Reporting Marginalised Voices as a route to self-reflection 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”
Immersive storytelling & “bottom-up” journalism

“If we want digital connections to increase human connections, we need to experiment” (Zuckerman, 2013;131)

https://globalvoices.org/2016/09/29/i-am-lucky-to-have-a-syrian-passport/
Assessment: Presentation, poster & reflection

Consider challenges of reporting marginalised voices and engage with:
- **Journalist as original storyteller,** audience, storytelling techniques
- **Journalist as purveyor of truth** – ethics, compliance, trust, the impact of media ownership
- **Journalist as responsible professional** – power, relationship with sources, emotional journalism
- **The auto/biographical journalist** – notions of self and objectivity
The route to self-reflection, notions of belonging, awareness of self and others:
Looking ahead:
FB reading group/Media4Change
Data labs to teach digital skills
Building a pedagogic project with GV –
References: