

# *Global Voices in journalism education*



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When reporting crisis events, we, as journalists, can make the voiceless voiceless" (Marsh, 2016).





# Pedagogic drivers and context

- Self-reflexive and a sense of self:

*"a sense of the term where we speak of people as selves, meaning that they are beings of the requisite depth and complexity to have an identity"* (Taylor, 1989:32).

- Notions of identity: what we make for ourselves out of that concept of self and aware that:

*'identities can no longer be seen as rigid categories'* (Clarke, 1996:195).

- Awareness of challenges/contextual shifts
- Interrogating 'normative values of journalism
- Ethics: Personal and professional
- Empathy, emotion and immersion
- Voice, self awareness
- Confidence



# Sharing "lived experience"



theguardian



**DART CENTER  
FOR JOURNALISM  
& TRAUMA**



MailOnline



Immersive storytelling & “bottom – up” journalism  
“If we want digital connections to increase human connections, we need to experiment” (Zuckerman, 2013;131)



<https://globalvoices.org/2016/11/30/the-end-is-near-remember-what-we-sacrificed-dispatches-from-eastern-aleppo/>





## Assessment: Presentation, poster & reflection

- In the light of the experiences of the Visiting Speakers and utilising your knowledge of Global Voices and wider reading and research, produce a 3' presentation, which considers the challenges that journalists face in reporting on marginalised voices. You should consider the strengths and weaknesses of mainstream media You devise the title and the angle that you wish to pursue. You may choose to look at one story/issue in depth or a range of issues.
- The presentation should take into consideration some of these key issues and questions/themes
- **Original Journalism** – what is ‘original journalism’? The role of audience, impartiality, techniques of storytelling, use of digital techniques e.g. data journalism
- **Ethical challenges** – ethics, compliance issues, trust, media ownership, investigative journalism, verification, fake news.
- **Power and responsibility** - the exercise of power, sense of self and professional identity, relationship with sources, civic duty, empathy, belonging
- **Objectivity** - what happens when the journalist becomes the story? How much of ‘self’ should be put in to stories? Notions of ‘self’, emotional journalism, conflict reporting.





**How can media give voice to EU migrants?**  
**Finding new angles and using original storytelling**

The route to self-reflection,  
 notions of belonging,  
 awareness of self and others:

Manuel Castells (2005) argues that social media (and The Fifth Estate) is "perpetuating original social media... challenging hegemonic viewpoints. Ivan Sigal (2016) from Global Voices agrees: "Speech and power online mimic offline structures. We need to restructure conversations."


They also lack power their own power. Nip (2009) argues that they have no weight unless mainstream media pick up on them and include them within a story. Fenton (2010) also continues on to say that one-off responses as can be seen on social media channels are no match for the sustained analysis and background created by professional journalists.

For marginalised voices to be heard, we need a...

... symbiosis of the two (Stephen Jukes 2016)

... power of this emerging ecosystem is that everyone has a voice.

... Global Voices is a platform which provides marginalised voices the ability to be heard. They have 60 partners all over the globe (The Guardian in the UK) who share and publish their stories. This again illustrates a collaborative ecosystem - journalists and citizens are not working themselves in a fragmented manner but together - in an ecosystem, where everyone is a stakeholder in news" (Babcock 2010).



**Collaboration**

Emerging outlets who lack professional skills, source verification, fact-checking, even geo-locating capabilities, showing how the Fourth Estate are working together for better purveyors of news.

Fourth and Fifth Estate work within the same network of harmony.

With technologies ever evolving, it will be even more so important at least, acknowledging both the Fourth Estate's developing roles in digital media to be a step in the right direction.

**ISLAMOPHOBIA**  
 By Olivia Campbell

**IS THERE A STIGMA REPORTING MENTAL ILLNESS?**  
 Conn  
 McLo

It enough to take the first step in getting help, let alone putting yourself out there for public consumption. What point we have to ask ourselves, when is it okay to put down the objective barrier, and show

**THE TIMES**  
 Thursday August 27, 2014

**How to report the secondary voices of child sexual abuse: the families.**

**ING SEX OF 1,400 6 YEARS**  
 tims of racism


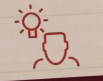

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 I want to unleash hell on Shaun W

**Whistleblowers: voiceless without protection**

Bethany Connor

**REPORTING REFUGEES**  
 a performative analysis

News varies depending on the situation (Zelizer 1993)  
 Journalists search for stories that will fit into their bulletin/publication

Journalists hide their short-comings and inadequacies by presenting facts as natural and framing events to suit their angle (Eroczima 2010)

Editors are interpreters of information - not merely collectors (Eroczima 2010)

Looking ahead:

- FB reading group/Media4Change
- Data labs to teach digital skills
- Building a pedagogic project with GV to share best practice







## References:

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**Taylor, C.**, 1989, *Source of the Self*, Cambridge: Cambridge University Press

**Zuckerman, E.**, 2015, *Digital Cosmopolitans, Why We Think the Internet Connects Us, Why it Doesn't, and How to Rewire it*, Norton & Company: New York