessary for journalism students in Asian countries. At the same time, the interdisciplinary nature of the SDGs will deepen journalism students' understanding of the global challenges so that they can respond with informed arguments and innovative engagement relevant to the real world. Moreover, it will develop critical thinking and will empower journalism students to confidently address sustainable development issues and global citizenship.

More concrete, the research team looked for the answers to the following questions (research objectives):

- What are the existing general practices in EU-universities regarding journalistic education in the area of SDGs?
- How are the SDGs included in educational programs in terms of curricula content, teaching methods, resources involved and students' assessment practices?
- What are some examples of good practice that can serve as an inspiration for future implementation of journalism curricula with an increased awareness and engagement with the SDGs?

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Research Methodology

The project team approached the research in two steps:

1. **Desk research** carried out in order to investigate the connection between the journalism programs and courses and the topics of the SDGs, in the European university environment. The project team accessed existing reports (mainly from institutions like UN, UNESCO, EU-HEIs), studies and articles on SDGs in journalism and the websites of EU-HEIs. The EU universities providing Journalism / Media Programs were selected based on three criteria: i/ the 2020 QS World University Ranking by Subject (subjects used: "communication & media studies", "development studies"), ii/ Google search based on keywords related to journalism or media education and SDGs and iii/ existing partnerships LBUS has with European universities in the field of journalism and media. The university investigated which have educational programs related to SDGs are mentioned in Annex 1.

2. **Survey** conducted among the academic staff from Journalism Departments in HEIs from Romania, France, Spain and UK. The survey was based on **interviews** and an **online questionnaire** (https://forms.gle/axDbydFkbaPKRp2PA) designed to :
   - provide a better understanding of how the SDG agenda translates within Journalism Programs in Europe;
   - identify already existing SDGs related curricula, lectures or courses opportunities at EU-HEIs (mostly Journalism undergraduate programs);
   - explore how EU academic institutions try to incorporate the different topics covered by each SDG into their curricula, courses and lectures across multiple subjects;
   - explore the principles that relate to the SDGs together with learning and teaching methods strategies in sustainability in journalism higher education;
   - provide a foundation for a more in-depth investigation of future opportunities and journalism curricula with relevance to SDGs.

The online questionnaire was sent to 35 experts (academic staff) involved in journalism programs from universities in 5 countries (Romania, Spain, France, UK and Germany). The project team received 15 responses. The list of faculty members who provided answers to interviews and the questionnaire is presented in Annex 2.

The data were collected and analysed over the period mid-January 2020 – mid March 2020.

The results of the research were send to the Asian partners in the form of a feedback questionnaire with two questions. The first question asked them to identify general practices they consider as being potentially implementable in their universities with regards to the SDGs Journalism Reporting Course and the second one referred to possible challenges (obstacles) in case of a potential implementation of the recommended EU-practices practices in their universities.

General aspects of SDGs journalism educational programs

Indirect connections with the SDGs are found in the title or description of the journalism media programs and modules

The most frequent SDGs related words found in the name of journalism or media educational programs or modules and their descriptions are: globalization, societal challenges, sustainable development, change(s), social changes, digital, society, environment, environmental communication, modernity, gender, citizenship, inequality, representation and identity, innovation.

Examples:
- Bachelor's in Media and *Environmental* Communication
- Master of Journalism and Media, focusing on how to treat *globalization* and *global threats* like *climate change* in the world of digital media
- *Energy and environment*, Culture and lifestyle, *Medicine and biosciences*, *Politics and economics*, Sports - subject-specific modules of bachelor's degree in Departmental Journalism
- "Our contribution to SDGs" – a series of research projects in the fields of 9 SDGs: *Good health* (SDG #3), *Quality education* (#4), *Gender equality* (#5), *Decent work and economic growth* (#8), *Reduced inequalities* (#10), *Sustainable cities and communities* (#11), *Climate action* (#13), *Life on land* (#15), *Peace, justice and strong institutions* (#16)
- Master Modules: *Multiculturality and interethnic relations; Civic Journalism; Gender and media; Specialized journalism; Journalism and sustainable development*, Contemporary Inequalities
- *Among optional modules (e.g.): Understanding Journalism Studies (1st year), Media and Gender, Media, Globalisation and Culture (2nd year), Environment and Human Health (3rd year)*

Recommendation: In accordance with names of researched academic programs or modules focused or related to the SDG issues, we recommend that a future journalism course should have in its name terms with direct reference to the SDGs that are locally relevant for the future journalists, or with the SDGs that can offer a global deeper understanding of global issues.

SDGs are integrated, implemented and embedded within universities' / faculties' strategies, policies and plans. Different universities approached the process in different ways, customizing it to different contexts and needs.

SDGs are more likely to be integrated in academic programs, modules or courses where there is a visible preoccupation on sustainability at University management level. Our research shows that it is more likely to identify academic programs or specialized courses with a sustainable focus (journalism and communication programs included) within the SDGs engaged universities that are committed to societal impact, public engagement as well as on student learning and research. We have also noticed that where there are no academic journalism programs focused on the SDGs there is however an interest at management level. As an EU-HEI representative noticed in the interview "at NUPSPA Bucharest, Romania, for instance, the SDG topics are more linked to the general policies of the university than to specific courses".

Faculty of Behavioural, Management and Social Sciences (BMS) / University of Twente / Netherlands

"As a higher education institution BMS wants to contribute to a more sustainable and inclusive global economy and help build more prosperous societies by integrating universal values into curriculum and research. Our mission fits with the UN Sustainable Development Goals showing the importance of societal challenge and scientific relevance of our academic activities, curricula and organizational practices for a better world." Their annual report is structured on three main segments: education (teaching methods), research and other activities strictly focused on, or linked to the SDGs. Their openly stated purpose at the beginning of the report is a better understanding of our planet and improving living conditions for everyone. Among main concerns: personalized technologies, intelligent manufacturing systems, smart materials, digital society, resilient world: https://www.utwente.nl/en/bms/sdg/bms-sip-report-def-jan-2019.pdf

University of Hamburg / Germany

Hamburg University has been recognized for implementing the United Nations' SDGs in exemplary fashion. The University has created an online map, **"Our contribution to SDGs",** depicting all sustainability projects in research, teaching, the administration, or infrastructure that have a connection to one or more of the SDGs. And at the annual Action Days for Sustainability, the SDGs provide the framework so that it is easier to understand the sheer breadth of sustainability at the University.

King's College London / United Kingdom

King's College London is seeking to align its work with the SDGs to support the global effort to make a better world by 2030, and to publicise the university's widespread contribution to society in London, in the UK, and the world at large. Over 10 programmes on Agriculture & Environment.

On the University website came back 21 search results for "SDGs": workshops, seminars, news.

King's University is also a remarkable example of how EU HEI is connected to SDGs The Faculty of Social Science and & Public Policy that develops features and topics about Climate change, violent conflicts, women, LGBT etc. (https://www.kcl.ac.uk/ecs)

"This diverse agenda incorporates questions about culture, communication, cognition, authority, power, social justice and ethics in educational and other professional and social contexts, including, for example, health and social care and the cultural sector. Scholarship in the School is interdisciplinary."

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Recommendations:

Where universities have not yet established strategic initiatives to engage with the SDGs, the SDGs Journalism Reporting course manager can and should be involved together with the management team in designing, communicating or implementing policies that can contribute to achieving the SDG Agenda, to create awareness, inform and educate the community about the challenges that our world is facing.

SDG topics in relation with academic education are implemented in different specializations:

- **Social Sciences & Humanities: modules or topics incorporated within the curricula of more general defined journalism programs or specialized Bachelor or Master programs mainly in the field of "science communication"**
- **Science: interdisciplinary programs, focused on scientific modules (agriculture, energy, innovation, medicine ...) and some science communication modules**

Respondents unanimously agreed that sustainability is especially nowadays tied to global complex problems and future journalists are in the first line when it comes to informing, drawing attention, raising awareness of the goals and calling for action. Therefore, the SDGs are relevant for the academic programs, especially the journalism ones and approaches should necessarily be framed by interdisciplinary attempts to develop relevant practical solutions that bring together theories, practices and insights from diverse bodies of knowledge. The key factors recognized to leading to a good SDG based journalism education: institutional support (universities should be open to the inclusion in the curriculum of academic courses dedicated to SDGs not only for journalism programs, but also for programs in the social sciences field); community support (involvement of NGOs and other decision factors at community level); specialized training for teachers that are open to incorporate SDG related topics in their courses.

SDGs related modules incorporated in general Bachelor or Master programs at Social Sciences Faculties:

Master's degree in Medias, development, societe (fr.) at Faculty of Journalism and Communication Sciences / University of Bucharest / Romania

This master's program in French is as a result of the partnership between two universities: Lumiere University of Lyon - Institute of Communication and University of Bucharest. "The master offers specific training likely to promote the integration of the social and solidarity dimension in organizations in general and in NGOs. The program does not only target the training of competent journalists, but also the training of project managers or development actors capable of designing and running regional and international solidarity projects and partnerships." Several disciplines taught in this program have a direct and implicit or explicit connection with the topics of the SDGs, as can be seen: modules relate with SDGs topics: Multiculturalism and interethnic relations; Political communication and gender; Civic Journalism; Gender and Media; Specialized journalism; Journalism and sustainable development; Communication and globalization.

Bachelor's in Journalism at Faculty of Social Sciences (Department of Social Work, Journalism, Communication, Public Relations and Sociology / *Lucian Blaga* **University of Sibiu / Romania**

The SDG related topics that are included in specialized journalism courses:

E.g.*Social Journalism*, (optional course) focused on: *Education*, *Health*, *Environment*, *Minorities*, *Vulnerable Social Groups*. The course has an accentuated hands-on character, and the students must produce journalistic materials on social issues.

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Here are some topics from syllabus:

1. *SDGs (Sustainable Development Goals) and current journalism. An approach from the perspective of the pressing needs of the global world: poverty, inequalities and inequities, climate change;*
2. *Media Representation of vulnerable children from the perspective of the Children Rights;*
3. *Vulnerable groups, disadvantaged environments, traditional communities: media representation and approach from the perspective of responsible journalism;*
4. *Journalism for the environment. Global and local in reporting about environmental issues;*

Specialized Bachelor or Master programs at Social Sciences Faculties:

Bachelor's in communication science at Faculty of Behavioural, Management and Social Sciences / University of Twente / Netherlands

Description of **"A Better World" module** incorporated in the Program: "The world faces grand challenges. These challenges affect people, raise questions about the use of resources and are influenced by technologies. Think: climate, health, polarization, democracy. These and other themes are difficult to address, given that knowledge is incomplete or contradictory, many people and opinions are involved, and they are interconnected with other problems. In this module, students can select one of these contemporary global problems and analyse the role of communication in the emergence of the problem. We aim at proposing a step forward in which communication plays a central role."

Master's in communication science at Faculty of Behavioural, Management and Social Sciences / University of Twente / Netherlands

"This one-year, English-taught master's degree will make become a high valued communication specialist, equipped to help people and organizations navigate technological advances and societal shifts. The program offers four specializations:

- Digital marketing communication
- Marketing communication
- Organizational communication & reputation
- Technology and communication"

Recommendation:

An interdisciplinary approach should be considered while designing a journalism course based on the SDGs. Interdisciplinary is the most common mark in the researched programs, modules or courses based on sustainability issues as it may bring about more theoretical and practical outcomes alongside new solutions and perspectives.

SDG topics in relation with journalism or media educational programs are implemented at all levels (Bachelor & Master) and in different forms (from topics included in different modules, to dedicated modules or to specific dedicated programs)

Monitoring journalism programs in Romania and in Europe has showed us that although the SDGs are not the sole subject of an entire journalism course, they are included as topics for discussions in courses and lectures.

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How are the SDG related topics introduced to journalism
students in your university?
(n=15, all respondents, multiple answers)
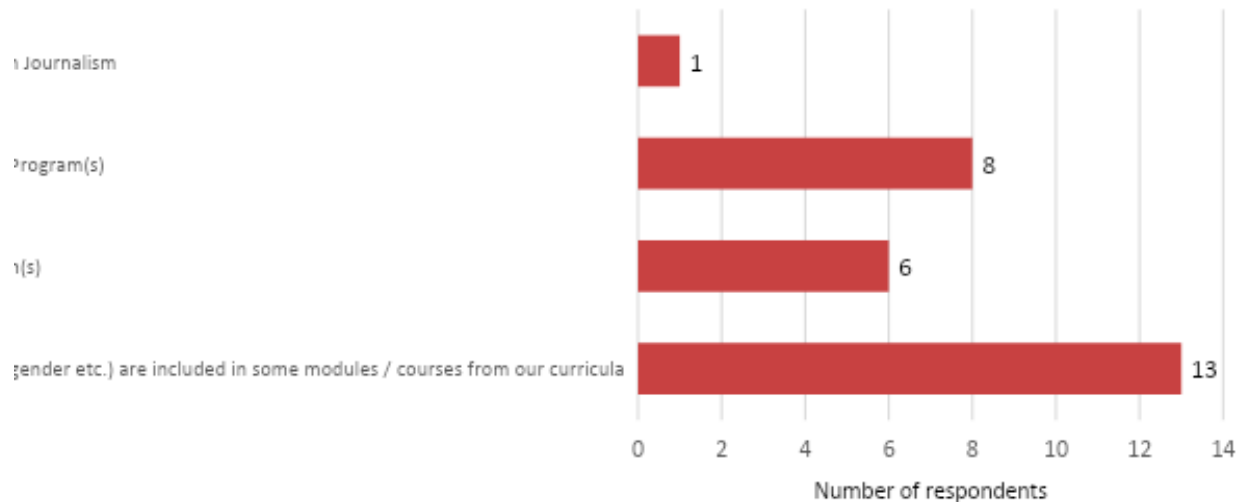
To varying degrees, most respondents infuse sustainable development issues in their syllabuses and lectures and provide learning experiences on topics such as: gender equality, children's rights, reporting on vulnerable groups, ecological journalism, digital media, social networks and the changing face of the journalism, ethical investigative journalism.

Master's Degree Journalism, Media and Globalisation/The College of Arts and Humanities/Swansea University/UK

Optional Modules (e.g.): Risk, Ethics and Journalism Practice Syllabus: HIV/AIDS: epidemics, disease and the media; Covering Disasters and Catastrophes; Child Abuse and the media; Communication and Food Panics Practice; Terrorism, Conflict and The Media. The modules look at technology in the development of social movements and social conflict and the topics examine case studies on migration, anti-globalisation protests, green movements, religious clashes, racism and xenophobia.

International program Outcome: Analyse journalistic practice and identify deviations from best practice. Discuss ethical concerns.

Bachelor's Degree, Culture, Media & Creative Industries BA, Social Sciences BA/ King's College/London/UK

1. BA Program, Faculty of Arts & Humanities, Department of Culture, Media & Creative Industries

Module e.g. Digital culture, Children, Media Industries & Culture Courses, e.g.: Subcultures & Communities in the Digital World, Big Data, Culture & Society

2. BA Program, Faculty of Social Science & Public Policy Culture, Media & Creative Industries

Courses put an emphasis on understanding and shaping society. There is a strong emphasis throughout on problem solving and policy formulation, creativity, interpersonal cooperation and active citizenship.

Courses: Power, Inequality and Social Change; Social Justice and Policy Analysis; The Everyday Politics of Gender and Sexuality;

Race, Ethnicity and Society ("Topics of study relate to the current and relevant real-world social, political and ethical questions you care about including campaigns like Black Lives Matter, #MeToo, green politics, resurgent nationalism and more.")

Bachelor's in Media and Environmental Communication at University of Brighton / United Kingdom

In this 3-year full-time program + 1-year placement, students "learn how use media to shape society's understanding of complex issues from global warming to deforestation, sustainability to governmental policy, air pollution to waste management." The students are guided "in exploring innovative methods of communicating these crucial issues to the public and in how to motivate individuals to take action." Students "graduate with practical media production skills and in-depth knowledge of critical ecological issues – these will open up career opportunities across the media and creative industries, NGOs, government and the civil service."

Recommendations:

There are many ways in which the SDGs can be linked to journalism syllabuses, courses or lectures, but in order to encourage achievements with a new SDG Journalism Course, the academic community needs to rethink and recreate its disciplinary basis. The course should include topics that will help students understand and find the connections between the social, the economic, and the environmental aspects in order to be able to engage with stories behind the SDGs, stories that increase awareness on issues such as: protecting the environment, reduce inequalities, secure decent work and leave no-one behind.
The new SDG Journalism Reporting Course should increase awareness and create impact so that students grow to become responsible journalists able to bring forward stories that make people understand and take positive actions and regain their trust in mass media.

Erasmus Mundus Journalism as a best practice example of interdisciplinary and international cooperation between SDG engaged Universities

This Master's degree programme is a result of a venture formed by the Erasmus Mundus programme and the Consortium includes seven universities: Aarhus University, Danish School of Media and Journalism, University of Amsterdam, Charles University Prague, City University London, Swansea University, Hamburg University. The programme itself focuses on journalism, media, and globalisation, and lasts for two years (https://mundusjournalism.com/study-with-us/ma-programme-2020-2025).

Journalism educational programs need to consider the impact of digital environment

Digital era impacts all areas of economy. In journalism education, it can be translated into the need to integrate the digital technology into the teaching process and the impact digital media has on teaching content.

Journalism and Communication Studies at Faculty of Business, Economics and Social Sciences / University of Hamburg / Germany

"Since its inception in 1990, the Institute of Journalism and Communication Studies has been studying public communication and current changes, with a special focus on the role of journalism in society. Currently, we are looking at the **role of journalism in the world of digital media**, where **new forms of design and interactivity have changed the job profile of journalists**. Among the new challenges are **how**

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to treat globalization and global threats like climate change. The extreme complexity of our society, including its tendency to splinter, presents a particular challenge to journalists."

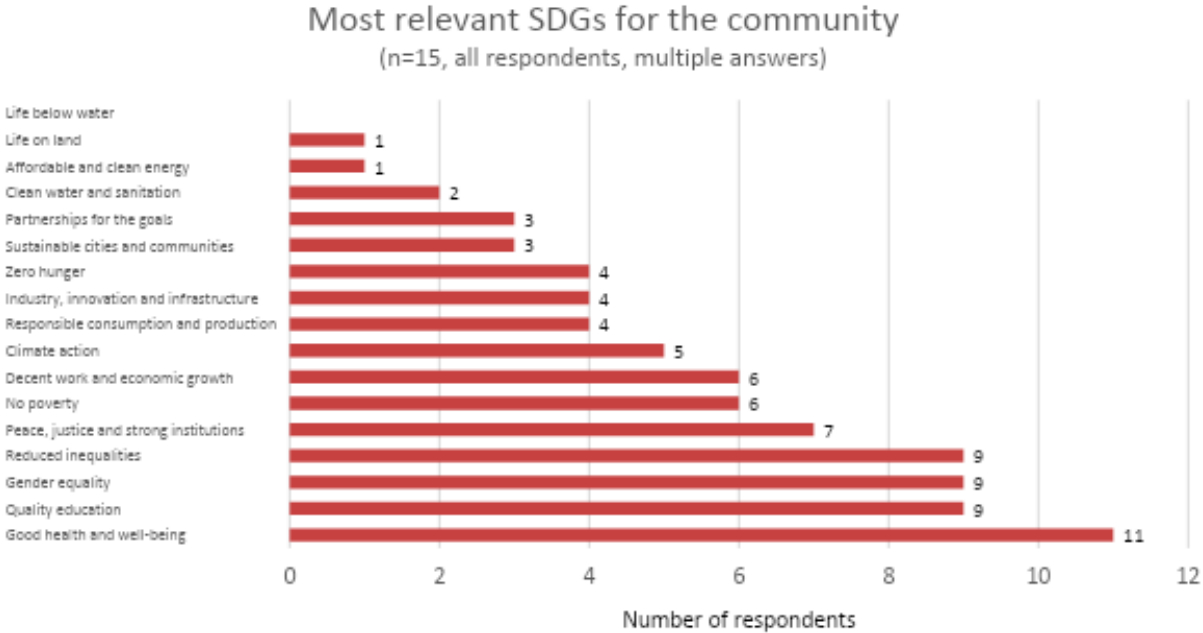● **Broadcast Journalism BA at De Montfort University Leicester / United Kingdom**

"Building on our expertise in TV, radio and online journalism, this programme focuses on developing students' skills in, and knowledge of, multiplatform digital journalism" … "Students learn how to make video features for television, online and social media, as well as stories for radio, and develop skills in all areas of visual media production from filming and editing to pitching, storytelling and presenting."

Recommendation: Journalism students should be able to take advantage of digital platforms and digital equipment while developing their projects, to add context and depth to their stories. Digital journalism projects are also helping future journalists to create professional form and content in specializations such as radio and television reporting, investigative reporting, international news, or science and environmental coverage, to improve their news and digital media literacy, to become more effective content creators.

Course content of SDGs journalism educational programs / modules

Media and journalism academic and research programs that incorporated SDGs in their curricula focus on those SDGs that are in the interest of the program mission or local communities.

SDGs provide a distinctive character for HEIs to re-invent and re-think the teaching content which becomes focused on several social and environmental goals that the professors find relevant for their students and for community.

Most relevant SDGs for the community
(n=15, all respondents, multiple answers)

SDG	Number of respondents
Life below water	
Life on land	1
Affordable and clean energy	1
Clean water and sanitation	2
Partnerships for the goals	3
Sustainable cities and communities	3
Zero hunger	4
Industry, innovation and infrastructure	4
Responsible consumption and production	4
Climate action	5
Decent work and economic growth	6
No poverty	6
Peace, justice and strong institutions	7
Reduced inequalities	9
Gender equality	9
Quality education	9
Good health and well-being	11

Teaching about and for the SDGs is of relevance for European professors who consider that sustainable development "help young students to be tuned in the main relevant global challenges, in order to better understand the reality they will report upon", or present them with " a highly significant social issue and

should be covered in courses and lectures content as it should have priority along with issues such as ethics, for instance".

Each professor devises its own lecture or curse content/theme, which is relevant, locally relevant and linked to the goals. Universal values such as gender equality, cultural diversity, tolerance and environmental sustainability are highlighted.

"Our contribution to SDGs" Faculty of Arts & Society / University of Groningen / Netherland

A page where can be found research studies in the each of the following 9 SDGs: Good health (SDG #3), Quality education (#4), Gender equality (#5), Decent work and economic growth (#8), Reduced inequalities (#10), Sustainable cities and communities (#11), Climate action (#13), Life on land (#15), Peace, justice and strong institutions (#16). Examples of research project done in the field of "Good health" that contribute to SDG are: Can a language course promote healthy ageing?; Apps for clinical practice; First Aid instructions should be crystal clear (in Dutch); Histories of Healthy Ageing; Health communication.

Interdisciplinary BA degree/School of Social Sciences and the School of Journalism, Media and Culture, Journalism and Media Sociology/University of Cardiff/UK

Among core modules: Contemporary Inequalities

Among optional modules (e.g.): Understanding Journalism Studies (1st year), Media and Gender, Media, Globalisation and Culture, Media and Democracy (2nd year), Environment and Human Health (3rd year)

Recommendation: Each higher education institution, through the program coordinator and / or the course manager should consider the specific pressing problems of the communities in the respective country when designing the SDGs Journalism / Reporting course

Both at Bachelor and Master Programs in Journalism, a combination of general modules in communication are offered (2-3 semesters in case of bachelor's degree and 2-3 modules in case of master's degree) and specialized modules related to the mission / target of the program are offered. SDGs are related to /incorporated into the topics of specialized modules.
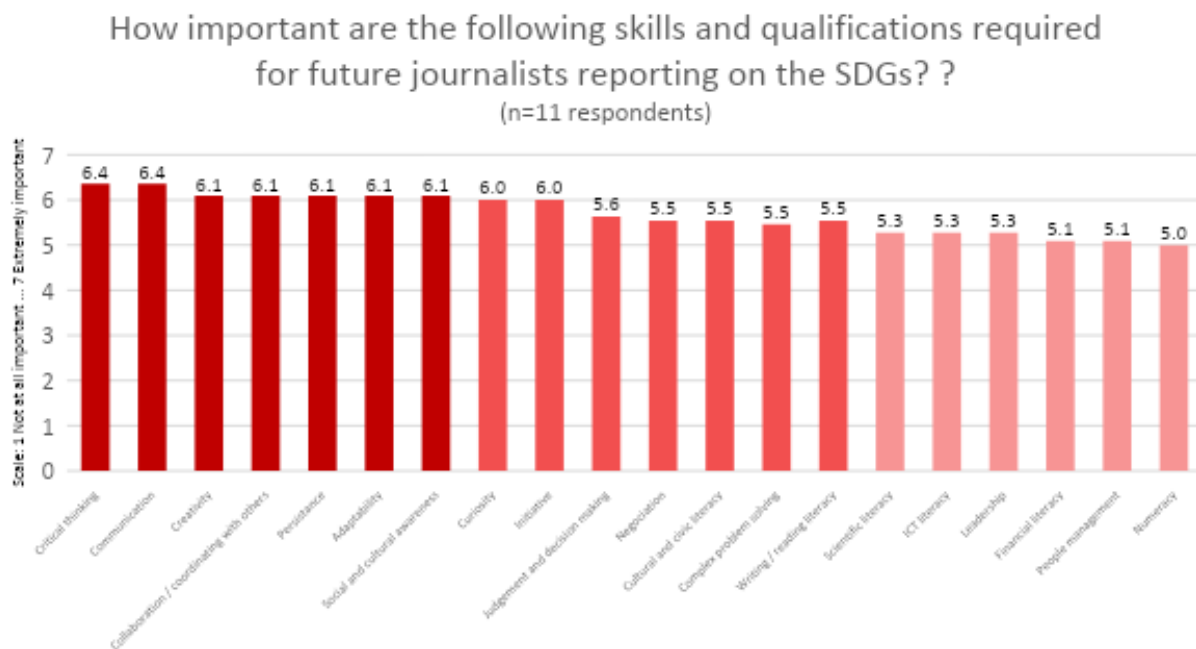
General courses develop valuable transferable skills in critical thinking and writing, independent research and analysis. The courses usually equip the students with presentation, written and oral communication skills. For every journalism student to be able to be actively involved in discussing, writing and reporting about SDG stories, a certain level of skills, values, knowledge, and attitudes needs to be fostered through serious journalism education and courses such as: writing techniques, media ethics, media law, news journalism, radio/TV journalism, online journalism, etc.

The importance of developing knowledge and skills connected to real-life situations to prepare students to be professional journalists ready for the complexities of the 21st century media is well recognised by respondents from the EU-HEI and the SDGs can support this process. On a scale from 1 (not at all

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important) to 7 (extremely important), skills and qualifications like critical thinking, communication, cultural and civic literacy, ICT literacy, people management or curiosity are nominated among those required for future journalists reporting on the SDGs.

Moreover, in most of respondents' opinions, other important professional skills that need to be nurtured are fact-checking, interviewing and writing techniques, ability to create immersive stories based on SDGs related topics, storytelling abilities, data mining, data analysing and data visualisation techniques, together with the ability to understand the role of journalism in society, comprehend social issues, and advocacy. Also, journalism education in HEIs develops a high quality, diverse yet integrated courses and lectures with programmes that are professionally strong, academically rigorous, and relevant to the needs of students.

How important are the following skills and qualifications required for future journalists reporting on the SDGs? ?
(n=11 respondents)

Bachelor's degree in Departmental Journalism at Ansbach University of Applied Sciences / Germany

"In **the first three semesters**, students acquire the **basic knowledge for qualified journalistic work in all types of media**. Students are sensitized to the fact that journalistic work requires a high degree of care and responsibility. Subjects such as *media ethics* and *media law* are therefore on the curriculum, as are *research strategies* and *source analysis*. So, it is all about the journalistic tools of the trade. In intensive training units, the students of the degree programme become acquainted with the specific requirements of print, online, radio and TV. The accompanying courses are *media production*, *photojournalism* and *communication and impact research*. Newly introduced course contents such as *Media Economics* are aimed at the dynamic development of the media landscape.

In order to qualify for a specific journalistic department, students choose a thematic focus **from the third semester onwards**. This consists of seven **subject-specific modules** in the selected subject area (Energy and environment, Culture and lifestyle, Medicine and biosciences, Politics and economics, Sports) and **various project modules** (**cross-media, next media, project management**). The specialist knowledge acquired in the basic and in-depth modules of the respective focal points is directly incorporated into practical projects in department-specific journalistic practice modules.

In the fifth semester, the practical semester, students complete a **long-term journalistic internship in a print, online, TV or radio editorial office.** In the sixth semester, the students return to the university

from their internships and in this semester and the following semester acquire further department-specific knowledge in one of the selected areas and in the respective project modules. The **Bachelor's thesis** - with bachelor's thesis and bachelor's seminar - concludes the course before students are awarded the title "Bachelor of Arts".

Journalism and Communication Sciences MA/Faculty of Business, Economics and Social Sciences/University of Hamburg

Encouraging **quality journalism** is the guiding principle and overall objective of this program. In a media landscape in which PR strategies and search engines increasingly influence the practice of reporting, the master's in journalism and mass communication seeks to train journalists for whom thorough research, an impartial appreciation of the facts, professional scepticism comprehensible reporting, and independent judgment form the cornerstones of the trade.

https://www.uni-hamburg.de/en/campuscenter/studienangebot/studiengang.html?1146580906

*Recommendation: The content of a journalism course on and for SDGs should take into account three essential aspects: the **ethics** of professional journalism (deontological standards, principles, values of free journalism, public interest and good), the **quality** of the journalistic act and the **practical skills** of conception, writing, publishing dissemination.*

Journalism educational programs (mainly at Bachelor level) implemented elective modules to provide additional competences and to enable students to tailor the degree to their specific interests.

Optional modules related to span areas such as video production, branding, social geography, aquatic environment and media policy. The following examples provide a clearer overview.

Bachelor's Degree in Departmental Journalism at Ansbach University of Applied Sciences / Germany

"Additional competences are provided by the elective modules which students can choose and take as they wish during their studies. They give students the opportunity to acquire important key qualifications depending on their career goals, talents and inclinations. Examples of elective modules are:

- Magazine production - Kaspar, the city magazine of the Ansbach University of Applied Sciences
- Radio production - Rabbit Radio
- TV moderation
- Content marketing
- Portrait photography
- Consolidation of language skills (e.g. English, Spanish, Italian)"

Bachelor's Degree in Media and Environmental Communication at University of Brighton / United Kingdom

Year 1 - introduces the student to the complex interactions between science, policy and culture.
Modules
- Global Environmental Issues

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- Human Geography
- Community Media for Social Action
- Critical Approaches to Media 1
- Critical Approaches to Media 2

Options

- Video Production 1
- Photographic Practice 1
- Business, Creative/Digital Industries and Innovation
- Creative Industries and Promotional Cultures
- Film Language and History
- Past Landscapes and People

Year 2 - expands students' number of options in both environment and media studies.

Modules

- Sustainable Development
- Research Methods and Methodology
- Media Placement

Options

- Environmental Pollution
- Social and Cultural Geography
- GIS and Remote Sensing Principles and Practice
- Video Production 2
- Photographic Practice 2
- Social Media Applications in Activism, Business and Life
- Media and Political Engagement in the Post-truth Era
- Community Radio
- Brands and Branding
- Visual Media Culture
- Media Project Management
- Media and Public Relations
- Journalism
- Film Studies
- Popular Music
- Mobile Media Cultures
- Critical Perspectives on Media Work

Placement year

Short placement - students undertake a four-week professional work placement in an environment or media-related organization. Placements are usually unpaid. Students receive guidance from a dedicated placement team who supports them with writing their CV and cover letter, making online applications, setting up a portfolio and managing their online presence.

Optional placement year – students can also choose to spend your third year on a year-long placement extending the studies to four years.

Final year

Modules

● Dissertation: students can either write a traditional essay or do a production-based project.

Options

- Aquatic Environments
- Geographies of Heritage
- Environmental Impact Assessment
- Water, Sanitation and Health
- Atmospheric Environment
- Waste Management and the Circular Economy
- Gender, Space and the Body
- Political Ecology: Contested Environments
- Territory, Power and Security
- Advanced GIS and Remote Sensing
- Audio-visual Professional Practice
- National and Global Media Studies
- Media Policy
- Mediating Science and Technology
- Critical Approaches to the Video Game
- Celebrity Media
- Sustainability and Innovation in Digital Culture
- Digital Media Marketing and Innovation
- Critical Issues in Political Communication
- Communication for International Development
- Community Project
- Genre and Film

Recommendation: *If the higher education institution chooses to introduce optional courses that link journalism to the SDGs, then it should take into consideration three essential aspects: the interest of the students, the needs of the area and the differentiation of other educational offerings.*

Impact of digitalization translates into new modules and adapted module content.

Educational programs should keep pace with rapid technological change and to equip students with the skills and experience required to play their part in transforming the digital media landscape: online publishing, social media, entertainment, digital marketing, public relations and branding.

Bachelor's Degree in Broadcast Journalism at De Montfort University Leicester / United Kingdom

First year: Image Capture and Processing, Audio Capture and Processing, Multi-platform News Writing, Journalism and Society

Second year: Professional Practice, Radio Journalism, Issues in Journalism, Television Production

Third year: Live Production, Entrepreneurial Journalism, Dissertation

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● **Bachelor's Degree in Journalism at Faculty of Social Sciences(Department of Social Work, Journalism, Communication, Public Relations and Sociology / Lucian Blaga University of Sibiu / Romania**

In the case of Journalism Specialization, there are disciplines in the curriculum such as: Online Journalism and Social Media Journalism where students learn to understand the phenomena generated by the digital world and to report responsibly to it as future professional journalists. A very important aspect is related to the use of data (figures, statistics and graphs) in the current journalistic process.

● **School of Education, Communication & Society/King's College/London/UK**

"Insight into how individuals, companies, governments, and other institutions are being transformed by social media, machine learning, artificial intelligence, digital management techniques and practices, data journalism, digital advertising, analytics, visualisations, and more."

*Recommendation: A course or module of SDGs Journalism Reporting should include issues related to digitization and the evolution of communication technology. We strongly recommend focusing on **Data Journalism** which is an important part of the best professional journalism today.*

Teachings methods used in SDGs journalism educational programs / modules

In order to generate the mindset needed for sustainability education a course development should be creative, practice-oriented, community integrated and last, but not least, to explore and exploit/make the best use of a critical application of skills and knowledge.

We tried to identify which learning and teaching strategies are used most frequently to make relevant education more accessible and to recognize the challenges and opportunities of the SDGs. Besides providing journalism students with the specialized knowledge and skills, the professors orient students through discussions, debates, feature writing sessions, and analyses to be able to understand their responsibilities as future journalists dealing with contemporary challenges. Journalism professors believe that the educational process should help students demonstrate critical and creative thinking and for that reason they shape their pedagogical practices based on the best way to reach their students and encourage active learning.

Pedagogical approaches or methods: lectures, presentations, discussion of readings, case studies, practical assignments.

● **Bachelor's Degree in Media and Environmental Communication at University of Brighton / United Kingdom**

Placement year (3rd year out of 4 years of studies)

Short placement - students undertake a four-week professional work placement in an environment or media-related organization. Placements are usually unpaid. Students receive guidance from a dedicated placement team who supports them with writing their CV and cover letter, making online applications, setting up a portfolio and managing their online presence.

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Optional placement year – students can also choose to spend their third year on a year-long placement extending the studies to four years.

Recent placement destinations include the Department of Energy and Climate Change / UK, Transport for London / UK and a renewable energy research centre in Spain.

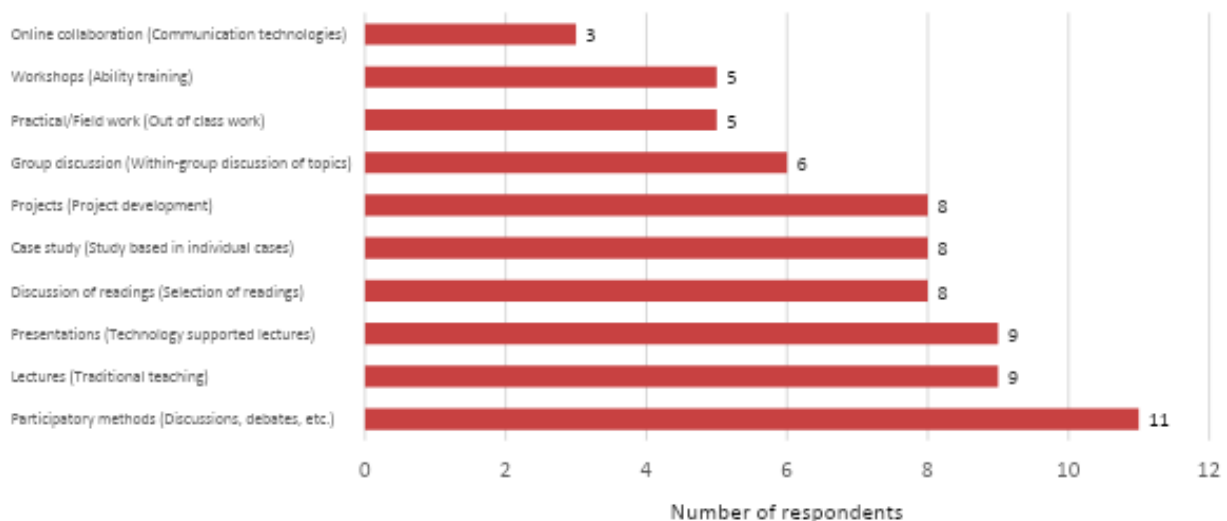**Bachelor's Degree in Departmental Journalism at Ansbach University of Applied Sciences / Germany**

In order to qualify for a specific journalistic department, students choose a thematic focus **from the third semester onwards**. This consists of seven **subject-specific modules** in the selected subject area (Energy and environment, Culture and lifestyle, Medicine and biosciences, Politics and economics, Sports) and **various project modules** (**cross-media, next media, project management**). The specialist knowledge acquired in the basic and in-depth modules of the respective focal points is directly incorporated into **practical projects** in department-specific journalistic practice modules.

In the fifth semester, the practical semester, students complete a **long-term journalistic internship in a print, online, TV or radio editorial office.** In the sixth semester, the students return to the university from their internships and in this semester and the following semester acquire further department-specific knowledge in one of the selected areas and in the respective project modules. The **Bachelor's thesis** - with bachelor's thesis and Bachelor's degree seminar - concludes the course before students are awarded the title "Bachelor of Arts".

The SDGs inspire HEIs professors to resort to a wide range of means that can help students understand sustainability targets: short videos on each objective (as the ones created by UNDP and United Nations, simulation games for the students, debates on key related issues, movie projections, visuals, articles, reports provided by UN used as an incentive for seminars, workshops; they also involve students in department projects competition; students conferences, debates, organize workshops with representatives of NGOs, conferences, summer schools and also involving students in practical reporting issues by collaborating with the local media.

Please indicate which of the following methodologies you consider useful in introducing the SDGs to the students:
(n=15, all respondents, multiple answers)

Methodology	Number of respondents
Online collaboration (Communication technologies)	3
Workshops (Ability training)	5
Practical/Field work (Out of class work)	5
Group discussion (Within-group discussion of topics)	6
Projects (Project development)	8
Case study (Study based in individual cases)	8
Discussion of readings (Selection of readings)	8
Presentations (Technology supported lectures)	9
Lectures (Traditional teaching)	9
Participatory methods (Discussions, debates, etc.)	11

Number of respondents

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Recommendations:

Critical thinking should be a sine qua non practice in teaching journalism.Therefore,we recommend debates on controversial topics, presentation of case studies and activities and projects that require monitoring, analysis and interpretation skills
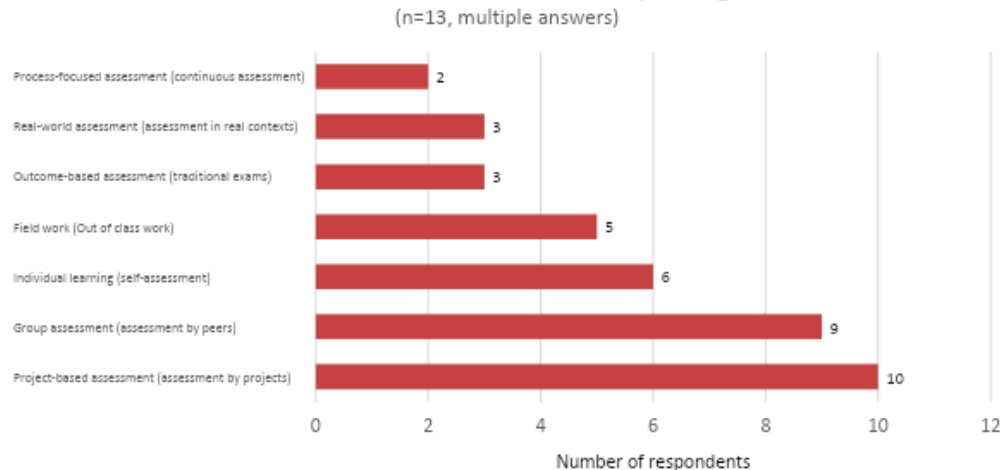
As any journalism activity involves a lot of practice in the community, and SDGs reflect major local and global issues, teachers who will teach the SDGs Journalism Reporting course should encourage students to develop relationships with local NGOs (vulnerable people, environment, animals, etc.). A proactive attitude in the community of students attending a Journalism course will help them better understand the reality of the field.

To familiarize students with the topic of SDGs, we recommend meetings with scientists from areas of interest (ecology, education, health, economics, human rights, etc.) and, occasionally, organization of awareness events, with the participation of the local media.

Students' assessment methods used in SDGs journalism educational programs

Assessment of students' learning outcomes provides the necessary indicators for determining whether students are acquiring the necessary skills and knowledge. Assessment is essential to establish whether the students leave the program prepared or not, to improve student's learning, and to identify the strengths and possible weaknesses of the program.

What methods do you consider appropriate to assess / evaluate the students' work on SDG reporting?
(n=13, multiple answers)

Method	Number of respondents
Process-focused assessment (continuous assessment)	2
Real-world assessment (assessment in real contexts)	3
Outcome-based assessment (traditional exams)	3
Field work (Out of class work)	5
Individual learning (self-assessment)	6
Group assessment (assessment by peers)	9
Project-based assessment (assessment by projects)	10

🔴 **Broadcast Journalism BA at De Montfort University Leicester / United Kingdom**

"Assessment is primarily through coursework comprising of **presentations, short films, audio content, essays and reports.**"

Recommendation:

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With regard to the assessment methods for a journalism course about and for SDGs, we recommend combining the evaluation of active participation throughout the course with the evaluation of a journalistic project on a topic in the area of SDGs (video or photo report, article for a news site, infographic, etc.) presented at the end of the course.

Resources used in SDGs journalism educational programs / modules

The scope of the study was to identify the best approach in designing a university course in SDGs.

Bachelor's Degree in Broadcast Journalism at De Montfort University Leicester / United Kingdom

The facilities include:

- Industry-standard video, audio and radio production suites
- A suite of over 20 video workstations, using the very latest industry-standard HD editing software
- Television studios with high-definition video cameras, green-screen and virtual-studio capabilities
- Two fully equipped recording studios, featuring analogue and digital recording systems and surround sound monitoring
- Broadcast-standard radio production studios with professional play-out and management systems
- Audio and video laboratories with high specification test equipment for signal analysis
- Fused-media and motion-capture studios for the teaching and research of 3D image capture, modelling and display
- A high-speed, high-definition, data backbone, enabling the integration of audio, video and computer-generated media projects Hybrid technologies, using the best of current analogue and digital media.

More details and a virtual tour of DMU facilities can be seen here:
https://www.dmu.ac.uk/study/courses/undergraduate-courses/broadcast-journalism-ba-hons/broadcast-journalism-ba-degree.aspx

Bachelor's in Media and Environmental Communication at University of Brighton / United Kingdom

Study program specially dedicated to the SDGs targeting the environment (Full-time, 3 years, and

with placement year, 4 years)

The facilities include:

- Digital and analogue stills equipment, including DSLRs and a range of lenses plus an offsite darkroom
- Video recording equipment, from Canon DSLRs to Black-magic cameras, in a dedicated TV studio
- Audio recording kit and facilities, including bookable sound/radio booths

Dedicated video editing suites including Mac and PC computers with specialist software

https://www.brighton.ac.uk/courses/study/media-and-environmental-communication-ba-hons.aspx

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High performance journalism education in the SDG area is done where there is a close collaboration between academia, the local community and third-party stakeholders.

Journalism students are encouraged to take ownership, have agency and build empathy and the themes/topics related to SDG in HEIs are supported by curricular and extracurricular activities, so that the institutional capacity can be developed. Here as some examples of how knowledge transfer partnerships can be formed that were collected from the desk research and EU-HEI respondents**:**

- Third party collaborations with local media and NGOs
- Research Centres and Units
- Keynote Speakers
- Visiting lecturers
- Awareness Campaigns
- Conferences
- Summer Schools
- Green Week

University of Twente/The Netherlands

"In September 2020, the University of Twente will start **Green Hub Twente**. The hub, partly an initiative from a group of students, will be the central point where all knowledge and initiatives related to sustainability within the University of Twente will converge and reinforce each other. The hub will also support and develop ideas for making education, research and operational management at the UT more sustainable. The Bastille will be home to the hub, which will be run by students with the support of a permanent coordinator."

Brighton University develops **community networks**

"We work with local community, voluntary, social enterprise and statutory organisations, helping develop ideas into projects, provide start-up funding and help networks and communities of practice develop." More details: https://www.brighton.ac.uk/business-services/community-partnerships/index.aspx

Working with students and graduates

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Thanks to our professionally-focused courses, our graduates and students are work-ready, with the right expertise and skills to benefit your organisation.

Hamburg International Summer School

The University of Hamburg give students the opportunity to further their studies while attending courses, field trips, and visit state-of-the-art research facilities under the guidance of leading academics. One of the modules this year is Health Economics 2020 with core topics: European Health Care Systems and Social Health Insurance; Health Economic Evaluation and Modelling; Health Econometrics; Applied Health Economic Evaluation: Evaluating Integrated Care Programs; Applied Microeconometrics and Risky Health Behaviours. More info: https://www.uni-hamburg.de/en/internationales/studieren-an-der-uhh/summer-schools/1-program.html

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Recommendations:

In order to study journalism in a higher education institution, two types of resources are needed: 1) human resources and 2) material resources. For human resources we recommend as responsible for the implementation of the course professors who have a theoretical and practical backgrounds in Journalism / Media / Mass-Communication; also, the teacher(s) should be trained and instructed in the SDGs and show readiness to keep up with the information in this area.

A digital laboratory that can provide the full range of multimedia content creation with programs and specific configurations for best performance in audio, video, graphics, publishing workflow(professional video cameras, mixing console, microphones, computers, studio lighting, cameras, tripods, etc.).

High performance journalism education in the SDG area is done where there is a close collaboration between academia, local media and the community and third-party stakeholders.

Recommendations on implementing SDGs Journalism in HEIs

Journalism students nowadays are the new professionals in times where acknowledgment and awareness on issues such as resilience, gender equality, economic trends, inclusion, and sustainability need to be developed. As a result, they should be given the opportunity to engage in and approach sustainability issues, because, as most respondents from the EU-HEIs noticed, discussing SDGs would help journalism students put things into perspective and enable them to differentiate between important issues – at local, national and global levels. "Connect various discourses in society with the discourses of SDGs would allow journalism students to develop a critical attitude towards discourses on development" thus raising awareness on current social, political, economic and cultural issues while writing and promoting credible news stories that create impact.

The project team has collected examples of best practice from across the university sector, but the example list is far from exhaustive. Also, the results of the feedback questionnaire have shown us that:

- The interdisciplinary approach in the implementation of a Journalism course for SDGs is the one that gathered the consensus of all six Asian partner universities. Their representatives in the project consider that aspects related to digital journalism, such as data journalism (data mining, data analysis, and data visualizations) are important in such a course. Likewise, the ethical dimension in journalistic practice and the development of students' critical thinking are issues mentioned in the responses of Asian partners. The most relevant SDGs that appear in the feedback questionnaire are SDG3 - Good Health and Well-being, SDG4 - Quality of Education, SDG13 - Climate action, and SDG16 - Peace, Justice, and Strong Institutions + SDG5 - Gender Equality.

- Among the strategies for implementing the course there are mentions of meetings with scientists, a collaboration between academia, local media, and the community. Regarding the assessment methods, the University of Nottingham considers the recommendation of 'combining the evaluation of active participation throughout the course with the evaluation of a journalistic for a news site, infographic', while UUM "will incorporate real-world, fieldwork, project-based and case study assessment as well as group assessment ".

- The main obstacles in the implementation of the course refer to human resources: teachers insufficiently trained in SDGs or Journalism, difficulty in collaborating with scientists, NGOs or journalists from local newsrooms, and, especially, material resources: underfunding, lack of logistics, differences in digitization.

A SWOT diagram presented below analyses the SDGs journalism programs implemented in EU-HEIs, focusing on four factors: strengths, weaknesses, opportunities, and threats.

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SWOT Analysis of SDGs journalism programs in EU-HEIs

Strengths	Weaknesses
The interest of the top EU-HEIs in promoting some topics related to SDGs in their Journalism / Media programs	Including journalism as a specialization in broader academic programs such as Media and Communication, (Digital) Communication programs can generate confusion between specializations such as Journalism, PR or various other types of public communication;
There is a strong interest on the part of the University management to implementing the SDGs within the university policy	There are not many university programs dedicated exclusively to the study of Journalism, and most of them are focused on learning the practical skills of writing, recording, editing, etc.
The EU-HEIs programs and courses in the Media/ Journalism have an obvious ethical component	There are very few courses that explicitly connect SDGs with the study of Journalism in EU-HEIs.
The European Union's support for interdisciplinary Erasmus programs/ projects that bring to the attention of future media professionals' stringent problems of the global world	
Diversity of subject matters providing a ground for interdisciplinary and multidisciplinary teaching and learning opportunities	
Journalism/Media Courses or modules designed to meet both local needs and international standards.	
The Journalism programs/course contribute to innovative teaching techniques and help developing skills for data analysis of SDGs for storytelling	
These specialized programs/courses/modules improve the quality of journalism higher education and give the students the opportunity to specialize and work together with journalists in newsrooms.	
The tendency of all-important EU universities to get actively involved in the community, to collaborate with NGOs and economic partners.	
There are strong connections between academia and journalists, subject experts, NGOs representatives, officials and more importantly, with the members of the community, thus creating a network that enable them to cover the SDGs from broad perspectives.	
Strong support from the administrative staff for extending SDG related extracurricular activities.	
Opportunities	Threats
Strong international commitment to promote the 2030 Agenda	Lack of receptivity, openness or lack of interest of the university management to pay attention to the implementation of the SDGs
The possibility to maintain the inter-institutional connection and the exchange of good practices regarding the implementation of SDGs in higher education programs	Considering the SDGs as an ideological agenda of the EU and rejecting them where anti-globalist tendencies are manifesting; any authoritarian and centralist tendency manifested in a state or university;
Development of digital platforms and collaborative possibilities for future professional journalists	Relativizing the concept of journalism due to harmful phenomena amplified by new media, such as digital misinformation.
The interests of some organizations promoting human rights and environmental protection to attract universities in joint projects (with openness towards interdisciplinary).	Under scrutiny awareness for journalism profession and job opportunities.

The SWOT analysis helped the project team gain an overview of the current journalism programs infused by the SDGs and provided an insight of the essential aspects of performance and quality previously identified by the desk-research and the answers to the questionnaire. The recommendations stated below have been formulated after considering the strengths and the opportunities, for a more refined and specific perspective. For example:

Strength 1. The interest of the top EU-HEIs in promoting some topics related to SDGs in their Journalism / Media programs (general affirmation)

> Recommendation 1. In accordance with names of researched academic programs or modules focused or related to the SDG issues, we recommend that a future journalism course should have in its name terms with direct reference to the SDGs that are locally relevant for the future journalists, or with the SDGs that can offer a global deeper understanding of global issues.

Strength 2. There is a strong interest on the part of the University management to implementing the SDGs within the university policy

> Recommendation 2. Where universities have not yet established strategic initiatives to engage with the SDGs, the SDGs Journalism Reporting course local project team can and should be involved together with the management of the university in designing, communicating or implementing policies that can contribute to achieving the SDG Agenda, to create awareness, inform and educate the community about the challenges that our world is facing.

In line with the judgment mentioned above, the following **actions are recommended** in designing and implementing educational programs in SDGs journalism reporting:

⇨ In accordance with names of researched academic programs or modules focused or related to the SDG issues, we recommend that a future journalism course should have in its name terms with direct reference to the SDGs that are locally relevant for the future journalists, or with the SDGs that can offer a global deeper understanding of global issues.

⇨ Where universities have not yet established strategic initiatives to engage with the SDGs, the SDGs Journalism Reporting course local project team can and should be involved together with the management of the university in designing, communicating or implementing policies that can contribute to achieving the SDG Agenda, to create awareness, inform and educate the community about the challenges that our world is facing.

⇨ Universities should establish interdisciplinary research centers, partnerships and projects with other universities, NGOs, or local institutions for the community.

⇨ An interdisciplinary approach should be considered while designing a journalism course based on the SDGs. Interdisciplinary is the most common mark in the researched programs, modules or courses based on sustainability issues as it may bring about more theoretical and practical outcomes alongside new solutions and perspectives.

⇨ There are many ways in which the SDGs can be linked to journalism syllabuses, courses or lectures, but in order to encourage achievements with a new SDG Journalism Course, the academic community needs to rethink and recreate its disciplinary basis. The course should include topics that will help students understand and find the connections between the social, the economic, and the environmental aspects in order to be able to engage with stories behind the SDGS, stories that increase awareness on issues such as: protecting the environment, reduce inequalities, secure decent work and "leave no-one behind".

⇨ The new SDG Journalism Reporting Course should increase awareness and create impact so that students grow to become responsible journalists able to bring forward stories that make people understand and take positive actions and regain their trust in mass media.

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⇨ Journalism students should be able to take advantage of digital platforms and digital equipment while developing their projects, to add context and depth to their stories. Digital journalism projects are also helping our future journalists to create professional form and content in specializations such as radio and television reporting, investigative reporting, international news, or science and environmental coverage, to improve their news and digital media literacy, to become more effective content creators.

⇨ Each higher education institution, through the program coordinator and / or the course manager should consider the specific pressing problems of the communities in the respective country when designing the SDGs Journalism / Reporting course.

⇨ The content of a journalism course on and for SDGs should take into account three essential aspects: the ethics of professional journalism (deontological standards, principles, values of free journalism, public interest and good), the quality of the journalistic act and the practical skills of conception, writing, publishing dissemination.

⇨ If the higher education institution chooses to introduce a niche course that will link journalism to the SDGs, then it should take into consideration three essential aspects: the interest of the students, the needs of the area and the differentiation of other educational offerings.

⇨ A course or module of SDGs Journalism Reporting should include issues related to digitization and the evolution of communication technology. We strongly recommend focusing on Data Journalism which is an important part of the best professional journalism today.

⇨ Critical thinking should be a sine qua non practice in teaching journalism. Therefore, we recommend debates on controversial topics, presentation of case studies and activities and projects that require monitoring, analysis and interpretation skills.

⇨ As any journalism activity involves a lot of practice in the community, and SDGs reflect major local and global issues, teachers who will teach the SDGs Journalism Reporting course should encourage students to develop relationships with local NGOs (vulnerable people, environment, animals, etc.). A proactive attitude in the community of students attending a Journalism course will help them better understand the reality of the field.

⇨ To familiarize students with the topic of SDGs, we recommend meetings with scientists from areas of interest (ecology, education, health, economics, human rights, etc.) and, occasionally, organization of awareness events, with the participation of the local media.

⇨ With regard to the assessment methods for a journalism course about and for SDGs, we recommend combining the evaluation of active participation throughout the course with the evaluation of a journalistic project on a topic in the area of SDGs (video or photo report, article for a news site, info graphic, etc.) presented at the end of the course.

⇨ The focus on the lectures should be proportional to the importance of the SDG issues relevant on a social and environmental level and should increase the knowledge on these respective issues.

⇨ In order to study journalism in a higher education institution, two types of resources are needed: 1) human resources and 2) material resources. For human resources we recommend as responsible for the implementation of the course professors who have a theoretical and practical background in Journalism / Media / Mass-Communication; also, the teacher(s) should be trained and instructed in the SDGs and show readiness to keep up with the information in this area.

⇨ A digital laboratory that can provide the full range of multimedia content creation with programs and specific configurations for best performance in audio, video, graphics, publishing workflow (professional video cameras, mixing console, microphones, computers, studio lighting, cameras, tripods, etc.).

⇨ High performance journalism education in the SDG area is done where there is a close collaboration between academia, local media and the community and third-party stakeholders.

Discussions with experts during ICD also revealed an abundance of contributions and interesting ideas and, much as some of them are already included in the present report, we identified/noted others that are worth mentioning and help us designing the course. We present them as they were discussed during the ICD.

1. Capacity building and Networking

The main external actors who can contribute to the course are scientists and journalists:

- ⇨ The Society of Environmental Journalists https://www.sej.org/
- ⇨ Earth Journalists Network https://earthjournalism.net/ (coordinated by Internews)
- ⇨ Institute for Environmental Journalism https://www.schooljournalism.org/introducing-the-institute-for-environmental-journalism/ (USA)
- ⇨ European Union of Science Journalists' Associations http://www.eusja.org/
- ⇨ AccessInfo – a community of free access to information activists, including eco-information
- ⇨ Also, experts mentioned two international collaborations that might strengthen the course: 1. Academic Talks (invited speakers from Europe universities to give short lectures to Asian students on any topic from the course) and 2. International Research Collaboration between European universities and Asian universities, where research findings can be embedded in the course.
- ⇨ International working groups
- ⇨ Create a kind of "scientific board" to include various academics and experts, to help the program keep its focus and update whenever necessary. If prominent enough, the members of the board may also serve as ambassadors of the program in high academic, scientific and political milieux.

Climate changes affect our lives in many ways and climate actions involve various stakeholders. Such networks will gain in value if they include experts and activists in connected areas such as transparency, good governance, sustainable community development, etc.

2. Course design and practical activities:

Experts suggested activities such as "How to report about issue X" rather than know everything about the given issue. The scientific knowledge should be "infused" in the journalistic activities rather than very technical separate courses. It has to be transversal across the entire course, thus the students will learn more and more naturally. Students should be encouraged and trained into this "lateral thinking".

Students can be divided into groups and each group is exposed exclusively to the views of one stakeholder, on a given topic, for a while. At the end of the experiment, students gather and share what they have learned on the issue and see what is missing, what is exaggerated and so on. This is how they learn about PR, spin, manipulation, hidden agendas, public interest and better understand their role as fair reporters.

Also, investigative news reporting is a required skill to be exposed and applied in real-world contexts. Climate change is a global issue. I believe language, political, economic system, or the cultural and social system may have several impacts when learning Journalism and Climate Change course.

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The activities might be similar to the "social engagement" course that required the students to hold a program that could contribute to the communities. (For example, a student from the Faculty of Language and Linguistics, UM, made free PPT Mathematics teaching materials and modules for the indigenous primary students. The students contribute to the indigenous community and the community are benefited as they could learn new knowledge.

Investigative news reporting, environmental knowledge, research methodology in media, ICT and society are among knowledge and practices that can also be embedded in the course.

Course content design should take into consideration Global environment studies, Media studies, ethical issues, foreign languages. Another expert recommendation concerning course content is to include the connections of climate changes with other aspects such as sustainable communities, health and well-being, democracy and human rights, especially via access to information. A good journalist must see these connections to perform a proper, meaningful and useful reporting. Climate change does not exist and acts independently of other SDGs. It will always be at least two others that can be addressed in a story.

The course should also develop and exercise skills such as:

⇨ Communication skills/news dissemination skills / transferable skills in verbal and written communication with the public and peers.
⇨ Data collection / researching
⇨ think quickly and adapt to new situations
⇨ Being comfortable with people and able to conduct interviews,
⇨ Logic and the ability to judge a potential story using critical thinking skills
⇨ evaluating and synthesize multiple sources of information,
⇨ professional practical skills in assessing different arguments,
⇨ critical analysis,
⇨ systemic reflection,
⇨ collaborative decision-making
⇨ a sense of responsibility towards present and future generations.
⇨ ability to visualize reality from a complex perspective, observing the relationships of the problems and their internal and external links, is relevant.
⇨ effective communication with different languages and fields
⇨ the construction of stories and narratives that involve the reader and provoke reflect
⇨ Basic digital skills, including the use of social media.

It seems also crucial to this course to include competencies in sustainability, and for that experts suggested resources such as:

Novo M., Murga-Menoyo M. (2015) The Processes of Integrating Sustainability in Higher Education Curricula: A theoretical-practical Experience Regarding Key Competencies and Their Cross-Curricular Incorporation into Degree Courses. In: Leal Filho W. (eds) Transformative Approaches to Sustainable Development at Universities. World Sustainability Series. Springer, Cham https://link.springer.com/chapter/10.1007/978-3-319-08837-2_9

Murga-Menoyo, M.Á. Learning for a Sustainable Economy: Teaching of Green Competencies in the University. Sustainability 2014, 6, 2974-2992.

https://www.mdpi.com/2071-1050/6/5/2974

Wiek, A.; Withycombe, L.; Redman, C. L. (2011): Key competencies in sustainability: a reference framework for academic program development. In: Sustainability Science 6 (2), 203-218

de Haan, G. (2010): The development of ESD-related competencies in supportive institutional frameworks. In: International Review of Education 56 (2), 315-328

References:

Platforms:
My World 360 (https://sdgactioncampaign.org/myworld360-v1/)
- #SDGStudio a unique interactive platform, MY World 2030 (myworld2030.org),
- MY World (photo-narrative project), World We Want (worldwewant2030.org)
- United Nations Virtual Reality (UNVR)
- The SDG Action Challenge

Guides and reports:
- UNDP's Engagement with the Media for Governance, Sustainable Development and Peace
- Teaching journalism for sustainable development: new syllabi
  https://unesdoc.unesco.org/ark:/48223/pf0000233878
- Supporting the Sustainable Development Goals: Across the World/2019

Other useful links:
- http://www.ipsnews.net/ips-capacity-building-knowledge-sharing-and-communicating-for-change-workshops-in-201617/
- https://unfoundation.org/blog/post/5-students-leverage-data-storytelling-to-inspire-action-on-the-sustainable-development-goals/
- Getting Started With The SDGs in Universities Australia, New Zealand & Pacific Edition A Guide for Universities, Higher Education Institutions, and The Academic Sector http://ap-unsdsn.org/wp-content/uploads/University-SDG-Guide_web.pdf
- Communicating Sustainable Development and the SDGs in Europe: Good practice examples from policy,academia,NGOs, and media https://www.sd-network.eu/quarterly%20reports/report%20files/pdf/2019-January-Communicating_Sustainable_Development_and_the_SDGs_in_Europe.pdf
- THE FUTURE IS NOW. SCIENCE FOR ACHIEVING SUSTAINABLE DEVELOPMENT, https://sustainabledevelopment.un.org/content/documents/24797GSDR_report_2019.pdf
- https://eua.eu/issues/24:sustainable-development-goals.html
- Higher education in the sustainable development goals framework https://onlinelibrary.wiley.com/doi/abs/10.1111/ejed.12237
- https://www.rug.nl/let/onze-faculteit/letteren-en-samenleving/
- https://www.hs-ansbach.de/en/bachelor/departmental-journalism/
- https://www.h-brs.de/en/emt/study/master/technology-and-innovation-communications
- https://www.uni-hamburg.de/en/campuscenter/studienangebot/studiengang.html?1162893796
- https://www.dmu.ac.uk/study/courses/undergraduate-courses/broadcast-journalism-ba-hons/broadcast-journalism-ba-degree.aspx
- https://www.brighton.ac.uk/courses/study/media-and-environmental-communication-ba-hons.aspx
- https://www.cardiff.ac.uk/journalism-media-and-culture
- https://www.kcl.ac.uk/study/undergraduate/courses/culture-media-creative-industries-ba
- https://www.kcl.ac.uk/study/undergraduate/courses/social-sciences-ba
- https://intranet.swan.ac.uk/catalogue/default.asp?type=moddetail&dept=any&mod=MSJM40&ayr=20%2f21&psl=TB1&detailOnly=false
- https://www.gold.ac.uk/pg/ma-gender-media-culture/
- https://www.gold.ac.uk/pg/ma-global-media-transnational-communications/
- https://www.utwente.nl/en/education/bachelor/programmes/communication-science/
- https://www.utwente.nl/en/education/master/programmes/communication-science/

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- https://www.utwente.nl/en/bms/sdg/bms-sip-report-def-jan-2019.pdf
- https://ju.se/en/study-at-ju/our-programmes/master-programmes/sustainable-communication.html
- https://www.slu.se/en/education/programmes-courses/masters-programmes/environmental-communication-and-management/
- https://www.uc3m.es/bachelor-degree/audiovisual-communication#program
- https://mundusjournalism.com/study-with-us/ma-programme-2020-2025/
- https://unibuc.ro/wp-content/uploads/2018/12/Study-Programmes-in-Foreign-Languages-University-of-Bucharest2.pdf
- http://www.fjsc.unibuc.ro/home/master/programul-de-masterat-prezentare/medias-developpement-et-societe-if

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Annexes

Annex 1 - EU universities and educational programs related to SDGs journalism

Country	University	Faculty / educational program / course / research field	Level where SDGs are implemented	Website link to the SDGs education / research
Netherlands	University of Groningen / Faculty of Arts & Society	"Our contribution to SDGs" Research groups	Faculty level, through a program "Our contribution to SDGs" – a series of research projects in the fields of 9 SDGs: Good health (SDG #3), Quality education (#4), Gender equality (#5), Decent work and economic growth (#8), Reduced inequalities (#10), Sustainable cities and communities (#11), Climate action (#13), Life on land (#15), Peace, justice and strong institutions (#16)	https://www.rug.nl/let/onze-faculteit/letteren-en-samenleving/
Germany	Bonn-Rhein-Sieg University of Applied Sciences	Master's Program Technology and Innovation Communication	This three-semester program is aimed at communication experts and media experts with an affinity for technology and a keen interest in technology topics. Due to its professional breadth, the course qualifies for specialist and management positions in the communications industry. A targeted scientific study, intensive support by industry experts and two projects in the field of communication between technology and innovation guarantee a thorough examination of all aspects of technology and innovation communication.	https://www.h-brs.de/en/emt/study/master/technology-and-innovation-communications
Germany	Ansbach University of Applied Sciences	Bachelor in Departmental Journalism	The first three semesters students acquire the basic knowledge for qualified journalistic work. From the third semester onwards, the students choose one of the following specializations: Energy and environment, Culture and lifestyle, Medicine and biosciences, Politics and economics, Sports.	https://www.hs-ansbach.de/en/bachelor/departmental-journalism/
Germany	University of Hamburg/ Department of Social Sciences Erasmus Mundus Journalism	Master of Journalism and Media . Journalism, Media and Globalisation 2. Journalism and Communication Sciences;	"How are media and journalism developing in the globalized world? And what role do they play in it? The two-year transnational degree in journalism, media and globalization uniquely combines journalism with media studies and the social sciences. During this EU-funded master's program, students from around the globe have the opportunity to pursue their studies	https://www.uni-hamburg.de/en/campuscenter/studienangebot/studiengang.html?1162893796

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			at two European universities. The program focuses mainly on the theories of business, war, and crisis journalism, taking into account the various types of journalism as well as the key problems encountered by journalists reporting on globalization issues. The first year also comprises practical components. The program is offered in cooperation with universities in London, Aarhus, Amsterdam, and Swansea, as well as the Danish School of Media and Journalism. Students learn as part of an international group, develop their intercultural and linguistic skills, and obtain a qualification from both institutions. Some students also have the opportunity to study at a non-EU partner university during the second semester (USA, Australia, Chile)."	
United Kingdom	De Montfort University Leicester	Bachelor in Broadcast Journalism	Good example of journalism educational program dedicated to development of core skills required in the world of digital journalism. Detailed description of facilities % resources.	https://www.dmu.ac.uk/study/courses/undergraduate-courses/broadcast-journalism-ba-hons/broadcast-journalism-ba-degree.aspx
United Kingdom	University of Brighton	Bachelor's in media and Environmental Communication	Bachelor's degree program dedicated to communicating and campaigning the issues rose by the climate emergency.	https://www.brighton.ac.uk/courses/study/media-and-environmental-communication-ba-hons.aspx
United Kingdom	University of Cardiff School of Social Sciences and the School of Journalism, Media and Culture, Journalism and Media Sociology	BA, Interdisciplinary	Among core modules e.g.: Contemporary Inequalities Among optional modules (e.g.): Understanding Journalism Studies (1st year), Media and Gender, Media, Globalisation and Culture, Media and Democracy (2nd year), Environment and Human Health (3rd year) Among topics & approaches: gender inequalities, and debates over increasing globalisation and new forms of technology, media, scientific innovation and medical intervention. - help to understand pressing questions raised by studying the media, such as society's prevailing attitudes to immigration "Teaching methods include a mixture of lectures, seminars, independent study and self-directed learning that draw use of online resources, individual work and group tasks. Lectures generally provide an	https://www.cardiff.ac.uk/journalism-media-and-culture

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			overview of the relevant topic, introducing key concepts or research, and highlighting contemporary issues or debates. In contrast to lectures, seminars give you the opportunity to discuss particular readings, research or topics in detail. This allows you to consolidate your understanding and get feedback on your individual learning. Seminars also enable you to hone your communication, presentation and collaborative skills as you take part in group discussions and other tasks."	
United Kingdom	King's College London

1. Faculty of Arts & Humanities, Department of Culture, Media & Creative Industries | 1. BA program Culture, Media & Creative Industries BA | 1. Culture, Media & Creative Industries BA
Module e.g. Digital culture, Children, Media Industries & Culture Courses, e.g.: Subcultures & Communities in the Digital World, Big Data, Culture &Society | https://www.kcl.ac.uk/study/undergraduate/courses/culture-media-creative-industries-ba |
| | 2. Faculty of Social Science & Public Policy | 2. Social Sciences BA | 2. Social Sciences BA
The course is designed to connect social sciences to the lived world of policy and practice. Through studying key social and political issues of contemporary relevance you will learn about the most influential social science traditions and perspectives and the contributions they can make to understanding and shaping society. There is a strong emphasis throughout on problem solving and policy formulation, creativity, interpersonal co-operation and active citizenship.
Courses: Power, Inequality and Social Change; Social Justice and Policy Analysis; The Everyday Politics of Gender and Sexuality;
Race, Ethnicity and Society ("Topics of study relate to the current and relevant real-world social, political and ethical questions you care about including campaigns like Black Lives Matter, #MeToo, green politics, resurgent nationalism and more.")
Note 1: Features and comment from across the Faculty: Climate change, violent conflicts, women, LGBT etc.

Note 2: King's College London is seeking to align its work with the SDGs to support the global effort to make a better world by 2030, and to | https://www.kcl.ac.uk/study/undergraduate/courses/social-sciences-ba |

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			publicise the university's widespread contribution to society in London, in the UK, and the world at large. Over 10 programmes on Agriculture & Environment. On the University site there were 21 search results for "SDGs": workshops, seminars, news.	
United Kingdom	Swansea University The College of Arts and Humanities (Media at Swansea is ranked 11th in the Guardian University Guide 2018)	An MA degree program, part in Erasmus Mundus Journalism Program: Journalism, Media and Globalisation, MA	Optional Modules (e.g.): Risk, Ethics and Journalism Practice Syllabus: HIV/AIDS: epidemics, disease and the media; Covering Disasters and Catastrophes; Child Abuse and the media; Communication and Food Panics Practice; Terrorism, Conflict and The Media (Online Module Catalogue The modules look at technology in the development of social movements and social conflict and the topics examine case studies on migration, anti-globalisation protests, green movements, religious clashes, racism and xenophobia. International program Outcome: Analyse journalistic practice and identify deviations from best practice. Discuss ethical concerns.	https://intranet.swan.ac.uk/catalogue/default.asp?type=moddetail&dept=any&mod=MSJM40&ayr=20%2f21&psl=TB1&detailOnly=false
United Kingdom	UK, Goldsmiths University Department of Media, Communications and Cultural Studies	Two Interdisciplinary MA program: sociology, media and communications, humanities, science and technology studies, and philosophy Programs: Gender, Media& Culture Global Media& Transnational Communication, MA, 1 year full-time or 2 years part-time	Description: The future of democracy is inseparable from the capacities of media - at all scales from the local to the global. Both the sustainability and the expansion of democracy depend on what media institutions do and what spaces media make possible. The complexity of these processes requires interdisciplinary research across politics, sociology and media. Research Centre and Units (41): Centre for Feminist Research, Centre for Identities and Social Justice, Centre for the Study of Global Media and Democracy brings together researchers from Goldsmiths' Departments of Media, Communications and Cultural Studies, Sociology and Politics. It hosts public lectures and debates, research symposia, and seminar series: see Events. It plans to develop inter-disciplinary bids for research funding and welcomes research students from any discipline interested in the Centre's themes.	https://www.gold.ac.uk/pg/ma-gender-media-culture/ https://www.gold.ac.uk/pg/ma-global-media-transnational-communications/

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The Netherlands	University of Twente, Faculty of Behavioural, Management and Social sciences (BMS)	Communication Science All programs Bachelor (3 years) Master (1 year)	Communication Science Bachelor and Master programs Examples of SDG-related education in BMS's study programmes Communication Science at UT is about connecting people (through technology) and people with technology in order to bring forth a resilient, sustainable and inclusive society. Module: A Better World "The world faces grand challenges. These challenges affect people, raise questions about the use of resources, and are influenced by technologies. Think: climate, health, polarization, democracy. These and other themes are difficult to address, given that knowledge is incomplete or contradictory, a large number of people and opinions are involved, and they are interconnected with other problems. In this module, students can select one of these contemporary global problems and analyse the role of communication in the emergence of the problem. We aim at proposing a step forward in which communication plays a central role. How can communication scholars contribute to a better world? Students will have to address the different perspectives on the nature, causes, consequences, and proposed solutions to this problem, and be reflexive about their own position. We will explore ethical and philosophical paradigms to cope with the complexity."	https://www.utwente.nl/en/education/bachelor/programmes/communication-science/ https://www.utwente.nl/en/education/master/programmes/communication-science/ https://www.utwente.nl/en/bms/sdg/bms-sip-report-def-jan-2019.pdf
Sweden	Jönköping University	Sustainable Communication Degree of Master of Social Sciences with a major in Media and Communication Science	Degree of Master of Social Science (60 credits / 120 credits) with a major in Media and Communication Science, designed for students who want to deepen their understanding of the significant role of media and communication for global sustainability. Starting August 2020 Year1 Sustainability and Communication 15 credits Media in the Digital Age 7.5 credits Transmedia Storytelling and Design 7.5 credits Research Methods 1 7.5 credits Work Placement 7.5 credits Master's Thesis 1 15 credits	https://ju.se/en/study-at-ju/our-programmes/master-programmes/sustainable-communication.html

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			Year 2 Media and Globalization 7.5 credits Global Crisis Communication 7.5 credits Communication for Development 7.5 credits Global Cultural Studies 7.5 credits Research Methods 2 7.5 credits Individual Literature Course 7.5 credits Master's Thesis 2 15 credits	
Sweden	Swedish University of Agricultural Sciences	Master's in environmental communication and Management	The program is implemented in a non-journalism faculty.	https://www.slu.se/en/education/programmes-courses/masters-programmes/environmental-communication-and-management/
Spain	Universidad Carlos III Madrid / Department of Communication	Module: Media culture and gender /BA in Film, Television and Media Studies	It is a 4-year program (240 ECTS credits) within the School of Humanities, Communication and Library Science. It is bilingual/Spanish (a B2 level of English language must be accredited before finishing the studies https://www.uc3m.es/bachelor-degree/language/b2). It will be completely implemented in 2019/2020. Elective module focused on SDG #5: Gender equality (year 3-4) https://www.uc3m.es/bachelor-degree/audiovisual-communication#program	https://www.uc3m.es/bachelor-degree/audiovisual-communication#program
Erasmus Mundus Journalism	Aarhus University Danish School of media and Journalism University of Amsterdam Charles University Prague City University London Swansea University Hamburg University	Erasmus Mundus Master's in Journalism, Media and Globalization The Mundus Journalism Consortium 2020	Journalism, Media and Globalisation, MA, interdisciplinary, international cooperation between several universities: courses: Globalization and World Order, Reporting global change, Media and Journalism Research in the Context of Globalization Good practice: Based on a specific problem statement formulated individually by the students, they learn to plan and participate in creative and value-adding work processes, and to participate productively in problem-solving and cross-disciplinary collaboration with one or more stakeholders, including contributing responsibly to processes and the development of proposed solutions.	https://mundusjournalism.com/study-with-us/ma-programme-2020-2025/

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		Teaching methods: Students learn to combine academic, theoretical knowledge with journalistic skills, and to analyse, interpret and generate knowledge about the global changes that increasingly challenge traditional boundaries between media, politics, technology and culture. Classes will be a mixture of lectures, group assignments, production of primary empirical data, student presentations & discussions.	
Romania	University of Bucharest / Faculty of Journalism and Communication Studies	Module: Gender and Political Communication / Media, Public Communication and Globalization Master Programme Modules: Multiculturality and interethnic relations; Civic Journalism; Gender and media; Specialized journalism; Journalism and sustainable development / Médias, développement et société Master	Elective module focused on SDG #5: Gender equality Modules and topics related to SDGs:

Additional column content for Romania row:
https://unibuc.ro/wp-content/uploads/2018/12/Study-Programmes-in-Foreign-Languages-University-of-Bucharest2.pdf
pp.68-72

http://www.fjsc.unibuc.ro/home/master/programul-de-masterat-prezentare/medias-developpement-et-societe-if

Annex 2 - List of EU academic staff that participated in the survey on SDGs Journalism

University / Country	Position
National University of Political Studies and Public Administration, Bucharest, Romania	Assistant Lecturer, PhD
National University of Political Studies and Public Administration, Bucharest, Romania	Assistant Lecturer, PhD
National University of Political Studies and Public Administration, Bucharest, Romania	Assistant Lecturer, PhD
"AlexandruIoanCuza" University of Iași, Romania Department of Journalism and Communication Sciences	Lecturer, PhD
"AlexandruIoanCuza" University of Iași, Romania Department of Journalism and Communication Sciences	Department Member
Polytechnic University of Timisoara, Romania Department of Communication and Languages	Assistant Lecturer, PhD
Universite de Cergy-Pontoise, Paris, France	Maitre de conférencesen Sciences de l'Information et de la Communication
Universite de Cergy-Pontoise, Paris, France	Maitre de conférencesen Sciences de l'Information et de la Communication
BabeșBolyai University of Cluj-Napoca, Romania Department of Journalism and Digital Media	Associate Professor, PhD
BabeșBolyai University of Cluj-Napoca, Romania Department of Journalism and Digital Media	Associate Professor, PhD
Santiago de Compostela University, Department of Communication Sciences	Professor Titular de Universidad
Institute for Media and Creative Industries Loughborough University London	Doctoral Prize Fellow
Facultad de Ciencias de la Comunicación Universidad Rey Juan Carlos, Madrid	Professor, PhD
Departamento de Sociología y Comunicación Universidad de Salamanca, Salamanca, Spain	Professor Titular de Universidad
Université de Nice Sophia Antipolis, UFR Lettres arts et sciences humaines Département Sciences de la Communication Laboratoire,	Professor, PhD