

## 7<sup>th</sup> World Journalism Education Congress Sessions

0915 to 0945 / Friday, August 8

### WJEC Welcome / 001

Host

**Nico Drok**, Chair, World Journalism Education Congress  
and **Amanda Caldwell**, Executive Director, Association for Education  
in Journalism and Mass Communication

Join us for opening remarks and a warm welcome to the conference. This session will include general conference updates and information about the evening's Welcome Reception.

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0945 to 1100 / Friday, August 8

### WJEC07 Paper Presentation I / 002

#### Journalism Education and Press Freedom

Presiding Chair

**John Chukwu**, Ripples Nigeria

Decolonizing journalism education: Integrating indigenous knowledge systems and upholding educational sovereignty

**Ntibinyane Ntibinyane**, MacEwan University

Media accountability and media freedom in Central and Eastern Europe. Challenges and opportunities for journalism education

**Michał Chlebowski**, SWPS University

Keeping It Legal: A Case Study of College Newspapers' Use of Statement of Independence

**Carol Terracina-Hartman**, Murray State University

Rights media in conflict zones: Evaluating Western journalism training in South Sudan

**Kennedy Jawoko**, York University

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0945 to 1100 / Friday, August 8

### WJEC07 Paper Presentation II / 003

#### Journalism Education for a 21<sup>st</sup> Century Society

Presiding Chair

**Shawn McIntosh**, American University of Armenia

Ask not what your community can do for you: The democratic contribution of journalism education's WIL pedagogy

**Josie Vine** and **Sharon Smith**, RMIT University

The role of U.S. journalism education in revitalizing local news

**Al Stavitsky**, **Daniel Mariani**, **Gi Yun**, **Jim Scripps**,  
and **Brian Duggan**, University of Nevada, Reno

Insights into journalistic resilience: A study on journalism students' expectations and solutions for professional challenges and career sustainability

**Anne Leppäjärvi**, Haaga-Helia University of Applied Sciences

The role of passion in journalism: Exploring relationships among values, passion and overall well-being

**Sadia Cheema**, Seton Hall University,

**Melissa Gotlieb**, Texas Tech University,

and **Ammina Kothari**, Simmons University

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**0945 to 1100 / Friday, August 8**

**WJEC07 Paper Presentation III / 004**

**Reporting on Crisis**

Presiding Chair

**Alexandra Wake**, RMIT University

Trust in journalism in Ukraine: Challenges in times of war

**Illia Afanasiev** and **Olha Hutsol**, Borys Grinchenko Kyiv Metropolitan University,

and **Galyna Piskorska**, University of Melbourne

Media framing of the Coronavirus pandemic: Analysis of two media outlets in the United States

**Redeemer Buatsi**, University of Louisiana at Lafayette,

and **Richard Mensah**, Iowa State University

A case study for journalism education: Politics and renewable energy news coverage in Australia and New Zealand over 20 years

**Linda-Jean Kenix**, University of Canterbury

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**0945 to 1100 / Friday, August 8**

**WJEC07 Paper Presentation IV / 005**

**Technological Mutations and the Future of Journalistic Practices**

Presiding Chair

**Debora Wenger**, University of Mississippi

Technological mutations and the future of journalism: Need for media education rethink in Nigeria

**Toyin Onayinka**, **Olubunmi Ayanwoye**,

**Adebola Aderibigbe**, **Mustapha Rufai**,

and **Femi Odunewu**, Federal University Oye-Èkiti

From numbers to narratives: Enhancing data journalism education in Georgia

**Ana Keshelashvili**, Georgian Institute of Public Affairs

Exploring the potential for AI editorial assistance in student newsrooms

**Kirstie Hettinga**

and **Dru Pagliassotti**, California Lutheran University

From media agenda setting to news agenda melding theory: How we use digital media to create personal communities

**Deb Aikat** and **Landon Knox**, University of North Carolina at Chapel Hill

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**0945 to 1100 / Friday, August 8**

## **WJEC07 Paper Presentation V / 006**

### **Journalism in Uncertain Times**

Presiding Chair

**Olufunmilayo Jinadu**, Birmingham City University

Toward a radical new paradigm in journalism education: Enhancing critical thinking, fact-checking, and AI to combat disinformation

**Tom Felle**, University of Galway

Extraordinary threats impact traditional journalism education

**Barbara Gainey**, Kennesaw State University

Combating fake news through education: The Georgian experience

**Leli Bibilashvili** and **Natia Kaladze**, University of Georgia

Cross-cultural misinformation training: Reporting results of a novel U.S.-Mexico partnership

**Andrew Abernathy**, **Rosemary Avance**,

**Nuurrianti Jalli**, **Kayla Bacon**, **Chris Boyington**,

and **Faith Frantz**, Oklahoma State University

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**0945 to 1100 / Friday, August 8**

## **WJEC07 Paper Presentation VI / 007**

### **Journalism Education for a 21<sup>st</sup> Century Society**

Presiding Chair

**Melkamu Mazengia**, Injibara University

What If Journalism Went Wild? A Re-Imagining of Journalism Practice and Journalism Education as The World Burns

**Kanina Holmes**, Carleton University

Journalism Defined

**Sarah Fisher**, Texas A&M University - Corpus Christi

Student Journalism Education and the Idea of Excellence: Building A Global Competence Framework In a Disruptive Age

**Pauline Gidget Estella**, Technische Universität Ilmenau,

And **Jay-Vee Pangan**, Charles University

The Future of Journalism Education: Challenges, Choices, And Change

**Vikram Jena**, Card, Odisha

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**1130 to 1245 / Friday, August 8**

## **WJEC07 Syndicate I / 008**

### **Diversity, Equality and Inclusivity in a Diverse and Polarized World**

Presiding Chair

**Milica Pesic**, Executive Director MDI

Expert

**Anne Leppäjärvi**, President EJTA

Rapporteur

**Nadia Vissers**, Director EJTA

### Central Question

*What Are The Most Striking Needs For Journalism Educators Working With Inclusive Journalism In 2025?*

In an era that the world and journalism are constantly changing, journalism education needs to provide multiple and diverse perspectives, offer a balance for journalism that happens around the clock and teach students the art of unbiased reporting. When journalism students learn how to report in an inclusive and participative way and understand reality from different cultural and social angles, they will approach societal differences through the lens of universal values (human dignity, freedom, equality, and solidarity). Only then will inclusive journalism effectively function as a tool for depolarization.

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**1130 to 1245 / Friday, August 8**

### **WJEC07 Syndicate II / 009**

#### **Teaching Trauma In Journalism Schools Across Cultures and Nations: Finding A Common Ground**

Presiding Chair

**Sayyed Fawad Ali Shah**, Auburn University

Expert

**Altat Ullah Khan**, FC College University Lahore, Pakistan

Rapporteur

**Carl Knauf**, University of Colorado-Boulder

### Central Question

*How Can Journalism Teachers Effectively Teach Mental Wellbeing In Their Classes?*

Trauma education has recently received attention from journalism scholars globally. However, trauma education in journalism classrooms remains limited. Further, anecdotal evidence shows that journalism teachers find it hard to talk about mental wellbeing in their classes because of the complexity involved in the topic. This panel will bring scholars from different parts of the globe to offer recommendations for teaching mental health in journalism schools.

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**1130 to 1245 / Friday, August 8**

### **WJEC07 Syndicate III / 010**

#### **Practicing Peace Journalism in the Current Political Climate**

Presiding Chair

**Raluca Kozma**, Kansas State University

Expert

**Claudia Kozman**, Northwestern University, Qatar

Rapporteur

**Yulia Medvedeva**, Zayed University, United Arab Emirates

### Central Question

How can individual journalists from democratic and non- democratic countries incorporate elements of peace journalism in their reporting?

In theory, peace journalism promotes the kinds of reporting that counter war propaganda and promote reconciliation among conflicting parties. In practice, however, peace journalism is challenged by the complexities of modern conflicts and by the barriers to practice it in both democratic and non- democratic countries. This panel will discuss the challenges of practicing peace journalism around the world and ways to overcome them. It will focus on examples of successful journalistic projects that implemented principles of peace journalism and brainstorm viable ideas for practicing peace journalism in politically charged environments.

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**1130 to 1245 / Friday, August 8**

**WJEC07 Syndicate IV / 011**

**The Role of University-Led Student Reporting Programs**

Presiding Chair

**Richard Watts**, University of Vermont

Expert

**Sima Bhowmik**, University of Vermont

Rapporteur

**Meg Little Riley**, Center for Community New

**Central Question**

What challenges do journalism educators face in implementing student reporting programs?

This syndicate will examine the evolving landscape of student reporting programs, highlighting key opportunities for journalism educators. It will also delve into the challenges educators face in launching and maintaining these programs, from resource limitations to student engagement. Participants will propose strategic recommendations to enhance program effectiveness, offer practical insights for universities to strengthen student reporting initiatives, tackle enrollment concerns, and elevate journalism education as a whole.

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**1130 to 1245 / Friday, August 8**

**WJEC07 Syndicate V / 012**

**Community- University Collaborations In Telling Local Stories**

Presiding Chair

**Peter Haratonik**, School of the Art Institute of Chicago

Expert

**Mario Murillo**, Hofstra University

Rapporteur

**Scott Brinton**, Hofstra University

**Central Question**

If high-impact, engaged, university-based newsrooms, partnered with community- based media, are one key to preserve and advance the journalism profession, how can we grow those already in place, and how can we build more of them?

Academics, journalists, and community media practitioners will explore the links between new reporting models

and collaborative and accessible communication research, and their impact on local communities. University-led news reporting programs and community media centers have existed for decades. However, the current crisis in the U.S. media ecosystem necessitate their need to enhance civic engagement, encourage innovative, locally based storytelling, and improve access for marginalized communities.

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**1130 to 1245 / Friday, August 8**

**WJEC07 Syndicate VI / 013**

**The Ethical and Practical Integration of AI-Tools In Broadcast Journalism Education**

Presiding Chair

**Heidi Makady**, Texas State University

Expert

**Debora Wenger**, University of Mississippi

Rapporteur

**Kris Vera-Phillips**, Arizona State University

**Central Question**

How can journalism educators ethically and effectively integrate AI-powered video editing and production tools into their curriculum to prepare students for the evolving video journalism industry?

This syndicate will explore how journalism educators are integrating AI-powered video editing and production tools into their curriculum, the challenges they face in doing so, and where they draw the ethical boundaries for AI-generated video content. With AI transforming video journalism, educators must decide how to balance technological advancements with journalistic integrity. The incorporating AI tools into coursework, examine ethical considerations surrounding AI-generated video, and propose guidelines for responsible use. The session will conclude with specific recommendations to ensure that journalism graduates are prepared for an AI-influenced media landscape.

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**1130 to 1245 / Friday, August 8**

**WJEC07 Syndicate VII / 014**

**Community Trust, Media Literacy, and Informational Access**

Presiding Chair

**Carrie Brown**, Montclair State University

Expert

**Antoine Haywood**, University of Florida

Rapporteur

**Andrea Wenzel**, Temple University

**Central Question**

How can journalism educators, community media practitioners and civic organizers collaborate to develop and teach communication practices that build trust, promote media literacy and enhance informational access?

This syndicate explores creative approaches journalism educators; community media practitioners and civic organizers can take to teach students how to build trust with community members. It focuses on identifying best

practices for promoting and protecting media literacy and public information access in fragmented and polarized social environments.

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**1130 to 1245 / Friday, August 8**

**WJEC07 Syndicate VIII / 015**

**Trauma Literacy, Education, and Research**

Presiding Chair

**Joe Hight**, University of Central Oklahoma

Expert

**Gretchen Dworznik Hoak**, Kent State University

Rapporteur

**Alexandra Wake**, Royal Melbourne Institute of Technology

**Central Question**

What is the global status of teaching and training regarding journalism and trauma around the world?

A syndicate from the 2019 World Journalism Education Congress focused on gaps and opportunities regarding journalism and trauma education. The findings and recommendations led to the formation of the international Journalism Education Trauma Research Group (JETREG). The 2025 syndicate aims to determine gaps in journalism-related trauma pedagogy and provide recommendations focusing on trauma literacy, incorporating trauma education into core areas of journalism education and creating new curricular initiatives for educators around the world.

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**1130 to 1245 / Friday, August 8**

**WJEC07 Syndicate IX / 016**

**Educating On Gender and Inequality Issues Globally Over the Past Six Years**

Presiding Chair

**Margaretha Geertsema-Sligh**, Butler University

Expert

**Ingrid Bachmann**, Pontificia Universidad Catolica de Chile

Rapporteur

**Mia Moody**, Baylor University

**Central Question**

What, if any, progress has been made over the past six years in educating journalism students globally on gender and related inequality issues?

This syndicate will build on and develop discussions at the 5<sup>th</sup> World Journalism Education Congress in Paris in 2019. At that meeting, participants agreed that good journalism should be sensitive to gender and inequality, that coursework should address these issues and that schools must make broader commitments to gender equality and diversity. The 2025 syndicate will consider progress over the past six years, while acknowledging new threats to this type of work.

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**1130 to 1245 / Friday, August 8**

**WJEC07 Syndicate X / 017**

**Global Perspectives on Crisis and Disaster Journalism**

Presiding Chair

**Desiree Hill**, University of Oklahoma

Expert

**Mimi Perreault**, University of South Florida

Rapporteur

**Grace Smith**, University of South Florida

**Central Question**

What are the local, national, and global implications of changes that influence news coverage and change access?

Given the challenges of crisis communication and the increased number of natural disasters globally, media practitioners face significant challenges as first responders. They rely heavily on accurate information and connecting locals to that information. This syndicate will provide global perspectives on natural disaster information and discuss the challenges as governments in the US, EU, and Global South cut funding to science, scientists, and government agencies. This not only puts people at risks, but it also makes the work of media practitioners more difficult. The syndicate will also examine the local, national, and global implications of these changes.

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**1130 to 1245 / Friday, August 8**

**WJEC07 Syndicate XI / 018**

**Educating Future News Influencers as Journalists**

Presiding Chair

**Aileen Gallagher**, Syracuse University

Expert

**Greg Munno**, Syracuse University

Rapporteur

**Yayu Feng**, University of St. Thomas

**Central Question**

How do we frame and deliver journalism education to make it vital in the era of content creation and news influencers while holding on to journalism's core ethic?

News consumers increasingly turn to "news influencers," social media personalities who post about current affairs. These influencers may have journalistic backgrounds, but many do not. Meanwhile, more students in journalism programs see themselves as future influencers, content creators, and audience engagement experts. They can be skeptical about the "journalism" part of their coursework, in part because it doesn't resemble the news they consume. This raises questions regarding how journalism education can help students to become ethical news influencers instead of abandoning that space to people without a journalistic orientation?

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**1500 to 1615 / Friday, August 8**

**WJEC07 Panel A / 019**

**Understanding the Changing Institutional Press**

Chair

**Stephen D. Reese**, University of Texas at Austin

Panelists

**Lindsay Palmer**, University of Wisconsin

**Rana Arafat**, City St George's University of London

**Seth Lewis**, University of Oregon

The institutional press has been in crisis for decades now, and the challenges are familiar: threats to economic sustainability, loss of gatekeeper authority, and partisan attack from an alternative media eco-system. Counter-institutional forces go beyond traditional media criticism of days gone by to undermine the very legitimacy of traditional empirical knowledge production, whether in the academy, science, or journalism. Partisan investigators, such as Project Veritas, seek to dig up whatever may discredit political opponents, even while working under the banner of "journalism"—but would presumably not be considered part of an institution seeking to hold power to account.

Journalism education needs to address this changing profession while accounting for emerging forms, and how they may contribute to its resilience. In *The crisis of the institutional press* (Polity 2021), Reese considers how a "hybrid institution" extends beyond traditional newsrooms, in a complex social structure that "works to sustain its coherence, endurance, and value." At a time when scholars and educators must be both critics and champions of journalism, how do these emerging structures contribute to a new institution and what values do they, and should they, support? This panel brings together scholars who consider the institutional implications of emerging technological tools, journalistic reforms, and new, often globalized, investigative practices. Even while being reflexive about local contexts, what are the values that may still bind together and sustain a globalized journalism? And how may that that kind of focus help to better understand traditional concerns for press freedom? The panel tackles these questions from a variety of disciplinary and international perspectives.

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**1500 to 1615 / Friday, August 8**

**WJEC07 Panel B / 020**

**Where Writing Fits in a Visual World**

Chair

**Greg Munno**, Syracuse University

Panelists

**Anthony Adornato**, Syracuse University

**Ana Lourdes Cárdenas**, San Francisco State University

**Damian Radcliffe**, University of Oregon

As journalism audiences turn increasingly to social video, where does that leave a text-based journalism curriculum? For decades, journalism programs have centered the written word as the primary output for journalism, even as photography, video and social media became must-learns for all students. This panel will reconsider the writing curriculum in the face of new platforms and preferences. What kinds of writing should students focus on? What are the hallmarks of quality writing when it comes to different platforms? Where does Generative AI fit into learning the

art and craft of writing? Panelists will consider how audiences around the world use social media to share news and information and what those use cases can tell us about the future of writing.

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**1500 to 1615 / Friday, August 8**

**WJEC07 Panel C / 021**

**Teaching Journalism Students Statehouse and Public Affairs Reporting**

Chair

**Joshua Azriel**, Kennesaw State University

Panelists

**John Tomasic**, University of Washington

**Sarah Gamard**, University of Vermont

**Nicole Miller**, *Atlanta Journal Constitution*

With news deserts increasing across the United States in rural and small communities, journalism students are increasingly covering local and state news for university-based news media. This includes writing and producing news stories at state legislatures during their annual sessions. The Center for Community News at the University of Vermont is collaborating with journalism instructors on best teaching practices on legislative reporting. Its National Community News Wire has a news section focused on statehouse reporting. Both the University of Washington and Kennesaw State University are teaching their journalism students this important element of news reporting. Learning the craft of statehouse reporting and public affairs reporting will become more important for students' journalism education across the world as small newspapers, television stations and other media continue their restructuring that includes staff layoffs and consolidations. Statehouse news storytelling is an important way for journalism students to build their portfolios and compete for jobs. It also teaches them civics including who their leaders are in state government. Reading, interpreting and tracking legislative bills is an important skill for students as they embark on their careers. Interviewing state politicians allows journalism students to meet the people who are beholden to both their constituents and lobbying groups. Essentially, the statehouse beat reflects core First Amendment principles of freedom of press, speech, and citizens and other groups petitioning their government.

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**1500 to 1615 / Friday, August 8**

**WJEC07 Panel D / 022**

**Covering Sports in the Digital Age: Beyond the Scoreboard**

Chair

**Nicole Kraft**, Ohio State University

Panelists

**Steve Fox**, The Washington Post

**Shannon Scovel**, University of Tennessee

**Wayne Drehs**, University of Iowa

**Dona Nichols**, San José State University

Sports journalism has undergone a dramatic transformation, moving beyond simple game recaps and highlight reels to encompass in-depth storytelling, investigative reporting, and direct fan engagement. In the digital age, successful sports journalists must navigate a fast-paced, multimedia-driven landscape where social media, athlete-driven content, and audience interactivity are as important as traditional reporting. This panel will explore how journalism programs can adapt their curricula to meet the evolving demands of sports media. Topics will include: multimedia storytelling & digital platforms, athlete access & player-controlled narratives; the intersection of sports and society;

ethics in modern sports coverage. Bringing together journalism educators, industry professionals, and digital media experts, this panel will highlight best practices and innovative approaches to preparing students for careers in sports media.

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## 1500 to 1615 / Friday, August 8

### WJEC07 Panel / 023

#### WJEC-7 Ignite: Innovative Ideas for Teaching Journalism

Moderator

**Michael Bruce**, The University of Alabama

*Uncovering News in Data: Utilizing AI tools to Detect and Visualize Hidden Stories*

**Rana Arafat**, City St. George's University of London

*Motivating Students with Experiential Learning Using Sports Journalism Extracurricular Activity*

**Charlie Gee**, Lincoln Memorial University

*Reading, Writing & Reasoning: Engaging College Students with Course Texts*

**Kara Gould**, Samford University

*High-Quality Journalism as a Substitute Textbook for an Advanced Reporting Course*

**Mark Harmon**, University of Tennessee, Knoxville

*Eyewitness News - A Simulation*

**Steven Lang**, Rhodes University Journalism School

*The Kickstart Project*

**Jennifer Meadows**, Chico State University

*Being American*

**David Staton**, University of Northern Colorado

*Using AI Tools to Enhance Bilingual Writing & Global Awareness: An Integrated Approach to Teaching Translation and Global Media in Egyptian Media Classroom*

**Ahmed Orabi**, South Valley University, Egypt

*The Most Disrespected Document in Higher Education: Rethinking the Syllabus*

**Mary (Maria) Ortega**, Texas Tech University

Using the Ignite! motto "enlighten us, but make it quick," educators with diverse backgrounds and perspectives present their most innovative teaching ideas at WJEC-7's Ignite Session. Following the traditional "Ignite" format, each presenter gets 5 minutes and 20 slides to share their successful classroom projects and exercises. Attendees will walk away with the best peer-reviewed enterprise ideas for the journalism classroom.

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## 1645 to 1800 / Friday, August 8

### WJEC07 Plenary Session / 024

#### Transparency, Trust and Tactics of Care: Teaching New(s) Methods for an Evolving Public

Chair

**Teresa Mastin**, Michigan State, 2024-25 AEJMC President

Introduction of Keynote Speaker

**Judy Walgren**, Chair, Foothill College Photography

Keynote Speaker

**Tara Pixley**, Visual Journalist, Executive Director, Authority Collective,  
Assistant Professor, Temple University

Tara Pixley is many things: a visual journalist, an experienced media producer and consultant, and a journalism professor based in Los Angeles. But whether she is collaborating with the Wall Street Journal to document a Black Lives Matter march in Los Angeles or capturing portraits of the Dames Aflame contemporary burlesque dancers in Atlanta, Pixley remains conscious of the way that photography can be used to tell stories that resonate across culture, languages, and time. As a queer, first-generation Jamaican-American raised in the Southeast U.S., Pixley cares deeply about the visual rhetoric of photography, often pushing audiences to rethink visual representations of gender, race, class, and sexuality. A founding member and Executive Director of [Authority Collective](#), Pixley is helping to build a community for women and nonbinary photographers of color, challenging organizations to be more diverse and inclusive in how they tell their visual stories.

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**1815 to 2000 / Friday, August 8**

**WJEC07 Welcome Reception / 025**

Host

**Nico Drok**, Chair, World Journalism Education Congress  
and **Amanda Caldwell**, Executive Director, Association for Education  
in Journalism and Mass Communication

Join fellow attendees for a hosted reception to kick off WJEC. Enjoy conversation, networking, and refreshments.

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**0945 to 1100 / Saturday, August 9**

**WJEC07 Paper Presentation I / 026**

**Ethical Challenges for Teaching Journalism**

Presiding Chair

**Linda-Jean Kenix**, University of Canterbury

Ethical challenges in contemporary journalism pedagogy: Assessing the resonance of curriculum in training ethical journalists

**Oloruntola Sunday**, University of Lagos

Tomorrow never knows: On the role of ethical codes and guidelines in journalism's uncertain future

**Tobias Eberwein**, Austrian Academy of Sciences, **Erik Uszkiewicz**, Hungarian Europe Society,  
**Laura Amigo**, Università della Svizzera italiana, **Inesa Bunevičienė**, Vytautas Magnus University,  
**Sophie Duvékot**, University of Applied Sciences Utrecht, **Heikki Heikkilä**, Tampere University,  
**Marten Juurik**, University of Tartu, **Epp Lauk**, Vytautas Magnus University,  
**Melita Poler Kovačič**, University of Ljubljana, **Marie Rathmann**, Austrian Academy of Sciences,  
and **Krisztina Rozgonyi**, Austrian Academy of Sciences

Does teaching ethics and deontology to student journalists strengthen their professional confidence in the era of social networks? Cases of Morocco and Sweden

**Renaud De La Brosse**, Linnaeus University and **Bensfia Abdellatif**, ISIC

Rethinking – yet again – journalism practices in Indonesia: Why journalism education matters

**Erwin Irawan**, University of Strathclyde, Glasgow

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0945 to 1100 / Saturday, August 9

**WJEC07 Paper Presentation II / 027**

**Journalism Education in the Digital Age**

Presiding Chair

**Tom Felle**, University of Galway

Technology transforms the news media: Who's a journalist in the digital age?

**Deb Aikat**, University of North Carolina at Chapel Hill

Cheating with AI in journalism courses: How to catch and mitigate it

**Nikhil Moro**, Kansas State University

Preparing journalism students in Bangladesh to work in the digital ecosystem of AI and disinformation

**Md Uzzal Talukder** and **Catherine Luther**, University of Tennessee

Redefining curriculum, classroom, and careers: NEP 2020 and AI in journalism education in India

**Bhavneet Bhatti** and **Archana Singh**, Panjab University

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0945 to 1100 / Saturday, August 9

**WJEC07 Paper Presentation III / 028**

**Teaching Journalism in The Era of Social Media and Social Networks**

Presiding Chair

**Vikram Jena**, Card, Odisha

Social media, journalism students and the curriculum in the African context: A systematic review on challenges and prospects

**Ndivhuwo Doctor Sundani**, University of South Africa

WhatsApp and Facebook should be included in the course curriculum-study

**Muyanga Ziba**, University of Livingstonia

New(s) habits and the foundations of journalistic norms: How student journalists navigate the digital information environment

**Aaron Veenstra** and **Ivy Ashe**, Florida Atlantic University

Algorithmized youth in the age of personalization: News literacy, algorithm literacy, and the filtered world

**Roselyn Du**, California State University, Fullerton,

and **W. Joann Wong**, Independent Researcher

The impact of Artificial Intelligence 2.0: Technological mutations and the future of journalistic practices: what to add, keep or drop (The example of Georgia)

**Natia Kuprashvili**, I. Javakhishvili Tbilisi State University, Journalism Resource Center

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0945 to 1100 / Saturday, August 9

**WJEC07 Paper Presentation IV / 029**

**Journalism Education, Safety and Trauma**

Presiding Chair

**Josie Vine**, RMIT University

Understanding Ethiopian Journalists' Safety Threats and Coping Mechanisms After The 2018 Political Reform

**Melkamu Mazengia**, Injibara University

Wounded Witnesses: Making Sense of Moral Injury in Journalism

**Kari James, Blake Mckimmie, Ryan Ver Maas,**

and **Fiona Maccallum**, The University of Queensland

Psychology Of Stress for Journalists 101

**Olga Kravtsova**, Journalism Advancement and Support Center

"I Don't Understand What the Problem Is. Are We Not Journalists?" A Qualitative Study of The Influence of Emotional Situations of Exile on Journalism Practice

**Olatunji Ogunyemi**, University of Lincoln,

and **Blessing Marandure**, De Montfort University

How Journalists in Kosovo and North Macedonia Deal with Stress and Trauma and Suggestions for Journalism Education

**Katerina Spasovska**, WCU, **Resul Sinani**, AAB College,

**Eleonora Serafimovska**,

and **Marijana Markovikj**, Institute for Sociological, Political and Juridical Research

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**0945 to 1100 / Saturday, August 9**

**WJEC07 Paper Presentation V / 030**

**Journalism Education and Establishing Trust in an Era of Fake News**

Presiding Chair

**Amy Kristin Sanders**, Pennsylvania State University

Journalism Education in Nigeria: Balancing Public Interest and Privacy in the Age of Fake News

**Ken Okere**, West Africa Broadcast and Media Academy,

**Ifeanyi Onyike**, Dominican University, Ibadan,

**Emmanuel Nwachukwu**, Virginia State University,

And **Nnamdi Nzekwe**, Godfrey Okoye University, Enugu

Labeling As a Weapon to Delegitimize Media Reporting: Political Use of Social Media

**Manuel Chavez** And **Lucinda Davenport**, Michigan State University

Media Education Related to Hate Speech Laws and Cases: An Analysis of The Present Teaching Curricula in Universities of Northeast India

**Raja Das**, Ohio University

African Journalism Practices in International Newsrooms

**Olufunmilayo Jinadu**, Birmingham City University

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**0945 to 1100 / Saturday, August 9**

**WJEC07 Paper Presentation VI / 031**

**Journalism Education for a 21<sup>st</sup> Century Society**

Presiding Chair

**Brian Bowe**, Western Washington University

Towards Quality Local News: A Case for The Study of Indigenous African Language Journalism

**Abiodun Salawu**, North-West University

Starting A Journalism School in a Country in Conflict

**Shawn McIntosh**, American University of Armenia

Relational Harm and Internalized Orientalism: The Impact of Western Media Development Trainers In South Sudan

**Kennedy Jawoko**, York University

Promoting Diversity, Equity, And Inclusion in Journalism Education in Ghana and West Africa: A Case of Science Communication

**Jessica Ahedor**, Science Journalism Ghana

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**1130 to 1245 / Saturday, August 9**

**WJEC07 Syndicate I / 032**

**Diversity, Equality and Inclusivity in a Diverse and Polarized World**

Presiding Chair

**Milica Pesic**, Executive Director MDI

Expert

**Anne Leppäjärvi**, President EJTA

Rapporteur

**Nadia Vissers**, Director EJTA

**Central Question**

What are the most striking needs for journalism educators working with inclusive journalism in 2025?

In an era that the world and journalism are constantly changing, journalism education needs to provide multiple and diverse perspectives, offer a balance for journalism that happens around the clock and teach students the art of unbiased reporting. When journalism students learn how to report in an inclusive and participative way and understand reality from different cultural and social angles, they will approach societal differences through the lens of universal values (human dignity, freedom, equality, and solidarity). Only then will inclusive journalism effectively function as a tool for depolarization.

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**1130 to 1245 / Saturday, August 9**

**WJEC07 Syndicate II / 033**

**Teaching Trauma In Journalism Schools Across Cultures and Nations: Finding A Common Ground**

Presiding Chair

**Sayyed Fawad Ali Shah**, Auburn University

Expert

**Altaf Ullah Khan**, FC College University Lahore, Pakistan

Rapporteur

**Carl Knauf**, University of Colorado-Boulder

**Central Question**

How can journalism teachers effectively teach mental wellbeing in their classes?

Trauma education has recently received attention from journalism scholars globally. However, trauma education in journalism classrooms remains limited. Further, anecdotal evidence shows that journalism teachers find it hard to talk about mental wellbeing in their classes because of the complexity involved in the topic. This panel will bring scholars from different parts of the globe to offer recommendations for teaching mental health in journalism schools.

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**1130 to 1245 / Saturday, August 9**

**WJEC07 Syndicate III / 034**

**Practicing peace journalism in the current political climate**

Presiding Chair

**Raluca Kozma**, Kansas State University

Expert

**Claudia Kozman**, Northwestern University, Qatar

Rapporteur

**Yulia Medvedeva**, Zayed University, United Arab Emirates

**Central Question**

How can individual journalists from democratic and non- democratic countries incorporate elements of peace journalism in their reporting?

In theory, peace journalism promotes the kinds of reporting that counter war propaganda and promote reconciliation among conflicting parties. In practice, however, peace journalism is challenged by the complexities of modern conflicts and by the barriers to practice it in both democratic and non- democratic countries. This panel will discuss the challenges of practicing peace journalism around the world and ways to overcome them. It will focus on examples of successful journalistic projects that implemented principles of peace journalism and brainstorm viable ideas for practicing peace journalism in politically charged environments.

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**1130 to 1245 / Saturday, August 9**

**WJEC07 Syndicate IV / 035**

**The Role of University-Led Student Reporting Programs**

Presiding Chair

**Richard Watts**, University of Vermont

Expert

**Sima Bhowmik**, University of Vermont

Rapporteur

**Meg Little Riley**, Center for Community New

**Central Question**

What challenges do journalism educators face in implementing student reporting programs?

This syndicate will examine the evolving landscape of student reporting programs, highlighting key opportunities for journalism educators. It will also delve into the challenges educators face in launching and maintaining these programs, from resource limitations to student engagement. Participants will propose strategic recommendations to enhance program effectiveness, offer practical insights for universities to strengthen student reporting initiatives, tackle enrollment concerns, and elevate journalism education as a whole.

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**1130 to 1245 / Saturday, August 9**

**WJEC07 Syndicate V / 036**



## **Community- University Collaborations In Telling Local Stories**

Presiding Chair

**Peter Haratonik**, School of the Art Institute of Chicago

Expert

**Mario Murillo**, Hofstra University

Rapporteur

**Scott Brinton**, Hofstra University

### **Central Question**

If high-impact, engaged, university-based newsrooms, partnered with community- based media, are one key to preserve and advance the journalism profession, how can we grow those already in place, and how can we build more of them?

Academics, journalists, and community media practitioners will explore the links between new reporting models and collaborative and accessible communication research, and their impact on local communities. University-led news reporting programs and community media centers have existed for decades. However, the current crisis in the U.S. media ecosystem necessitate their need to enhance civic engagement, encourage innovative, locally based storytelling, and improve access for marginalized communities.

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**1130 to 1245 / Saturday, August 9**

### **WJEC07 Syndicate VI / 037**

#### **The Ethical and Practical Integration of AI-Tools in Broadcast Journalism Education**

Presiding Chair

**Heidi Makady**, Texas State University

Expert

**Debora Wenger**, University of Mississippi

Rapporteur

**Kris Vera-Phillips**, Arizona State University

### **Central Question**

How can journalism educators ethically and effectively integrate AI-powered video editing and production tools into their curriculum to prepare students for the evolving video journalism industry?

This syndicate will explore how journalism educators are integrating AI-powered video editing and production tools into their curriculum, the challenges they face in doing so, and where they draw the ethical boundaries for AI-generated video content. With AI transforming video journalism, educators must decide how to balance technological advancements with journalistic integrity. The incorporating AI tools into coursework, examine ethical considerations surrounding AI-generated video, and propose guidelines for responsible use. The session will conclude with specific recommendations to ensure that journalism graduates are prepared for an AI-influenced media landscape.

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**1130 to 1245 / Saturday, August 9**

### **WJEC07 Syndicate VII / 038**

## **Community Trust, Media Literacy, and Informational Access**

Presiding Chair

**Carrie Brown**, Montclair State University

Expert

**Antoine Haywood**, University of Florida

Rapporteur

**Andrea Wenzel**, Temple University

### **Central Question**

How can journalism educators, community media practitioners and civic organizers collaborate to develop and teach communication practices that build trust, promote media literacy and enhance informational access?

This syndicate explores creative approaches journalism educators; community media practitioners and civic organizers can take to teach students how to build trust with community members. It focuses on identifying best practices for promoting and protecting media literacy and public information access in fragmented and polarized social environments.

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**1130 to 1245 / Saturday, August 9**

### **WJEC07 Syndicate VIII / 039**

#### **Trauma Literacy, Education, and Research**

Presiding Chair

**Joe Hight**, University of Central Oklahoma

Expert

**Gretchen Dworznik Hoak**, Kent State University

Rapporteur

**Alexandra Wake**, Royal Melbourne Institute of Technology

### **Central Question**

What is the global status of teaching and training regarding journalism and trauma around the world?

A syndicate from the 2019 World Journalism Education Congress focused on gaps and opportunities regarding journalism and trauma education. The findings and recommendations led to the formation of the international Journalism Education Trauma Research Group (JETREG). The 2025 syndicate aims to determine gaps in journalism-related trauma pedagogy and provide recommendations focusing on trauma literacy, incorporating trauma education into core areas of journalism education and creating new curricular initiatives for educators around the world.

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**1130 to 1245 / Saturday, August 9**

### **WJEC07 Syndicate IX / 040**

#### **Educating On Gender and Inequality Issues Globally Over the Past Six Years**

Presiding Chair

**Margaretha Geertsema-Sligh**, Butler University

Expert

**Ingrid Bachmann**, Pontificia Universidad Catolica de Chile

Rapporteur

**Mia Moody**, Baylor University

### Central Question

What, if any, progress has been made over the past six years in educating journalism students globally on gender and related inequality issues?

This syndicate will build on and develop discussions at the 5<sup>th</sup> World Journalism Education Congress in Paris in 2019. At that meeting, participants agreed that good journalism should be sensitive to gender and inequality, that coursework should address these issues and that schools must make broader commitments to gender equality and diversity. The 2025 syndicate will consider progress over the past six years, while acknowledging new threats to this type of work.

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**1130 to 1245 / Saturday, August 9**

### **WJEC07 Syndicate X / 041**

#### **Global Perspectives on Crisis and Disaster Journalism**

Presiding Chair

**Desiree Hill**, University of Oklahoma

Expert

**Mimi Perreault**, University of South Florida

Rapporteur

**Grace Smith**, University of South Florida

### Central Question

What are the local, national, and global implications of changes that influence news coverage and change access?

Given the challenges of crisis communication and the increased number of natural disasters globally, media practitioners face significant challenges as first responders. They rely heavily on accurate information and connecting locals to that information. This syndicate will provide global perspectives on natural disaster information and discuss the challenges as governments in the US, EU, and Global South cut funding to science, scientists, and government agencies. This not only puts people at risks, but it also makes the work of media practitioners more difficult. The syndicate will also examine the local, national, and global implications of these changes.

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**1130 to 1245 / Saturday, August 9**

### **WJEC07 Syndicate XI / 042**

#### **Educating Future News Influencers as Journalists**

Presiding Chair

**Aileen Gallagher**, Syracuse University

Expert

**Greg Munno**, Syracuse University

Rapporteur

**Yayu Feng**, University of St. Thomas

### **Central Question**

How do we frame and deliver journalism education to make it vital in the era of content creation and news influencers while holding on to journalism's core ethic?

News consumers increasingly turn to "news influencers," social media personalities who post about current affairs. These influencers may have journalistic backgrounds, but many do not. Meanwhile, more students in journalism programs see themselves as future influencers, content creators, and audience engagement experts. They can be skeptical about the "journalism" part of their coursework, in part because it doesn't resemble the news they consume. This raises questions regarding how journalism education can help students to become ethical news influencers instead of abandoning that space to people without a journalistic orientation?

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**1500 to 1615 / Saturday, August 9**

### **WJEC07 Panel A / 043**

#### **Media literacy and Journalism Education**

Chair

**Jack Zibluk**, University of Chattanooga-Tennessee

Panelists

**Michele Lipkin**, University of North Carolina at Chapel Hill

**Renee Hobbs**, University of Rhode Island

**Maria Fanieri**, University of Florence

Media literacy is a necessary tool for anyone to navigate the modern world. Yet, there is no one group or governing body overseeing the media literacy education movement and few disparate groups promulgating best practices and standards. The largest group related to media literacy education is the National Association of Media Literacy Educators, a self-selected non-profit organization based in New York City. NAMLE is unaffiliated with any educational institution or other organization. Nevertheless, it is the one organization worldwide exclusively dedicated to media literacy education. Other groups, such as the American Library Association, offer media literacy workshops but such efforts are not a primary function. In 2019 and 2024, NAMLE surveyed its 6,000-person membership and found librarians to be the primary media literacy educators at 30 percent, followed by higher education teachers at 15 percent in 2024, after that, English teachers at 14 percent and a broad swath of others from mathematics teachers to guidance counselors, all under 10 percent. Higher education professionals involved in media literacy education dropped from 28 percent in 2019 to 15 percent in 2024. This panel would look at the status of media literacy education, with a focus on broadening and organizing media literacy approaches, efforts and best practices.

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**1500 to 1615 / Saturday, August 9**

### **WJEC07 Panel B / 044**

#### **Reimagining Journalism Education in Central Asia: Leveraging Data, AI, and UNESCO Standards for a Sustainable Future**

Chair

**Gulmira Sultanbayeva**, NARXOZ University

#### Panelists

**Yakutxon Mamatova**, Mirzo Ulugbek Uzbekistan National University

**Madina Mansurova**, Al-Farabi Kazakh National University

**Aita Sultanalieva**, Jusup Balasagyn Kyrgyz National University

**Aitolkyn Ashimova**, Al-Farabi Kazakh National University

The evolving landscape of journalism calls for innovative approaches to education, particularly in regions like Central Asia, where data journalism is becoming an essential tool for addressing pressing social issues. This panel will explore the integration of UNESCO's data journalism curriculum into universities in Central Asia, tailored to the region's specific needs and context. Key topics of discussion include: how big data and artificial intelligence are transforming journalism education and practice; the role of data journalism in tackling social challenges and contributing to the achievement of SDGs (Goals 4, 5, and 16); practical insights into implementing UNESCO standards in journalism education at the national and regional levels. The panel will highlight success stories from Central Asia, emphasize the importance of interdisciplinary collaboration, and provide actionable recommendations for educators and researchers worldwide.

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**1500 to 1615 / Saturday, August 9**

#### **WJEC07 Panel C / 045**

##### **Educating Journalists to Counter Hate Speech: From Episodic Coverage to Active Resistance**

#### Chair

**Cherian George**, Hong Kong Baptist University

#### Panelists

**Cherian George**, Hong Kong Baptist University

**Prashanth Bhat**, University of Houston

**Ayleen Cabas-Mijares**, University of Miami

**Anita Varma**, University of Texas at Austin

Hate speech undermines recognition of people's inherent dignity and their equal rights. Journalists can respond to this global challenge more ably if taught how hate speech works, how media currently assist its spread, and how to counter it. This is the aim of a new UNESCO publication, *Covering Hate Speech: A Guide for Journalists*, which serves as the focal point of this panel. Coverage of hate speech tends to be episodic, fixating on utterances that cause outrage and fill a news cycle until the next scandal. But the most serious hate propaganda are long-running campaigns comprising messages in different registers, including seemingly banal claims. A ground-up model of solidarity reporting can help break free from reactive, episodic coverage. In the solidarity approach, journalists go to targeted communities, lending due authority to the marginalized. Rejecting ritualistic objectivity, a social justice lens promotes nuanced reporting supporting pro-social behaviors and policies. The *Covering Hate Speech Guide* recommends covering hate propaganda like corruption or trafficking — as an industry deserving deep and rigorous investigative journalism. The panel highlights exemplary reportage from India and shows how collaborations with independent factchecking organizations and human rights monitors can help journalists carry out impactful counter-hate journalism despite resource constraints.

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**1645 to 1800 / Saturday, August 9**

#### **WJEC07 Paper Presentation I / 046**

##### **Journalism Education for a 21<sup>st</sup> Century Society**

#### Presiding Chair

**George L. Daniels**, University of Alabama

Generation Z Objects to Journalistic “Objectivity”: Post-Millennials Are Redefining News Consumption

**Deb Aikat**, University Of North Carolina At Chapel Hill

Youth As News Makers: Assessing Citizen Journalism Feasibility in Rural Oklahoma

**Rosemary Avance, Andrew Abernathy, Emma Buchanan, Molly Moody,**  
and **Salman Sheikh**, Oklahoma State University

India’s Media Landscape: Print Media Thrives in the World’s Largest Democracy

**Deb Aikat**

and **Chandrashekar Jayendra**, University Of North Carolina At Chapel Hill

A Manifesto for Change: How Research-Informed Journalism Education Can Lead and Drive Change in Pedagogy and Practice

**Karen Fowler-Watt**, Dart Center for Journalism and Trauma, Europe

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**1645 to 1800 / Saturday, August 9**

**WJEC07 Paper Presentation II / 047**

**Teaching Journalism in the Era of Social Media and Social Networks**

Presiding Chair

**Ann Auman**, Professor Emerita, University of Hawaii

Influence Of Social Media on Journalism Education in Nigeria

**John Chukwu**, Ripples Nigeria

Employing Artificial Intelligence in Collaborative Investigative Journalism in Media Colleges

**Khalil Hussein**, West Kordofan University,

and **Ahmed Abdel Rasso**, Buraidah Colleges

Genai-Enhanced Data Journalism Education: A Multi-Agent System for Integrated Learning and Practice

**Baohua Zhou** And **Luming Zhao**, Fudan University

Bridging The Algorithmic-Narrative Divide: Theoretical Foundations For AI

**Debashis Chakrabarti**, Assam University

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**1645 to 1800 / Saturday, August 9**

**WJEC07 Paper Presentation III / 048**

**Journalism Education and Press Freedom**

Presiding Chair

**Soumaya Berjeb**, Institute of Press Sciences of Information

Teaching Media Law in Tumultuous Times

**Amy Kristin Sanders**, Pennsylvania State University,

And **Daxton R. Stewart**, Texas Christian University

Barack Obama’s Rhetoric of Racial Reconciliation: The Mediated Message of Fox News And CNN

**Zainul Abedin**, Mississippi Valley State University,

and **Shafiqur Rahman**, South Carolina State University

The Media, The Minoritized and A Mea Culpa: Black Kansas City Leaders and The Kansas City Star’s Apology for Its Past Coverage of People of Color

**Michelle Keller**, University of Kansas

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**1645 to 1800 / Saturday, August 9**

**WJEC07 Paper Presentation IV / 049**

**Reporting on Crisis**

Presiding Chair

**Desiree Hill**, University of Oklahoma

The African Narrative: Media Coverage In South Africa Of the Israel-Hamas War

**Chilombo Banda**, North-West University

No Proper Training: Why Ugandan Journalists Struggle to Cover Climate Change

**Sharon Muzaki**, The Great Lakes Center for Climate and Tech

Teaching Frontline Journalism: Local Media Resilience During War as A New Educational Paradigm

**Sergiy Tomilenko**, National Union of Journalists of Ukraine

Conceptualizing Environmental Journalism In South Africa And Zimbabwe: Practices and Routines

**Millie Phiri**, Walter Sisulu University, **Albert Chibwe**, Midlands State University,  
and **Allen Munoriyarwa**, Walter Sisulu University

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**1645 to 1800 / Saturday, August 9**

**WJEC07 Paper Presentation V / 050**

**Ethical Challenges for Teaching Journalism**

Presiding Chair

**Kanina Holmes**, Carleton University

Journalistic Ethics in the Reporting of Violence Against Women: How to Avoid Victimizing the Victims?

**Aizhan Burkitbayeva**, Al-Farabi Kazakh National University

Ethics In Journalism: Exploring The Gaps Between Theory and Practice

**Nilakshi Kalita**,

And **Suresh Kumar Nath**, Assam School of Journalism, Assam, India

Addressing Ethical Challenges in Teaching Emerging Forms of Journalism

**Sawsan Taha**, Al Ain University

Global Media Ethics: Revisiting Crime Reporting Practices and Naming Criminal Suspects in Digital Journalism

**Steve Lillebuen**, Macewan University,

And **Johan Lidberg**, Monash University

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**0945 to 1100 / Sunday, August 10**

**WJEC07 Paper Presentation I / 051**

**Journalism Education for a 21<sup>st</sup> Century Society**

Presiding Chair

**Johanna Payton**, City, University of London

A Look Into Journalism Education in The Mariana Islands and The Incorporation Of Inafa'Maolek

**Francis Dalisay**, University of Florida,

**Masahiro Yamamoto**, University at Albany,

and **Manuel Cruz**, University of Guam

Media Framing on Tribal Rights

**Lenah Chelangat**, University of Kerala, Kariavattom Campus,

**Larry Effande**, University of Kerala,

**Felix Aengwo**, Mahatma Gandhi University,

and **Julie Chepkoech Bett**, Rongo University

Time To Reboot Journalism Education: A Critical Analysis of India's Journalism and Mass Communication Landscape

**Sanjay Bharthur**, Manipal Institute of Communication

Journalism Education in Colonial Settings: The Case of Puerto Rico

**Federico Subervi**, University of Wisconsin

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**0945 to 1100 / Sunday, August 10**

**WJEC07 Paper Presentation II / 052**

**Journalism Education and Media Literacy**

Presiding Chair

**Lindsey Blumell**, City St George's, University of London

Journalism Education and Media Literacy for Strengthening Quality Journalism and Democracy – A Case Study on Romania

**Cristina Nistor** And **Rares Beuran**, Babes-Bolyai University

Media Literacy, Deepfake, And AI: Handling Opportunities and Problems in The Information Age

**Paramveer Singh**, Central University of Punjab

Can Media and Information Literacy Serve Fair and Free Elections?

**Yosef Woldekidan**, Mediamark

Exploring The Ongoing Need for News Literacy in JMC Education: A Comparative Analysis of Existing Course Syllabi

**Jayne Cabbage**, Bowie State University

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**0945 to 1100 / Sunday, August 10**

**WJEC07 Paper Presentation III / 053**

**Journalism Education and Press Freedom**

Presiding Chair

**Pascal Guenee**, Paris-Dauphine University

Balancing Freedom and Law: Academia's Role in Empowering Tunisia's Next Generation of Journalists

**Soumaya Berjeb**, Institut of Press and Sciences of Information

Protest Movements and The Role of Investigative Journalism in Supporting and Covering Them

**Shynggys Atay**, Al-Farabi Kazakh National University

Bridging The Gap: Integrating International Relations into International Journalism Education

**Kennedy Jawoko**, York University

Tackling Mental Health for Journalists: Are Classrooms and Newsrooms Doing Enough?

**Faras Ghani**, Al Jazeera Media Network

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**0945 to 1100 / Sunday, August 10**

**WJEC07 Paper Presentation IV / 054**

**Reporting on Crisis**



Presiding Chair

**Karen Fowler-Watt**, Dart Center for Journalism and Trauma, Europe

Journalism Education and Crisis Reporting: Advancing the Preparation for The Unknown

**Manuel Chavez** And **Liz Nass**, Michigan State University

"War On Terror Is the War for The Survival of Pakistan": Representation of The Terrorist Attacks on Chinese Nationals in Pakistani Media

**Amir Hamza Marwan**, IBA Karachi

Life Of a Journalist Reporting from the War Zone: Risks and Coping Mechanisms

**Nasrullah Khan**, Tangi Press Club

Learning From the Best: Lessons from Corrections of Pulitzer-Winning Journalism

**Kirstie Hettinga**, California Lutheran University,

**Elizabeth Smith**, Pepperdine University,

and **Alyssa Appelman**, University of Kansas

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**0945 to 1100 / Sunday, August 10**

**WJEC07 Paper Presentation V / 055**

**Teaching Journalism in the Era of Social Media and Social Networks**

Presiding Chair

**Chris Arsenault**, Western University

Mitigating Media Education Challenges in The Digital Era in Africa: Educators' Narratives from Selected Countries

**Margaret Jjuuko**, University of Rwanda

Journalism Students & AI Imagery Production

**Melissa Wall**, California State University-Northridge

AI, Competence, And Social Imaginaries in Journalism Education: Insights from a Five- Country Study

**Pauline Gidget Estella**, Technische Universität Ilmenau

Aggregation-Heavy News Videos: Understanding, Evaluating, And Teaching

**Beth Knobel**, Fordham University

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**0945 to 1100 / Sunday, August 10**

**WJEC07 Paper Presentation VI / 056**

**Journalism Education in Diversity, Equality and Inclusivity**

Presiding Chair

**Olatunji Ogunyemi**, University of Lincoln

Navigating Societal Diversity: Teaching Inclusive Journalism as a Tool for Depolarization

**Nadia Vissers** and **Anne Leppäjärvi**, European Journalism Training Association [EJTA],

**Milica Pesic** and **Verica Rupar**, Media Diversity Institute

Testing A Sourcing Tool for Diversity and Inclusion

**Lucinda Davenport** and **Joe Grimm**, Michigan State University

Community Journalism Education in the Digital Age: Adapting Teaching Models and Bridging Digital Divides in China

**Ren Li**, Southwest University of Political Science and Law, P.R. China

The Journalist Always Rings Twice? Preparing Journalism Students to Interview Those Caught Up in Trauma

Glenda Cooper, University of London

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1130 to 1245 / Sunday, August 10

**WJEC07 Paper Presentation I / 057**

**Research-led Journalism Education**

Presiding Chair

**Mark Harmon**, University of Tennessee, Knoxville

Principles, Values and Roles: Comparing Journalism Education in the U.S. And China

**Jiafei Yin**, Central Michigan University

On Objectivity and Transparency: Examining Ideological North Stars for Local Reporters in Canada

**Chris Arsenault**, Western University

Data Journalism as A New Model of Transparency: The Issue of Audience Participation in Content Creation

**Olzhas Abdikhalyk** And **Dandai Skakov**, Al- Farabi University

Addressing Gendered Newsroom Cultures Through Journalism Pedagogy

**Lindsey Blumell**, City St George's, University of London

Diversity And Inclusion: Journalism Programs and The Accrediting Council on Education in Journalism and Mass Communication

**Brian Bowe**, Western Washington University,

**Lucinda D. Davenport**, Michigan State University,

and **Robin Blom**, Ball State University

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1130 to 1245 / Sunday, August 10

**WJEC07 Paper Presentation II / 058**

**Teaching Journalism in the Era of Social Media and Social Networks**

Presiding Chair

**Ann Auman**, Professor Emerita, University of Hawaii

Journalism Curriculum Challenges in The Age of Platforms: Building Competencies to Combat the Weaponization of Social Media – The Romanian Case

**Andreea Mogos**, Babeş-Bolyai University/FSPAC,

**Tudor Vlad**, University of Georgia,

And **Radu Meza**, Babeş-Bolyai University

From Classroom to Content: Benefits of A Student-Driven Social Media Platform in Journalism Education

**Arly Faundes**, Pontificia Universidad Catolica De Chile

Revitalizing Journalism Education in Nepal: Bridging the Gap Between Traditional Practices and Digital Innovation

**Rita Sapkota**, Tribhuvan University

The Potential of Collaborative Online International Learning (COIL) And Virtual Exchanges (VE) In Media Education

**George L. Daniels**, University of Alabama

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1130 to 1245 / Sunday, August 10

**WJEC07 Paper Presentation IV / 059**

**Journalism Education for a 21<sup>st</sup> Century Society**

Presiding Chair

**Verica Rupar**, Auckland University of Technology

From Political to Environmental Reporting: Transforming Journalism Education in Kashmir in Uncertain Times

**Ruheela Sheikh**, Islamic University of Science and Technology

Fostering Journalism Education: Challenges And Strategies for Student-Run Newspapers in Rural Higher Education

**Md Khadimul Islam, Kosiso Daniella Akwanamnye,**

**Taylor Christine Burch, Mackenzie Kay Gable,**

**Kenzi Maline Garner, Jaelyn Annmarie Green,**

**Esosa Samuel Iyengunmwena, Miguel Larios,**

**Josie Loosvelt, Eben Michael Rosentrater**

and **Ian Michael-Jo Slama**, Chadron State College,

and **Sharika Dareen Suha**, Chadron High School

Preparing Students for Freelance Work: An Analysis of Journalism Curricula

**Steve Bien-Aimé and Alyssa Appelman**, University of Kansas,

**Marisa Porto**, University Of North Carolina At Chapel Hill,

and **Patricia Gaston**, University of Kansas

Blessing Or Curse: Using Generative Artificial Intelligence in First-Year Journalism Courses

**Andrea Baker**, Monash University

The Role of Nonverbal Signs in Effective Communication: A Study of Whatsapp Emojis

**Maryam Farooq And Abdul Basit**, University of Management and Technology

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**1130 to 1245 / Sunday, August 10**

**WJEC07 Paper Presentation V / 060**

**Journalism Education, Safety and Trauma**

Presiding Chair

**Altat Ullah Khan**, FC College University Lahore

Trauma And Self-Care: Journalism Students' Expectations of Industry

**Karen Fowler-Watt**, Dart Center for Journalism and Trauma, Europe

Securing The Frontlines: Digital Safety Education for Georgia's Future Journalists

**Ana Keshelashvili**, Georgian Institute of Public Affairs

Constructive Journalism and The Perceived Wellbeing of Journalists

**Alexandra Wake**, RMIT,

**Victoria Fielding And Natasha Van Antwerpen**, University of Adelaide

Empathy, Care, And Compassion: A Trifecta for Trauma-Informed Journalism Education

**Lisa Krantz**, University of Montana

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**1130 to 1245 / Sunday, August 10**

**WJEC07 Paper Presentation VI / 061**

**Innovations in Journalism Education**

Presiding Chair

**Greg Munno**, Syracuse

Teaching Towards 'Eudaimonia': A Creative Pedagogy For 21st Century Journalists

**Johanna Payton**, City St George's, University of London  
Integrating AI In Broadcast Journalism Education: Current Trends and Challenges  
**Debora Wenger** And **Iveta Imre**, University of Mississippi  
Beyond Knowledge Exchange: Bridging The Divide Between Journalism Education and Practice  
**Desiree Hill**, University of Oklahoma, **Lada Price**, University of Sheffield,  
and **Ola Ogunyemi**, University of Lincoln  
Histotainment. How To Cover Historical Matters In (Social) Media  
**Stawomir Dolegto**, Jagiellonian University

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**1500 to 1615 / Sunday, August 10**

**WJEC07 Panel A / 062**

**What Journalism Should We Teach?: (Re) Imagining Journalism Pedagogy and Practice**

Chair

**Karen Fowler-Watt**, Dart Centre for Journalism and Trauma

Panelists

**Verica Rupa**, Media Diversity Institute

**Patrick R. Johnson**, Marquette University

**Nico Drok**, WJEC Chair

This panel discussion is derived from contributions made to *The Routledge Companion to Journalism Education*. This forthcoming edited volume brings together a global and transdisciplinary field of scholars, journalists, practitioners and journalism educators to examine a range of urgent challenges for journalism education that map to challenges faced in journalism practice – such as inclusivity and diversity, trust, online and physical safety, social media polarization, and new technologies, including AI. Contextualized both socially and historically, the potential for journalism education to lead change in industry is also explored, through scrutiny of its normative values – including its relationship with industry accreditation bodies - to consider the role that journalism education can play in preparing the journalists of tomorrow to engage with the compelling social, political and human rights issues that lie at the heart of the challenges facing journalism practice. The panel discussion and audience interaction will focus on 3 key aspects of the question, “What journalism should we teach?”: the challenging context of ‘information disorder’ and crisis of trust; navigating accusations of elitism and debates about inclusivity and diversity; and future directions in journalism education.

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**1500 to 1615 / Sunday, August 10**

**WJEC07 Panel B / 063**

**Leading Journalism Education Amid Rapid Global Change**

Chair

**Aaron Chimbel**, Dean, Jandoli School of Communication, St. Bonaventure University

Panelists

**Raul Reis**, dean of the Hussman School of Journalism and Media,  
University of North Carolina at Chapel Hill

**Felicia McGhee**, associate dean, School of Journalism and Graphic Communication,  
Florida A&M University

**Jelani Cobb**, dean, Columbia Journalism School

Academic leaders face constant change and challenges. That dynamic is amplified for journalism educators who also must prepare students for a rapidly changing journalism industry, public distrust and failing business models. There has perhaps never been a more difficult time to be a journalism educator. Students often come into college with weak writing skills, yet writing is just one of a vast array of expanding skills journalism programs must teach to prepare students for their careers. How do journalism program leaders address these challenges and show the value in their programs? This panel will explore this difficult, yet necessary dynamic from a variety of perspectives and institutions.

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**1500 to 1615 / Sunday, August 10**

**WJEC07 Panel C / 064**

**Journalism Ethics, Content Creators and the Rise of the News Influencer**

Chair

**Aileen Gallagher**, Syracuse University

Panelists

**Greg Munno**, Syracuse University

**Anthony Adornato**, Syracuse University

**TBC**

As the American public moves away from traditional news consumption, many are turning to “news influencers.” As defined in a recent Pew study, news influencers are a diverse group that includes independent journalists engaged in original reporting, as well as a host of commentators and aggregators who produce prodigious content on public affairs, but who may not consider themselves journalist at all. At the same time, more would-be student journalists arrive on campus with dreams of creating viral, profitable content. Many of these students have little inclination towards journalism and may even resent or reject a curriculum rooted in a traditional journalism ethic. Journalism programs must negotiate this reality and work to train students to reach audiences in the content creation age, while at the same time holding fast to the profession’s most important ethical imperatives. Otherwise, we risk pushing the profession toward oblivion by not distinguishing journalism from other forms of communication. This panel, which will feature both academics and industry professionals, will explore questions such as (1) what ethics we must hold firm to in order to prevent the profession from being watered down beyond recognition, (2) what journalism ethics might more readily bend to appeal to audiences who have gravitated toward influencers; (3) what journalism ethics should all content creators follow whether they consider themselves journalists or not; and (4) what does all of this mean for journalism education.

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**1500 to 1615 / Sunday, August 10**

**WJEC07 Panel D / 065**

**Navigating the Ethical Minefield: Journalism Education in a Time of Social**

Chair

**Emily Metzgar**, Kent State University

Panelists

**Celeste González de Bustamante**, University of Texas at Austin

**Ammina Kothari**, Simmons University

**Jeannine E. Relly**, University of Arizona

Respondent

**Jyotika Ramaprasad**, University of Miami

The contemporary media landscape presents unprecedented ethical challenges for journalism educators around the world. This panel discussion will bring together experienced journalism instructors and media professionals to explore these challenges and discuss strategies for equipping academics and students with critical skills necessary to navigate the complexities of today's media environment, globally. Ammina Kothari will address the opportunities and challenges of using digital tools for teaching information verification in an environment inundated with misinformation and disinformation, including content generated by AI. She will also discuss the risks associated with relying on AI-enhanced verification tools, which may compromise the journalistic skills of critical thinking and human judgment in the verification process. Celeste González de Bustamante will discuss the significance and relevance of intersectionality as a pedagogical tool and imperative in journalism classrooms. She will highlight how she has utilized intersectionality in a myriad of journalism skills and experiential courses and offer some reflections and suggestions regarding self-care for women of color in academia as they help students navigate journalism classrooms. Jeannine Relly will lead a discussion around trauma-informed journalism education and research and how we can prepare students and ourselves as educators and researchers to study or report on sensitive topics ethically and responsibly, while also protecting our own mental health and well-being and our research participants or sources. How can we create a classroom environment that offers ways to utilize emotional intelligence in complex settings and that models self-care and care for one another? The topics discussed provide suggestions for journalism educators as well as administrators who can use this as a guidepost for understanding various ways of teaching.

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**1645 to 1800 / Sunday, August 10**

**WJEC07 Closing Plenary / 066**

**Doing Journalism in Hostile Environments**

Presiding Chair

**Nico Drok**, Chair, World Journalism Education Congress

Keynote Speaker

**Diane Foley**, President, Foley Foundation

Diane M. Foley is President and Founder of the James W. Foley Legacy Foundation, which she created in September 2014 less than a month after the public beheading by ISIS in Syria of her son James W. Foley, an American freelance conflict journalist. In 2015, she led JWFLF efforts to fund the start of Hostage US and the International Alliance for a Culture of Safety, ACOS. She actively participated in the National Counterterrorism Center hostage review which culminated in the Presidential Policy Directive-30. This directive created the current US hostage enterprise consisting of an interagency Hostage Recovery Fusion Cell, Special Presidential Envoy for Hostage Affairs, and a White House Hostage Response Group to free innocent Americans taken hostage or wrongfully detained abroad. JWFLF was instrumental in the passage of the Robert Levinson Hostage Taking and Accountability Act. She has been a tireless hostage, wrongful detainee and family advocate within the US hostage enterprise, Congress, and every presidential administration since 2014. She has raised awareness of international hostage-taking and wrongful detention using the award-winning documentary, "Jim, the James Foley story", opinion pieces in the New York Times, Washington Post and USA Today and media interviews. Diane has spoken on the power of forgiveness in various faith communities and was included in 200 Women, edited by Geoff Blackwell.

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