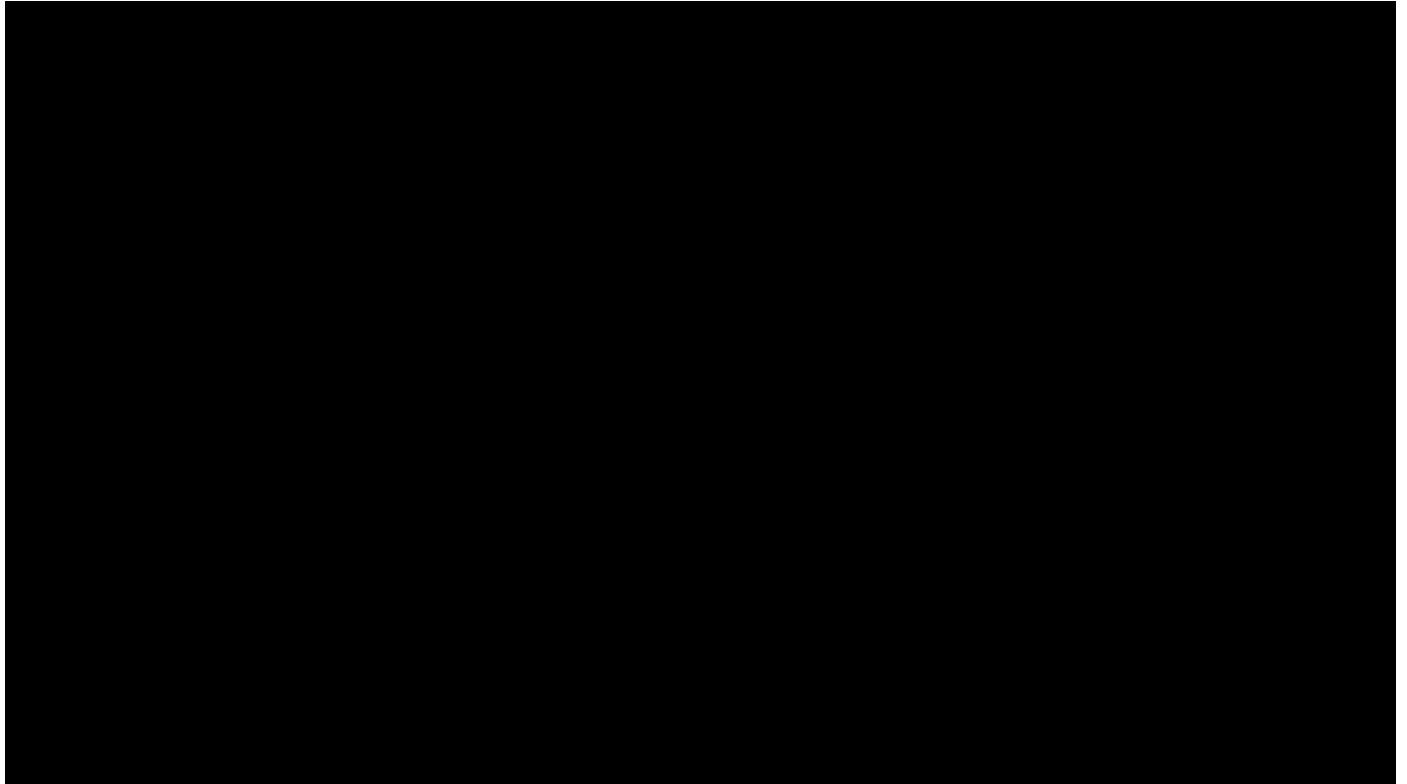# How to use the learning layer

The learning layer helps teachers and students take up the discussion about journalism in the digital age by providing assignments, activities, questions and supplemental reading and research.

Click on the red buttons to get at the learning layer. You can print or email the content as individual elements or as chapter units. The layer should be readable on mobile devices as well as laptops and desktops. It also can be displayed on a large classroom screen.

Students, teachers, practitioners and citizens have equal access to the learning layer content. Assignments and other activities are organized on three levels: Flashlight, Spotlight and Searchlight. Some may find they roughly coincide with high school, community college and college-level teaching. But others may see them simply as different approaches to the same subject matter. Teachers should feel free to assign work from any or all of the levels as they see fit.

We call it the learning layer because it is literally that – a design layer within this HTML 5 package. It is the work of a team of graduate students as well as college and high school teachers as part of a joint publishing project of the Donald W. Reynolds Journalism Institute at the Missouri School of Journalism and the John S. and James L. Knight Foundation.

The right ages of communication?

The author offers his own version of the four ages of communication: visual, language, mass media and digital. Previous scholars have divided the history of human communication differently. Below are the Ages of Human Literacy as discussed by Marshall McLuhan in 1967 and later referenced by Neil Postman.

Oral Age: Communication, particularly storytelling, was done by word of mouth. Stories survived when they were remembered within a community.

Literary Age: Symbols and then written language radically altered the communication environment. With writing, the same message could easily be repeated exactly and transported without distortion over a long distance.

Print Age: Mass production of printed materials began due to the development of the modern printing press — moveable metal type used in an old wine press. Identical messages can reach large numbers of people, though less community interaction is needed to consume media.

Electronic Age: A time of instant communication. First was the telegraph, then the telephone, then radio, television, computers, video games, the Internet and mobile phones. Before the Internet, McLuhan used the term Global Village to illustrate that humans were no longer in isolation. This age is also characterized by technological convergence, the tendency of different technologies to evolve toward performing similar tasks.

Guided reading questions for chapter one

1. What is the Knight News Challenge? What example does the author give of a successful project funded by the Knight News Challenge?

2. According to the author what are the major phases of communication throughout history?

3. What innovation started the age of mass media?

4. What is the name given to the first generation of American media consumers? What form of media was popular for that generation?

5. What three eras followed the first generation of American news consumers? What media defined each era?

6. What does the author mean when he refers to World War 3.0?

7. What names does the author give the four generations that will follow the Digital Age? What will be the relevant media in each era?

8. According to the author, why is news literacy important to college students?

9. According to the author, what is the disadvantage of having news that is more "portable" and "personal" than ever before?

10. What solutions to the current state of journalism are offered by the four reports highlighted by the author?

Understanding transliteracy

"Transliteracy" describes the interaction of traditional literacies, such as the ability to read, with new literacies, such as the ability to use digital media. Our increasingly digital culture is changing the way we learn these literacies. In classrooms, students can know more technology than the teachers. In newsrooms, community members can know more about the story than the journalists.

Journalists, teachers and communicators of all stripes need to be transliterate. They must know how to align message, media and timing in ways that engage their communities. How do we begin to go about learning this?

The following articles explore how journalists and scholars see transliteracy:

- What is Transliteracy, and How Does it Fit at Empire College? – Diane Longley
- *It's Not Nothing* – Diane Cordell
- What is This Buzz Word Transliteracy? – Ryan Nader
- Internet Learning Creates a Digital Divide – Ron Barnett

Class discussion questions: Are there people in your school or community who are unable to participate in the digital exchange of information? Research shows the poor, the elderly and rural residents are less likely to have access to broadband Internet services. What does this "digital divide" mean to the evolution of journalism? Are mobile devices closing this divide?

Classroom activity: Select a message and a target audience. Develop and convey that message in three different ways. You might, for example, use a Tweet, a blog and a photo, or perhaps e-mail, video and word of mouth. Compare and contrast. Was one tool or platform more effective than another in terms of reach, understanding and engagement? Why? Would your efforts have had more success had you investigated the interests of your community before sending the message?

Extra credit: The Pew-Knight Information in the Digital Age Project is a series of studies of the changing news ecosystem. Check out the Pew study about social media and news. Are some social media platforms better suited for news? Do you consume more news incidentally (seeing a friend's shared post) or deliberately

(following a news organization or journalist)? What news topics are present in your social media?

Shaded terms for chapter one

What are "shaded terms"? These are the terms that you may not use on a daily basis, but if you want to get the most out of this book, they are terms you'll want to know. Here is list of the terms that will be mentioned in the introduction and first chapter.

Technological convergence: the tendency of different technology systems to evolve toward performing similar tasks.

Literacy: the ability to read and write, as well as think about the written word. Digital media literacy extends this to all digital media and adds the ability to find, create, analyze, distribute and use content.

The Knight Foundation: a foundation that supports journalism excellence and advances media innovation, community engagement and the arts.

Innovator: someone who creates a new or better product, process or idea.

Ecosystem: a community of living organisms interacting with nonliving things in its environment.

Cyberspace: the computer-based network environment.

Extrapolate: to guess at something that is unknown by using information that is known.

Legacy media: long-established or traditionally produced newspaper and broadcast news outlets.

Bio media: reconceptualization of media so that they interact with biological components and processes in humans.

Innovation: the process of introducing something new or different.

Personal, Portable, Participatory: three ways in which consumers interact with media, a phrased popularized by Pew researchers. Personal means catering to an individual; portable, mobile; participatory, interactive.

Credibility: The trustworthiness of something based on its source, appearance or other factors.

Journalism: the independent verification and clarification of recent events or previously unknown information of public interest, distributed to a community for its benefit. Definitions of journalism often emphasize its role in self-government.

News: Current events or previously unknown information of public interest.

Information: Knowledge, facts or data.

Singularity: In technological terms, the creation of self-aware digital super-intelligence either separate from or combined with humans.

Some of the shaded terms are in the text; others are in the Learning Layer; still others are in the source material linked to from the book. This list helps define them, wherever they are found.

"The Elements of Journalism"

Through the history of communications, humans always have needed information. In their book *The Elements of Journalism*, Bill Kovach and Tom Rosenstiel call this the "awareness instinct." They noted how people in different eras and cultures share similar definitions of news. The instinct to seek news is natural; having timely knowledge of the world around them helps people live their lives, protect themselves and bond with one another.

As civilization grew and self-government spread, the need for independent information grew. Journalism evolved into a profession. The best journalists came to believe in a specific set of principles. Kovach and Rosenstiel call them **The Elements of Journalism**:

1. Obligation to the truth
2. Loyalty to citizens
3. Discipline of verification
4. Independence from those they cover
5. Monitor power
6. Provide forum for public criticism and compromise
7. Make the significant relevant and interesting
8. Keep news comprehensive and in proportion
9. Practitioners are obliged to exercise their conscience
10. Citizens have both rights and responsibilities regarding the news

Questions for students: What do you need to know to be free and self-governing? Ask your peers, your parents, your professors. Do they have different needs? Does news you consume come with all the elements of good journalism? Do you agree these are the best elements? If you had to choose, would you say it is getting harder or easier to find excellent journalism?

Activity: Now that you know the elements of excellent journalism, look at the history of The Wall Street Journal, which was first published in 1889. How have its journalism and practices changed over time? Can you categorize the changes into the ages of the evolution of human communication the author describes?

Tracking your family's media history

The author contends that every generation grows up with a different form of media on the rise. Those who come of age as the new media form blossoms become "natives" for that particular means of communication. They shape the future of their preferred forms. They hold those preferences throughout their lives.

Discussion questions on three levels:

Flashlight:
Older generations sometimes refer to millennials as "digital natives." What do you think they mean when they say that? Do you think you are a digital native? What do you think that means? Mizuko Ito and other scholars say young people use digital media to hang out, mess around and geek out. Is that true? Is it different from how your parents used media? How?

Spotlight:
Come to class prepared to discuss a media audit of your family. Where do your parents get their news: television, radio, newspapers, the Internet? What's their favorite form? What about your grandparents? Has their media consumption changed? What do they think about your media consumption? Would they have any trouble being "unplugged" from digital media?

Searchlight:
Consider your own media use. Be honest: How many hours do you spend each day with media? Do you multitask in several media forms at once? Some call this "continuous partial attention." What would you call it? Consider this list of news sources important to the millennial generation. Do you use any of these sources? Do your parents?

Extra Credit:
Go 24 hours without consuming media of any kind. Keep a hand-written journal of the experiment. What happened? Could you do it? Was it difficult? What, if anything, did you miss? Compare your experience to that of the students of University of Maryland professor Susan Moeller. Were their reactions the same as yours?

Integrating social media into lesson plans

The Pew Research Center reports that 73 percent of Internet consumers in 2013 used social media, approaching 10 times the audience of 8 percent in 2005. The 18-25 year old group used more social media than any other.

Social media is an essential tool for newsrooms. Its capabilities include news distribution, content gathering, source locating and marketing.

Journalism schools need to adapt to dynamic social media. When Facebook's Vadim Lavrusik was a student at Columbia University in 2009, he wrote a Mashable piece entitled, "10 Ways Journalism Schools are Teaching Social Media." How many of the 10 points are included in your classes? Should they be? Are any out of date?

For students, assignments on different levels:

Flashlight: Miami Herald sports writer Michelle Kaufman teaches at the University of Miami. Her students live-tweeted LeBron James' career-high 61-point game. Many news outlets didn't bother with the game, just before a road trip and against a lesser opponent. Kaufman's class dominated the Twittersphere. Organize a class to live-tweet an event. Did the class make a splash by trending on Twitter?

Spotlight: Social media encourages immediacy. But journalists still need to verify facts. Check out the PBS Media Shift article on tools that can reveal altered pictures. Websites such as snopes.com show what myths aren't true. What other sites or devices check facts?

Searchlight: Social media enables new types of news gathering, especially when stories are breaking. Storify is an online device that allows users to create timelines with social media content. Select an ongoing story and create your own Storify. Continue your coverage until it is no longer relevant.

Is imagination better than extrapolation?

Innovative breakthroughs often are inspired by intergalactic sagas and other futuristic stories. Ideas that seem far outside the box can prove in time to be the most relevant.

Review and choose an activity:

Flashlight: Pick a sci-fi book from the list below or a popular sci-fi movie. Review, then discuss the forms of technology they predicted. How accurately did the book or movie predict the future? (Example: Star Trek replicators and today's 3D printers, or The Terminator's visual screen and Google Glass.) Are there predictions that haven't yet come true? Do they include new forms of media that you wish existed today?

Spotlight: Explore the Paleofuture blog by Matt Novak, writer for Gizmodo.com. Browse through the decades from 1870s-1990s. Find at least two media elements that were predicted accurately and two that were not. Why did some come to life while others never got past the drawing board? Try to make connections between ideas rooted in the original time and setting and those that looked beyond what was already there.

Searchlight: Writes Nate Silver in *The Signal and the Noise*: "If our appreciation of uncertainty improves, our predictions can get better too." Research the book and Nate Silver's blog with a book by an out-of-the-box thinker such as *The Innovator's Dilemma*, by Clayton Christensen. What is the secret of Silver's success as a predictor? Does his form of predictive analytics make sense, given what Christensen says? Make your own predictions for the future based on these principles. Does the use of data allow you to see far into the future, or does the crystal ball get cloudy?

Suggested science fiction novels: *The Time Machine*, H.G. Wells; *I, Robot*, Isaac Asimov; *He, She and It,* Marge Piercy; *The Sparrow*, Mary Doria Russell; *The Bohr Maker*, Linda Nagata; *Down and Out in the Magic Kingdom,* Cory Doctorow. Novels with a biological twist: *Frankenstein,* Mary Shelley*; InfoQuake*, David Louis Edelman; *Blood Music*, Greg Bear; *Beyond This Horizon*, Robert Heinlein; *The Diamond Age*, Neal Stephenson.

Books promoting out-of-the-box thinking: *The Innovator's Dilemma,* Clayton Christensen*; A Whack on the Side of the Head: How You Can Be More Creative,* Roger van Oech; *What a Great Idea,* Chick Thompson; *Thriving in E-Chaos,* James Underwood; *The Tipping Point,* Malcolm Gladwell; *How to Read a Book,* Mortimer Jerome Adler; *What Would Google Do?,* Jeff Jarvis; *Innovation,* Richard Foster.

Making new forms of media

This chapter talks about how news might function in the changing digital media environment. What will rise as a new form of news? Will all media converge? Who will do the inventing?

Student activities on three levels:

Flashlight: Research the life of a media innovator, from Gutenberg to Jobs or anyone in between, even the <u>students at MIT who are pioneering wearable computing</u>. Prepare a presentation on the innovator's life and contributions. Create a descriptive graphic or a physical model of the invention. For example, you can produce a replica of an early tabloid or a model of an early Apple computer or an iPad. You may use any materials available to you.

Spotlight: Innovation professor Dan Pacheco of Syracuse University and his students track new developments by creating <u>their own page using social media publisher Rebel Mouse</u>. Visit the page. Which of the new ideas do you like, and why? Come to class prepared to discuss how students, professors and professionals can keep up with all the new tools and ideas. Should your class create its own Rebel Mouse page, or a <u>Spundge</u> notebook, to stay current?

Searchlight: Award-winning Canadian novelist Kate Pullinger tells the story of Alice, a young girl who travels the world with her parents, using a combination of text, video, images, sound and gaming components to deliver the tale in *<u>Inanimate Alice</u>*. The Center for Investigative Reporting uses alternative techniques for news stories, including <u>animation</u>, <u>coloring books</u> and even <u>theater</u>. Using these for inspiration, seek out a newsworthy personality in your school or local community and create a story using as many digital and alternative techniques as you can imagine. Does the idea of technological convergence mean that all stories must be told in all media, or are some forms of media better for some messages?

Catching up to the future

The author connects Ray Kurzweil's predictions of a technological merger of computers and humans to changes in journalism and media. The result is a science fiction-like world of robots, cranial implants, telekinesis and more.

Research assignments at three levels:

Flashlight: Ask students to watch inventor Ray Kurzweil's "The accelerating power of technology" or Kevin Kelly's "The next 5,000 days of the web" TED talks. In a paper or blog , students would answer these questions: Have some of their predictions already been realized? Will machines make us immortal? What would be the pros and cons of a news environment in the world Kurzweil and Kelly foresee? Use additional sources as needed.

Spotlight: MIT Media Lab leader Joichi Ito focuses not on immortality but on what humans should do when he looks at how technology best helps us innovate. In a paper or blog , ask students to take Ito's stance. Why is he right to say technology is not all about efficiency? What do you think of his notion that the Internet is a "belief system?" Does your school nurture the same skills and beliefs as MIT does with its students? Is your entrepreneurial drive appreciated?

Searchlight: Ask students to explore these links:

- Guardian CEO outlines digital future of news and media industry
- Forbes: Tech companies 'control the future of news'
- The Economist Ideas Arena: The Future of News
- Newseum: The Future of News
- Poynter: AP will use robots to write some business stories

In a paper, ask students to imagine they are a journalist in the year 2020. Taking into account the readings above as well as the current chapter of this book, answer these questions: What will your daily routine be like? What are some concrete things you can do to prepare yourself for the future?

What challenges will you face?

Extra credit: How will news be paid for in the future? Look at sites like Kickstarter, WeFunder and AngelList. Are the media projects funded through

these platforms futuristic? Develop a crowd-funding pitch for a form of media that doesn't yet exist.

Teachers: how do you start over?

The author describes a news "assembly line." A story happens in a community. A content creator reports it, a packager edits it, a mass medium delivers it back into to the community. Too many news organizations, he contends, simply add new technologies to the end of the assembly line. A newspaper might tweet links to its stories, for example, rather than use Twitter to help develop story ideas or report the stories.

When the web first arrived, newspapers simply republished everything online that they already had done in traditional form. Their approach was still "we write, you read." Social media advocates noted, correctly, that this didn't take advantage of the ability of interactive media to create communities. It is the author's view that digital media has disrupted this one-way assembly line and the entire system needs to be reinvented, that journalism needs creating, not saving.

Is the same true for your journalism curriculum?

An exercise for current or future teachers:

Imagine you must create a new teaching plan from scratch to prepare students for journalism and communications jobs that do not exist today. What would it look like? Some of these questions are pondered by the Online News Association educator's group and the College Media Association advisers group on their Facebook pages. Are those helpful? Are the syllabus exchange pages on NewsU.org or the lesson plans on SchoolJournalism.org of any help?

Take it a step further. Close down (at least in your mind) the student media at your campus – the newspaper, the radio station, the magazine, the TV newscast. Now engage your students in a project to reinvent student media, designing it to meet the needs of the community you wish to serve. What should 21st Century student media look like? How important to this task is the field of media design? Consider also the ideas of Professor Henry Jenkins, "participatory culture" scholar at the University of Southern California.

Examine this project, in which reality TV was used to help train journalism teachers. Do you think this is something that could work?

Thinking community

The author discusses the resistance to change often seen in the professional news industry. Indeed, journalists (and journalism educators) are creatures of habit. Routines are difficult to break, but if they aren't, inertia sets in and new products and processes can't be created.

Activities at three levels:

Flashlight: Following up on the largest-ever U.S. readership and newsroom study, the Media Management Center at Northwestern University concluded that newsroom culture was highly change-resistant. Attributes important to journalism, such as perfectionism, oppositional thinking and competitiveness – when taken to extremes – can stop innovation cold. Study the center's findings. Do you have the constructive attributes the study describes? If not, can you change? How?

Spotlight: The human-centered design firm IDEO, known for reengineering the computer mouse and conjuring successful new brands like Swiffer, uses anthropological techniques to study people. IDEO focuses on developing insights around what people need, yet are unable to express. That's the opposite of journalism, which reports on needs that are expressed. Do you see the difference? Ask students to investigate IDEO's web site. Should news organizations study the people they hope to serve in this way? How might journalism education change if teachers used IDEO's toolkit for educators?

Searchlight: Try it. Using human-centered design techniques, investigate the unspoken information needs of a wide range of students at your campus. In addition to what you observe, try doing interviews using these Diversity Toolbox techniques. Discuss your findings. Are there insights about how student media should improve? Share what you learned with the student newsroom at your school. Were they as defensive as the professionals studied by Northwestern University? What happened next?

Are librarians a type of journalist?

Librarians and journalists both work in information professions. Many share the same goals: to provide equal access to information; to teach citizens to evaluate, analyze and synthesize information; to provide quality resources and even training to community members. The Chicago Public Library provides a great example. Could your journalism program collaborate with other groups to work together on shared goals?

Activities on three levels:

Flashlight: Is journalism a profession only some can enter or an activity anyone can try? Think about the core values of journalism. Hold a class discussion listing other community institutions that want to provide people with helpful information? Non-profits? Student organizations? Libraries? How long can you make the list?

Spotlight: Review this excerpt from New York University Professor Jay Rosen's book, "What Are Journalists For?" Rosen talks about the social responsibility of journalists to engage communities and help solve problems. Can journalists collaborate with others and yet remain independent? Ask students to write a paper or blog post explaining their views.

Searchlight: University of Missouri associate professor Joy Mayer says that both journalists and librarians "share a common mission of improving their communities through information." Are journalism teachers partners with librarians at your school? As a class project, create and launch a partnership with your local or school library with a digital media literacy component.

Extra credit: Explore the web site of the Digital Public Library of America. Imagine the year 2030, and every community had fully digitized all its archives. Write a short paper or blog post explaining how news media of all types might tap into this resource. Is news more meaningful in historical context? How? Do your local libraries participate in the Digital Public Library of America?

Curiosity, risk led Jobs to success

Read The New York Times article "Reaping the Rewards of Risk-Taking," by Steve Lohr, about the traits and qualities of innovators, namely the late Steve Jobs, Apple Computer's co-founder and former chief executive. Lohr cites experts saying innovators have "ceaseless curiosity and willingness to take risks." Longtime leading journalist and Aspen Institute chief Walter Isaacson detailed that risk-taking in his best-selling book, "Steve Jobs."

At Stanford University in 2005, Jobs told graduates to "stay hungry" and "stay foolish." Check out Jobs' commencement address. Lead a class discussion of how his approach encourages experimentation, risk-taking, and even the occasional failure.

Skills to open many doors

The American Association of Colleges and Universities wanted to know what companies look for in a good employee. Desired skills included the ability to find, organize and evaluate information from a variety of sources, effective communication and an aptitude for analyzing and solving complex problems. Employers wanted colleges to emphasize those skills, reported a study commissioned by the association.

Student activities at three levels:

Flashlight: Look at the study and think about what journalism skills match employers' desires for quality employees. Make a list of the skills you're being taught. Are there any you aren't getting at your school? Are you learning how to communicate, evaluate information and solve problems using digital tools?

One of the most important yet overlooked skills for journalists is basic math, especially applied to data journalism. Journalists once assumed they could avoid dealing with numbers, but in reality, it's a part of everyday reporting. Are you taking any math courses to prepare for this? How far does your knowledge of math extend?

How important do you think math is for a career in journalism? How about coding?

Spotlight: Would cross-campus partnerships help students develop these in-demand skills? What kind? Are you among the 250,000 people using NewsU.org or the two million using the supplemental learning system Lynda.com? Should such learning tools be standard?

Searchlight: The books *News, Improved* and *Newsroom Training, Where's the Investment?* discuss news industry attitudes about training. Unfortunately, journalism employers historically have spent .4 percent of payroll in training, while the average American business invests more than five times that amount. Does this put pressure on universities to deliver better-educated graduates for that field? What's your view? Are any scholars studying this? Try typing the phrase "newsroom training" into Google Scholar.

Out with the old, in with the new?

Right out of Towson University, in 2007, Brian Stelter began his career as a New York Times media reporter. By 2013, he was CNN's senior media reporter and host of Reliable Sources. His rapid rise was fueled by what Forbes calls entrepreneurial journalism. While in college, Stelter started the Cable Newser blog (renamed TV Newser), gained the interest of the New York Times and sold the blog to Mediabistro.

Entrepreneurial media outlets come in different shapes and size, though they are generally digital natives that emphasize individual voice and new story forms, and encourage engagement.

- Buzzfeed was founded in 2006 as a lab to create viral content. It has since become a site that blends lists, news articles, long-form journalism, opinion pieces, quizzes, videos and GIFs by staff writers and community contributors.
- The Huffington Post was founded in 2005 and features a blend of original and aggregated content intended to be shared. It has developed a reputation for engagement. Sold to AOL in 2011 for more than $300 million, it won a Pulitzer Prize in 2012.
- FiveThirtyEight was founded as an independent site in 2008 by statistician Nate Silver. It was first picked up by the New York Times and then in 2014 was re-launched as an ESPN-owned site. It analyzes statistics to reveal insights on topics such as politics, sports, economics and the environment.
- Upshot: The Upshot, a publication of The New York Times, was founded in 2014 to help readers understand big, complicated stories by writing in a direct, plainspoken way and by analyzing data sets.

Are the best jobs for today's student journalists the ones that don't yet exist?

Assignments on different levels:

Flashlight: Check out Newspaper Death Watch by author Paul Gillin. Note the publications that have folded since 2007, the ones that have merged and the innovators. In each category, do the publications have anything common?

Spotlight: Nonprofit news models are growing. At The Pulitzer Center on Crisis Reporting, student fellowship grants fund stories on underreported topics

abroad. Take a look at its 2014 student fellow projects. Write your own proposal for a travel grant that includes a story idea, tentative budget and ways you will integrate multimedia into your project. Where does the Pulitzer Center get its funding?

Searchlight: The Poynter Institute's Andrew Beaujon reports that local newspapers are consistently cutting newsrooms. Enter Daniel Ricker's Watchdog Report blog to report on South Florida government, a one-reporter operation supported by the Knight Foundation and others. Select a topic in your local community that is underreported. Who in your community might fund that reporting? Cover an event relating to your topic.

Extra credit: Select a big national story currently in the news. Find an article that covers that story in each of the following young media outlets:

- Buzzfeed
- Gawker
- VICE
- FiveThirtyEight
- PolicyMic
- POLITICO

How did each publication frame its story? How did each use multimedia or data? Does each employ a specific style? Are there similarities between them? Would you consider these sites entrepreneurial journalism? How do they differ from traditional journalism?

EPIC 2015's wild future

Show your students EPIC 2015 from the Museum of Media History Website. It says "the press as you know it has ceased to exist," then spins out a future based on web giants Google and Amazon. In the video, they combine into "Googlezon" and chase *The New York Times* off the web. Their secret? Personal information collected from everywhere and digital filters provide content and advertising tailored to each individual.

Student assignments:

Flashlight: Have students visit Google News. Is EPIC's prediction of Google News correct? What else did the video get right? Does the 2013 purchase of the Washington Post by Amazon founder Jeff Bezos mean future news will be what people recommend and not what news people decide?

Spotlight: Show the class best-selling author Eli Pariser's TED Talk on "Filter Bubbles." Pariser describes how search engines make information choices for us based on our past consumption. Think about the author's metaphor about digital sunglasses. Lead a class discussion: Should people be able to design their own sunglasses to filter the news? Or are the automated sunglasses better?

Searchlight: *The Guardian* revealed the existence of PRISM, a secret U.S. government program that can mine massive amounts of personal data to use in security investigations. Google, Microsoft and other companies said they only gave data when required and denied direct access to their computers. *The Washington Post* revealed the National Security Administration had exceeded its authority or broken its own privacy rules thousands of times per year. Assign students to research the case and do a timeline of its milestones. Discuss in class: How did students decide what was major?

Extra Credit: Students should try Upworthy and StumbleUpon, two sites designed to help people find noteworthy content, and post comments somewhere on line saying what they liked and didn't like about them. Write a short blog post on this question: Does either build serendipity into news consumption?

Theories behind "comfort news"

Why is it that people seek out "Comfort News?" Academics propose a number of different theories. Here are four:

Information deficit fallacy: Facts don't always motivate people. Simply put, giving citizens more facts does not always change their opinions or behaviors.

Motivated reasoning theory: People are prone to confirmation bias (accepting information that confirms their beliefs) and disconfirmation bias (ignoring information that undermines beliefs). There is a natural mechanism in the brain that gives a pass to information we believe and makes us more likely to challenge information that we don't.

Belief perseverance dynamics: People often have trouble remembering which ideas are true or false over time. They may discuss the strange story in which linebacker Manti Te'o's dead girlfriend not only isn't dead, but didn't exist, but over time, they may only remember that Manti Te'o's girlfriend died.

Power of particular sources: People are more likely to accept new factual assertions when they come from sources that are perceived as trustworthy and hold the same general values. This explains the popularity of social media and certain trusted media brands.

Class discussion: After reviewing the theories, consider which one seems strongest. Could they all be true?

Do you think people only consume comfort news, or are they still interested in fact-filled "hard news" about things they don't know. Take a peek inside Emilie Ritter Saunder's digital life. How does it compare to yours?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

How do you know what to believe?

A 2010 study funded by the John D. and Catherine T. MacArthur Foundation, surveyed 11- to 18-year-olds -- 30 percent said "a lot" of what they found on the web was believable. Given the human tendency to embellish, especially when talking about oneself, does that number seem accurate?

Nearly all states have adopted Common Core Standards for K-12 education. They include the following:

> "Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals."

Class activities:

Flashlight: Study the main points of the Common Sense Media digital literacy curriculum. Discuss with the class: Does it align with the standards? Are high schools in your region teaching digital media literacy? Do you think the goal of the common core standards is being met?

Spotlight: Have students use the News Trust web site to rate news stories according to the news review form provided there. Do you agree with the rating system? Are there other elements you would have included in your own system? Find a story that proved to be false and see if the students can spot it.

Searchlight: Download Janet Cooke's story in the Washington Post about a child heroin addict. The story won a Pulitzer Prize but the prize was revoked when the story turned out to be fabricated. Alter details in the story to mask the identity of writer and newspaper. Using either News Trust or your own rubric, ask your students to rate the story. Then reveal the story of the hoax. Did any of the students give the story low ratings? Why?

Tests and textbooks

Textbooks are changing, and their future is digital:

- This free HTML book is used in classes at Northwestern University
- The Association for Education in Journalism and Mass Communication (AEJMC) is testing crowdsourcing for its new book publishing venture by inviting members to submit book proposals to be reviewed and voted on by other AEJMC members.
- Apple has a textbook-optimized version of iBooks and iTunes U, which hosts full courses.

Can the education philosophy of "teaching to the test," currently being promoted by test and textbook companies, survive as textbooks change their identity?

Activities at three levels:

Flashlight: Review the Shorenstein Center news-in-the-classroom study from Harvard. Discuss with your class: Do they agree that a shortage of current affairs discussion hurts students' education? What about your own class? When discussing the news, how much is enough?

Spotlight: Printed journalism textbooks for high schools, because of the slow publishing and approval process in many states, can be out-of-date by the time they get to the classroom. In high schools, for example, highly regarded texts include "High School Journalism" by Homer L. Hall and Logan H. Aimone and "Scholastic Journalism" by C. Dow Tate and Sherri A. Taylor. Ask your students to do a paper or blog post comparing high school and college texts designed to teach journalism. Is it possible through a web review to determine if they include social and mobile media?

Searchlight: Secretary of Education Arne Duncan strongly advocates the use of eBooks. Assign students to explore research on learning outcomes and eBooks. Do they work just as well as printed books? What about other digital distance learning, such as webinars or videos? Assign a paper or blog post: Can students exist on digital books alone? Why or why not? Is your school as digital as it should be?

Extra credit: As a homework assignment, ask students to research MOOCs,

massive open online courses, being offered on media and journalism, such as those done by [Professor Rosental Alves at the University of Texas](). MOOCs include many thousands of participants. As with other forms of e-learning, some faculty have voiced strong opposition to MOOCs. Ask students to write a paper or blog post considering their arguments. Are they valid? Given you answer, what's the right course of action for educators?

Working on all digital platforms

The Poynter Institute offers a number of courses (many free) for journalists worldwide. One looks at how the "Multi-dimensional Journalist" covers the 24-hour news cycle. It says journalists must be able to report, write and edit on all platforms, including social media.

Class activities:

Flashlight: Visit Poynter's News University and find free courses you like. Share the course descriptions with your classmates. Try one, such as News Sense or the Be a Reporter game. Have a class discussion about the courses you would create for high school journalists. How might you cater these course objectives to your high school newspaper or yearbook?

Spotlight: Compare NewsU with other e-learning sites. Can you find better digital classes for journalists? Is it one-size-fits-all, or are there different places for different types of skills or learning styles? Blog your recommendations.

Searchlight: Will every journalist use every form of media? Is specialization dead? Compare journalism to fields like music, medicine, education and the law. Are there others fields where generalists are in demand? Split the class into groups so all student can present their ideas.

Extra credit: The Knight and Mozilla foundations are creating teams of journalism technologists to develop open-source experiments in newsrooms during 10-month fellowships. Meet their 2014 fellows. What skills do they offer newsrooms? Are they specialists or jacks-of-all-trades? What courses at your school teach some of these skills?

Using the New Tools

Teaching students to be proficient in this new environment means that sometimes you will have to learn along the way. It is common for teachers to know less about the latest technologies than their students. How might this change the rules of how you think about teaching?

Activities at three levels:

Flashlight: Try a reverse mentoring experiment. In a lab setting, ask each student to find a web site, digital tool or game that he or she thinks a teacher should know about. Divide the students into five or six "stations." Invite a group of teachers to your class and ask them to rotate from station to station and hear the students explain why the resource they are demonstrating should be used in class.

Spotlight: Ask students to create a WordPress blog to discuss how digital and interactive news outlets are in your community (including student media). Divide the outlets up among the students and have them write critiques online. Before they write, however, ask them to send the questions they seek to answer out through their own social networks. Do the outlets attract students? What techniques do students want that the news organizations are failing to provide? What are they doing well?

Searchlight: Cover a story yourself. Create a demonstration of how you think a story could be done using whatever digital tools you have available. Evaluate the results as a class. Did the story have a wide audience? Did it engage a community? Did anything change because of it? If you used your personal networks to do and share the story, was its impact limited because of the size and demographics of your networks?

Investigative reporting

One of the goals of the Investigative Reporters and Editors organization is to educate journalists in the latest reporting techniques. IRE provides hundreds of workshops each year. Reporters, editors and sometimes entire newsrooms learn investigative techniques such as tracking political funds, online hoaxes and crime. The IRE Resource Center is a research library with more than 25,000 investigative stories from both print and broadcast news organizations. There are a number of Tip Sheets under Story Packs on the website. Tip Sheets pertain to cops and courts, local government, education, environment, non-profits, immigration, aviation and others.

Here are student assignments on three levels:

Flashlight: Consider the topics under Covering Local Government Story Packs on the IRE Resource Center website. Discuss and present what your group might consider in this scenario: Covering a story about voting in local elections, what might a reporter consider to make sure readers get a more in-depth story?

Spotlight: Visit the Covering the Environment Story Packs on the IRE Resource Center website. What issues in environmental news might merit more investigative work? Discuss how you might cover these within your community? How could you engage the whole community in the reporting?

Searchlight: Either in groups or individually, visit the IRE Resource Center website. Consider stories you might write in the future. How you might take an investigative approach to that story. Can any story become an investigative story? What challenges might you have to overcome in the investigative process? Record your thoughts and present this to the class.

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Guided reading questions for chapter two

1. Why does journalism and mass communication education matter?
2. Does it make a difference whether a community is informed by a professional journalist, a student journalist or a "citizen" journalist? Why or why not?
3. Do you think journalism education must modernize? What will happen if it doesn't? Will the quality of journalism suffer? Why or why not?
4. Are there greater implications for society if we change the way we teach journalism?
5. About how many college or university journalism schools are there in the country? Could they satisfy the information needs of communities?
6. Do you believe university faculty members should be hired primarily for their degrees, or their "real world" work experiences, or a combination of both? Explain your answer.
7. Why is interdisciplinary study important when it comes to journalism?
8. How does the team-teaching concept work in the context of journalism education?
9. What are the advantages of team-teaching?
10. What is "knowledge journalism"?
11. According to the author, what potential news outlet is underused at many universities?
12. What four steps do universities need to take to become relevant in journalism education?
13. What college-level teaching model did foundation leaders advocate in a letter to university presidents?
14. What are the advantages and disadvantages of that model?
15. Why would a newspaper or teaching newsroom need libel insurance? Define libel as part of you answer.
16. The author says top professional journalists should be able to earn a professional doctorate. Do you agree or disagree?
17. Unlike doctors and lawyers, journalists are not licensed. Is licensing a good idea? Would it make journalism more of a profession? Does the First Amendment allow it? How have governments abused licensing?
18. Why is research important to those who teach journalism? Why is it important to professional journalists?
19. Would journalism or media research be better if scholars and professionals did it together? Would some types of research benefit more

than others? If so, which types?
20. What relationship should student journalists have with their communities?
21. According to the Federal Communications Commission, how many journalism jobs have been lost over the past few years? Where have the bulk of these jobs been erased from?
22. To what does the author compare watchdog journalism?
23. What happens without watchdog journalism?
24. How should journalism students become better prepared to enter the current job market?

Shaded terms for chapter two

ACEJMC: The Accrediting Council on Education in Journalism and Mass Communications is the agency responsible for setting and upholding standards for college-level journalism and mass communications programs.

AEJMC: The Association for Education in Journalism and Mass Communication is the primary membership organization for academics in the fields of journalism and mass communication education.

E-learning: The use of Internet technologies to enhance knowledge and performance. E-learning can occur with or without a real-time teacher, at set times or at the user's convenience.

Frenemy: A competitive friendship. Though staying on friendly terms is mutually beneficial, the organizations are competitive rivals. Frenemies may dislike each other, despite the polite front.

Freemium: A business model combining the words "free" and "premium." Freemium products and services provide basic elements at no charge but offer the option to purchase additional or advanced features for a fee, as with Linked-In. A popular model with software and web-based applications.

Interdisciplinary: The combination of two or more academic or practical disciplines, sometimes creating new ways of thinking. An interdisciplinary field often crosses traditional boundaries between schools of thought as new needs and professions emerge.

News flows: The pathways through which information is exchanged and shared by journalists, news organizations and people themselves.

Newsgathering: The process of finding, verifying and clarifying information on behalf of a group of news consumers.

Research gap: A place in academic research where little to no information exists on a topic. Research gaps sometimes suggest new themes to explore.

"Teaching Hospital" Model: A model of learning-by-doing that includes

college students, professors and professionals working together under one "digital roof" for the benefit of a community. Student journalists provide news and engage the community in innovative ways. Top professionals support and guide them. Good researchers help design and study their experiments.

Some of the shaded terms are in the text; others are in the Learning Layer; still others are in the source material linked to from the book. This list helps define them, wherever they are found.

Do you have a "teaching hospital"?

The author promotes the value of the "teaching hospital" model for college-level journalism education. It's a model of learning by doing that includes students, teachers, scholars and professionals working together under one "digital roof" to produce news that informs and engages a community. Students learn about journalism as they do it, and researchers study their experiments.

But will that model work everywhere? Can you afford an entire hospital? Should you run a teaching clinic, with students filling a community news niche? Or just do one story as a class project? The answer may depend largely on the curriculum structure of your school— your way of defining and applying journalism.

Examples:

Journalism as electives: In colleges with this level of journalism education, there may be only a few journalism classes. Doing "actual journalism" can be an extracurricular activity, perhaps even a campus public relations activity. You might see newspaper or media clubs on those campuses. High school journalism can function this way.

Journalism as a concentration, or a minor: This is a common alternative at liberal arts schools. You may major in "English" or "Communication" but you can build a concentration in journalism. There are additional classes to fill out more of what a student would need to do more meaningful journalism in a laboratory setting.

Journalism as a major: At this level, schools often have people with professional experience on the staff, though in some cases it may not be current experience. There are a range of different classes (journalism history, law, ethics, media management, etc.) designed to delve deeper into the intellectual foundation of the field. These are the schools with the largest spectrum of "live news" options -- from a campus-focused newspaper to ownership of a commercial community news outlet.

Journalism as a double-major or customized degree: A few leading schools are now experimenting with joint journalism-computer science or

journalism-business degrees. New rules adopted in 2012 by the Accrediting Council on Education in Journalism and Mass Communications programs allow schools to more easily develop double-majors and customized degrees involving journalism and technology, business or other subjects. These schools often have greater capacity for innovation and new product creation because of partnerships with the rest of the university.

Questions for a class discussion:

- Do you produce journalism for classes that is not posted online or used in student media? Is that a waste?
- At your school, do you have "unused local news capacity" -- such as an FM station that plays only music and offers no local news?
- In what ways would the concepts of a "teaching hospital" be useful to your school's journalism education efforts?
- Do you agree with the author's argument that journalism education is better when it involves students, teachers, professionals and scholars working on the same live-news efforts?

Consider these case studies: The University of Colorado is discussing creating a <u>College of Media</u>, Indiana University is <u>merging its independent school of journalism with the College of Arts and Sciences</u> and the <u>University of South Florida dropped out of accreditation</u> and replaced its school of mass communications director with the leader of the School of Information.

Because of these changes, do you think the schools are more or less likely to be able to create a "teaching hospital" model? If not, in what direction are the schools moving?

What should student media look like?

The "teaching hospital" approach to journalism education merges student journalism with classes, often taught by professionals. For example, students in a course at Arizona State University produce video news packages that air on the same day of production. Their aim is top-quality, professional content that could be used by any news organization.

Student media at other universities operate somewhat like student organizations. An editor-in-chief or station manager assumes the role of "club president." The news outlet may work under the supervision of a faculty advisor. It might be a class but more likely is a group of volunteers. Some staff members might be paid. Students get hands-on experience and a chance to run a news organization.

Each approach faces challenges. A "teaching hospital" clinic can require additional faculty or staff to supervise operations. A "club" must create incentives to attract volunteers. Some schools have both systems. Some have merged them into hybrids. What does your school do? How important is it for students to manage student media? How valuable is it to have top-level professional work samples? How could a school provide both?

For students, assignments on different levels:

Flashlight: Neiman Lab suggests that journalism students create work for professional publications through collective reporting. The University of Miami television station and radio station contribute content to the student newspaper, The Miami Hurricane. Is cross-platform content sharing a good idea? Or should each publication be responsible for creating its own original content over different platforms?

Spotlight: Look at "1 Million Story Ideas for Student Journalists" on the College Media Matters blog. The ideas there are inspired by real student media stories. Choose one idea to do yourself. Write a story proposal. List the people you will interview. Pick the platforms you will use to share the story.

Searchlight: Check out the Journoterrorism blog by former Florida Atlantic University student newspaper adviser Michael Koretzky. He offers non-traditional advice on confronting the chaos of a college newsroom and getting

your first job. See ["9 Mistakes That Crush a College Journalist's Career."](#) Do you make any of these mistakes? Do your peers? Do any professors suggest you commit them?

Extra Credit: Awards can boost the reputation of student media. They can even encourage universities to keep funding student media. Consider applying for these student media awards:

- [Society of Professional Journalists Mark of Excellence Awards](#)
- [Associated Collegiate Press Awards](#)
- [Hearst Journalism Awards](#)

A next wave of "new"

As journalists become comfortable with mobile media, they have begun to experiment with new types of storytelling. Some experiments reach further than others. We are heading into a world in which you can be immersed in a story with virtual reality, holographic glasses and drones. The news cycle can become part of your body cycle with wearable technology.

So what will this mean for journalists? Could we reach a point in the near future similar to the one described in this American Journalism Review article by former Newseum staffer Paul Sparrow?

Consider these reading assignments and class discussion topics:
Flashlight: While these advances can be exciting, they bring up ethics and privacy issues. Consider this article about the ethics of drone journalism. Which laws do you think are necessary? Try the same with social media. Another example: Look into the issue of net neutrality. How do new technologies play into our fundamental ideas of free expression and equality?

Spotlight: Explore Walking New York, the New York Times Magazine's step toward virtual reality journalism. Download the app Vrse and watch the video. Where else would this platform work? What you can do with an upcoming election in WhatsApp?

Searchlight: To use these new tools, will journalists need to have a deeper understanding of reader behavior? Probably. Story forms could be as customized as the stories and tools themselves. So how does a newsroom go beyond simply measuring "unique visits"? Research what analytic data is important in the mobile age. Newsrooms call it "audience development."

Extra credit: Technology changes. Clarity remains a goal. Check out this list of common repetitive phrases, this list of jargon and this list of clichés. Take a look at social media. Would good writing stand out there? Is it one of the tips on how to use Twitter? Or Tumblr? Go online and choose any news story. Highlight any repetitive phrases, clichés or jargon. Make suggestions as to how to improve the writing. Now read it again, and do the same once more.

Are student media already "teaching hospitals"?

Do traditional student media serve their communities in a "teaching hospital" model of journalism education?

The author defines the "teaching hospital" model as a news organization populated by students, teachers, professionals and professors that engages deeply with the community it serves. It supports a culture of continuous change and experimentation in news technology and technique. Scholars both inform and study the experiments. This means the news organization provides not just news for the community but knowledge to the field of journalism.

Discuss with students the question of whether student media already fit that definition. If not, where do they fall short? Some argue that including professionals and scholars in student media takes away from the learning students get when they run their own newsrooms. Could a student-run "teaching hospital" still work if the scholars and professors were "consulting physicians" and the students make the decisions?

For students, assignments on several levels:

Flashlight: Look at the Associated Collegiate Press site as well as their College Media Matters site. What is the purpose of these two portals? Do they address the innovation issues raised by the author? Would you join them? In an online outlet of any type, answer this question: Do the contests supported by these organizations, as well as those under the high-school focused Journalism Education Association, encourage digital research and storytelling as well as social and mobile media use? Do they encourage change?

Spotlight: In 2012, student journalists participating in the national Carnegie-Knight News21 program produced a major investigation into voting rights. "Who Can Vote?" was the work of 24 students from 11 universities under professional direction. Take a fresh look at the News21 program. Divide the class into groups to research four questions for discussion:
1. What impact can you find from News21 investigations?
2. Are the students innovating; if so, how?

3. Does News21 engage a community; if so, how?

4. What knowledge does News21 provide to the field of journalism? Have the class discuss ways to improve News21, including future story ideas. Write a class letter to the program's director.

Searchlight: Have students pick a topic to localize from the community-based studies on the Journalist's Resource. Ask each student to contribute one relevant fact, drawn from this list of free references and resources or elsewhere. Map the story: What interviewing and reporting still needs to be done?

Now, have the class set that aside and question everything. Why did they choose that topic? How do they know the community is interested? Did they ask any experts? Did they ask any community members? Are there better ways to choose stories than journalists picking them on instinct?

Extra credit: Thinking about the story chosen above, how would you turn it into a "teaching hospital" experiment? Would the story be done differently? What might the experiment teach the field of journalism?

Update

Some schools innovate, build momentum

Some journalism and mass communication programs across the country are innovating. Examples:

- Morgan State University has created the Urban Digital Journalism Program.
- Florida International University has the Knight Innovator in Residence Program, encouraging collaboration between students and faculty on innovative digital media projects, new courses and research.
- The University of Florida College of Journalism has a two-year speaker's series, "The Innovators."
- "Back in the Newsroom" is a summer fellowship program for Historically Black Colleges and Universities' journalism faculty that keeps their skills up to date.
- Arizona State University created a Public Insight Network bureau on their campus. Students in the bureau help media organizations engage communities in innovative ways.
- Northeastern University is piloting the Media Innovation Track to train graduate students to apply design, data and technology skills.
- Hampton University is creating a pilot of the Center for Digital Media Innovation to expose minority students to new journalism practices.
- The New School is piloting a Journalism + Design bachelor's degree and minor program that will teach journalism through a design mindset.
- The University of Texas at Austin is developing Massive Open Online Courses, this one on Investigative Journalism for the Digital Age.
- The City University of New York is developing an MA Degree in Social Journalism.
- Columbia University is speeding up its offerings in data journalism and computational journalism.
- University of Missouri's Reynolds Institute is creating new types of innovative fellowships, including some fostering partnerships with news organizations.

Assignment for students: Read through Education Shift on PBS Media Shift, College Media Matters and Poynter's training section to discover what journalism innovation projects have taken place at universities in the last month. Is your

school keeping up with the pace of change?

Interdisciplinarity: Insights from more than one field

It's called interdisciplinarity. It isn't new, but the idea of seeing the complex world through different lenses has been growing in popularity. A student might learn business and art, or music and medicine, or any combination of topics. In journalism, interdisciplinarity offers greater context for understanding today's society. Combining the knowledge from different disciplines can encourage new ways of thinking.

Assignments for students on three levels:

Flashlight: Collaboration may be especially important in small journalism programs, where maybe just one or two run the show. English composition classes teach writing basics. Class discussion: Suppose you just received this creative writing assignment, to write an essay from the point of view of a lobster. What science would you need to know to do a realistic job? Even if team-teaching isn't an option because of the small size of your school, would it be possible for another teacher to provide links or handouts that could help?

Spotlight: At Michigan State University, students are learning how to use drones as part of their environmental journalism classes. Would that be considered part of the interdisciplinary program pondered by this professor? Ask students to find universities that offer interdisciplinary programs. Which majors seem to offer the most varied combination of subjects? Are any of them in journalism or communication majors? Which disciplines is journalism usually paired with? Have a class discussion.

Searchlight: At New York University's Steinhardt School of Media, Culture, and Communication and Georgetown University's Communication, Culture and Technology Programs, among others, faculty infuse journalism and communication with social, cultural, political and technology studies. Look at all the programs offered in your school now. Create three custom interdisciplinary tracks for journalism majors. Explain why you chose certain specialties over others.

Extra credit: At the University of North Carolina, Penny Abernathy studies

digital media economics. In this [FOX interview she talks about paying for online news content](#). As old economic models collapse and [digital ad marketing dollars keep growing](#), isn't a better understanding of journalism economics an essential part of new media education? New fields of inquiry, like Digital Brand Attachment (studied by UNC's [JoAnn Sciarrino, an expert in digital advertising and marketing](#)) measures the emotional connection between people and brands. How much business should journalism students be taught, and who should do the teaching? Examine [the successful French online newspaper Mediapart](#), profitable from subscriptions only. How would you rearrange lesson plans and collaborate with other teachers to show students how the business office of Mediapart functions?

What do they do in those news labs?

Northwestern University's Knight Lab is a team of technologists and journalists working together to advance innovation, developing prototypes, projects and services. The idea is that journalists should help design the technologies and techniques that are changing their field.

Students should look at the tools in the projects section, such as TimelineJS, which enables people to build visually-rich interactive timelines; Local Angle, which finds national stories of local interest; BookRx, which recommends books by looking at Twitter activity and TweetCast, which used your tweets to predict the candidate you were likely to vote for in the 2012 U.S. presidential election.

Choose from these batches of student activities:

Flashlight: Think about the "Searchlights and Sunglasses" idea from this digital book's introduction -- that traditional journalism shines a light to help people see, but the future of news also involves the use of filters to help us see. For class discussion: Which of the tools on the Northwestern site operate like searchlights and which like sunglasses? Do you think the lab is achieving its goals? Why or why not?

Searchlight: While imperfect, social media sites like Pinterest can be used for research. A joint project between Philip Merrill College of Journalism and the School of Public Policy in University of Maryland resulted in the creation of PrezPix, a site that analyzed the framing of the 2012 election campaign solely through photos. Try using one of the tools in Knight Lab, or other tools mentioned in the book to research an interesting story.

Searchlight: The Massachusetts Institute of Technology offers "Media Lab Entrepreneurship: Digital Innovations," to increase student understanding of how digital innovations grow into societal change. Look at the Digital Ninja workshops, with step-by-step plans for collaboration. Where on your campus is innovation taught? Ask a teacher from that department to talk to your class, with students assigned to find out what from that department's curriculum could be used to improve the journalism program. Approach that department to figure out how a collaborative class could be beneficial. Discuss strengths, or areas of interest for both departments that can be fulfilled by team-teaching.

Extra credit: Look into Frontline SMS, which allows broadcasting of text messages via cell phones. Try it as a simple way to communicate with a large group of people and ask them to participate in a report you are doing.

Can student journalists fill the gaps?

The author believes "teaching hospitals" at journalism schools could help make up for the shrinkage in local news the nation has seen in recent years. Do you agree? Are there enough students? Are they digital enough?

Mu Lin, a former Dartmouth College PhD student now working for Twitter, started a survey of U.S. journalism and communication schools. He could find only a few dozen of the more than 500 programs meeting his definition of "fully integrated." He then took up the question of how best to develop a digital journalism program. Offering digital classes as electives is not enough, nor is offering a digital track for some students. Lin says all journalism students must take courses in digital or multimedia journalism, you must be able to major in in digital or multimedia journalism, and all students must take reporting and production courses in both print and broadcast.

Student activities at three levels:

Flashlight: Divide your state's colleges up into groups, assigning some to each student. Using Lin's criteria, how many colleges in your state offer "fully integrated" programs? Research program tracks, course listings (including descriptions), and electives offered. Which schools had the most interdisciplinary curriculums? What student journalism do they offer? Send your results to Lin's blog.

Spotlight: Class discussion: Starting salaries for journalism and mass communications majors average anywhere from $30,000 per year to $41,000, depending upon what study you look at. Ask students to research this difference. Could it be that the confusion is caused by whether students work at traditional outlets whether they work at banks, law firms, hospitals … anywhere there's a web site? Discuss how to avoid this: Some students wanted a traditional job so much they were scammed with fake job postings.

Searchlight: Have the class prepare a proposal of interdisciplinary courses they would like included in their major, like Missouri's "drone reporting" or Oregon's iPad magazine. What classes would they need to brainstorm an innovative journalism software product, service and/or program? How can they make their wishes known?

Extra credit: Several prominent universities -- Harvard, Yale and Duke for example -- do not offer journalism as a major. If you graduate from an Ivy League School, is a major necessary? Why or why not? What are the advantages or disadvantages of having a journalism degree? Find a story like this on writer Michael Wolff, who called Columbia University's journalism overpriced and underperforming. Ask students to add their views.

Sizing up the roadblocks to change

Niccolò Machiavelli was an Italian writer, statesman and philosopher during the Renaissance best remembered for his book on the realities of politics, *The Prince*. He wrote:

"It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than a new system. For the initiator has the enmity of all who would profit by the preservation of the old institution and merely lukewarm defenders in those who gain by the new one."

Educators revealed the roadblocks in their way to rework their curriculum in interviews with Inside Higher Ed:

1. **Change is more work.** Regional accrediting bodies require faculty to have advanced degrees unless an institution shows why the professional background of a teacher is relevant. This means there's extra work when hiring professional faculty, according to Beth Barnes, director of the school of journalism and telecommunications at the University of Kentucky.
2. **Change requires money and approvals.** Barnes also noted that a journalism school may be willing to change, but can't unless the university overseeing that school agrees. Money often is needed to build new, up-to-date facilities, but conflicting campus priorities can commit those dollars elsewhere.
3. **Change takes time**. It took decades for journalism education to expand from vocational education to the teaching of the intellectual foundation of a profession. It's not reasonable to expect instant change.

Three levels of discussion for your class:

Flashlight: Are the roadblocks listed above the major ones? Are there other explanations? (Check out these math and data tools, for example: Could it be that student journalists are just not good at math?) If Machiavelli's statement does apply to journalism education, who profits by the preservation of the current system? Why don't digital advocates make more noise?

Spotlight: Consider this article by Len Downie, former executive editor of the *Washington Post*, on the roadblocks journalism schools face to implement the "teaching hospital" model. Given the roadblocks, do you think journalism

education can accomplish the "drastic changes" called for by Downie?

Searchlight: Ask students to read the research below on journalism education reform.

- Cherian George at Nanyung Technical University of Singapore wrote in his 2011 research *Beyond Professionalization: A Radical Broadening of Journalism Education*, that he saw the need for change in undergraduate journalism education. He argued that journalism is a human right, and should be taught and practiced as such. He called for an emphasis on journalists, as representatives of all people, having access to all information.
- Tim Vos at the University of Missouri, in his 2012 article *Homo journalisticus: Journalism education's role in articulating the objectivity norm*, discusses how the concept of objectivity was naturalized in journalism education from the 1890s to the1940s.

Class discussion: Should these changes happen? How?

Movies, cartoons and a pop tour of news values

The Image of the Journalist in Popular Culture is a project of the Norman Lear Center at the University of Southern California's Annenberg School for Communication and Journalism. Its database contains more than 83,000 entries on journalists, public relations people and media generally. The references come from film, television, radio, fiction commercials and cartoons. Teachers might consider its DVDs; scholars, its peer-reviewed journal.

Early plays and movies, such as "The Front Page", often looked at the sensational, exciting, romantic aspects of journalism. Journalists were superheroes, such as "Superman" (reporter Clark Kent) and "Spiderman" (newspaper photographer Peter Parker). The classic "Citizen Kane" also emphasized the incredible power of the press.

Investigative reporting took center stage in "All the President's Men", with brave Washington Post reporters Bob Woodward and Carl Bernstein tracing a bungled burglary to abuses of power so severe the revelations led to President Richard Nixon's resignation. After that, while some journalists still saved the day in popular culture, ethics violations soared; reporters lied, cheated and stole, clawing their way to fame, and "pack journalism" flourished, with crowds of reporters screaming questions.

Modern movies are a kaleidoscope. Clark Kent leaves the Daily Planet to start a blog. Netflix' "House of Cards" also has reporters fleeing the Washington Herald for the digital Slugline. HBO's "Newsroom" details TV's failings in the way "The Paper" critiqued newspapers. It falls to older documentaries like "Page One: Inside The New York Times" featuring real journalists such as New York Times media reporter David Carr (here talking about the future of journalism) to inject some reality into public perception of journalism.

Assignments for students at several levels:

Flashlight: Review the links above. Ask each student to choose one book, comic, film or other portrayal of journalism, and rate it: Positive, negative or mixed. Students can email you their video reviews in pop culture format. They

can create an animated video of their results using goanimate.com or another free site. Do portrayals of journalists reflect the journalism of the time? Are they sensationalized to make them more entertaining? If so, how? Post the best reviews on a blog.

Spotlight: The Association of American Editorial Cartoonists promotes staff, freelance and student editorial cartoonists in the United States. The group actively opposes the trend toward newspapers cutting cartoonists. Ask students to try keyword searches on the AAEC site or the Cartoonist Group site or even to find cartoons about journalism, reporters, media, etc. Students should pick their favorites to bring to class. What journalism issues do the cartoonists raise? Are they right? Are there any issues they seem to leave out?

Searchlight: Matt Wuerker of Politico is a recent Pulitzer Prize winner for editorial cartooning. About halfway through this 40-minute interview, he starts showing how he draws his award-winning cartoons. Assignment: Try it. Ask students to draw their own cartoons. What's the topic? Something they should know about: Journalism education! Let's see what students believe is wrong, ironic, paradoxical, unjust and otherwise broken in teaching the next generation of journalists. Are they learning everything they think they need to know? After the class picks the best, ask for a volunteer to send them to journalism education groups: Will they use them on their web sites?

Finding case studies on the impact of social media

On March 15, 2013, the award-winning graphic novel, *Persepolis* by Marjane Satrapi, was pulled from library shelves and ordered removed from classrooms by the Chicago Public Schools. A student journalist found Satrapi's literary agent, who immediately found the author. Satrapi, who now lives in Paris, responded – as did the American Library Association's Office of Intellectual Freedom and many outraged local, national and global citizens. In summary: Students used social media to put the word out about Chicago's policy, and the book was returned to library shelves.

Ironically, the book was written partly in reaction to the censorship of artistic expression in Iran under the fundamentalist Islamic regime that took over power of the country after the 1979 Revolution.

Below are three levels of activity for students:

Flashlight: How can you verify that the above story is true? Can you find news reports or statements from the parties involved online? Do they verify the story or conflict with the story? How can a researcher resolve conflicts if sources say different things in a case study?

Spotlight: Research a similar case of censorship that was overturned. Start by looking over the Global Journalist. Explore the role of social media in the case.

Searchlight: The use of social media is exploding. Is censorship also increasing? How would a researcher look into that? Find two or three examples of groups that monitor Internet freedom. Do those measurements include social media?

Extra credit: How many universities offer a college degree with a specialty in social media? Here's a master's degree specialization from the University of Florida. Of the 500 journalism and mass communication programs and schools in the United States, how many others can you find?

Watchdog journalism reduces corruption

Journalists make frequent use of the story of one of the poorest cities in Los Angeles County — Bell, California — to explain why their work matters. In 2010, Jeff Gottlieb and Ruben Vives of the *Los Angeles Times* learned city officials in Bell were receiving some of the highest salaries in the nation. Six city officials were accused of misappropriating public funds. The reporters won the Selden Ring Award for Investigative Reporting and their newspaper won the Pulitzer Prize for Public Service.

This is the type of accountability reporting at stake in our current journalism environment.

Present the case to your students:

- Timeline, Bell: 'Corruption on Steroids'
- Is a city manager worth $800,000?
- Pacific Time podcast: The story behind two Los Angeles Times stories

Activities for students on four levels:
Flashlight: In a class discussion, ask students: Could local reporting have prevented this scandal? What is it about investigative reporting that has caused it to be cut by commercial news organizations? Are there other, non-profit types of investigative reporting? Are those outlets active in your area?

Spotlight: Globally, Harvard scholar Pippa Norris argues that the news media is vital for triggering governance reform because a free press usually means less corruption. Shouldn't the same be true in the United States? Journalists have documented the fall of reporting on state governments, for example, and other investigators have shown the high risk of corruption in the states. Ask students to pick a state with a high corruption index. How many daily reporters are covering state government? How has that number changed? They should post their views on line.

Searchlight: Excellence in investigative reporting is recognized by the Pulitzer Prize. Ask students to take a look at past winners and finalists, and the topics of their stories. Are there any trends? Ask students to plot the trends using a data visualization chart. Hold a class discussion of the findings. Why are some topics leading the pack? Are other topics missing? Students also should research local

news sites: what notable investigations have occurred recently?

Extra-credit: Worldwide, as noted above, studies by Norris and others show a correlation between freedom of the press and levels of corruption. What other things set the stage for increased corruption? Compare the corruption map to the Press Freedom map. Now look at the global governance patterns on this chart. Do you think the "new censors" are those from the rising group of countries called "anocracies"? Ask students to put their thoughts online in whatever format they wish.

Destroying journalism education to recreate it?

Consider the many changes in recent years at the Columbia University Graduate School of Journalism: new degrees, classes, projects, centers. Students now routinely post their work online. Former Columbia dean, Nicholas Lemann, remarks how "The main change in journalism has been the influence of the Internet, which has been great in every way except as regards the economics of mainstream news organizations." That one big change is true throughout the developed world, even in Australia. Graduates seeking journalism jobs should be flexible about the type of company they work for – not all news is provided by traditional news organizations.

Does that mean nearly everything about journalism education should be rethought?

Reflection and self-evaluation questions for teachers:

Flashlight: Consider these questions: What are the major roadblocks preventing change in your school? When was the last curriculum overhaul? How do new classes get approved? Is there an appetite for what the author calls "creative destruction"? Would change better serve students? Do you look to the industry for guidance on how to change? Or are you trying the new things that could lead the industry? Don't just answer these questions for yourself: talk to a colleague about the issue.

Spotlight: In 2012, writer and media entrepreneur Jeff Jarvis (director of the Tow-Knight Center for Entrepreneurial Journalism) argued that journalism education should do more to keep up with new tools. How does your school teach new tools and skills? Does the idea of a "Brain Bar" to help with technical inquiries seem like a good solution? With the quickening pace of technological developments how can you better prepare students to be flexible and innovative?

Searchlight: From as far back as 1987, the Oregon Report called for a balance of professionals and scholars to improve "the dismal state of journalism education." In 1996, educator Betty Medsger published Winds of Change,

warning that journalism programs faced a bleak future without the input of experienced professionals. (She later noted that more than 50 percent of those winning major prizes never studied journalism.) Do you have professionals bringing fresh insights to your program? Are they adjuncts or professors? Which side of the faculty shows more reluctance to change, scholars or professors?

Extra credit: The Carnegie-Knight Initiative on the Future of Journalism Education funded a project by the Shorenstein Center called the Journalist's Resource. It bridges scholarly research and journalistic reporting. Consider: Does the scholarship from your campus make it back into the news industry? Should journalists and scholars routinely partner on research? How can your school get that started? Does your school have special study grants for applied research?

Staying current: Reverse mentoring might help

Journalism Interactive is a conference that brings together scholars, professionals, teachers and students to discuss the constantly changing tools, techniques and issues of journalism education and journalism. The Online News Association Educators Group has a Facebook page with several hundred members. Nieman Journalism Lab and PBS MediaShift cover digital education issues. Cyberjournalist.net and others try to stay abreast of industry trends. Even journalism history changes as the beginnings of the digital age are recorded in projects such as Riptide by the Shorenstein Center.

Where else can a journalism educator go to stay current? Perhaps your class can help answer that.

Activities at three levels:

Flashlight: Start with a refresher. Show the class this social media history poster. Ask the students: How much of this media do they know how to use? What would they like to learn? What has happened since 2012, when the poster's story ends? What are journalistic uses of social media? What do they think of assignments that require the use of social media?

Spotlight: The American Society of News Editors, Reuters, The Associated Press and many others have social media guidelines. Ask students to review them. Does your university have any guidelines when it comes to student use of social media for assignments? Does your student media have them? What do your students think they should say?

Searchlight: Note the ASNE guidelines above, from 2010, say breaking news should not go out via Twitter but instead should be posted on a news organization's web site. Given how the Boston Marathon bombing news started in social media, is that idea already out of date? Knight vice president Michael Maness puts it this way: "The threads are now just as important as the cloth." Ask students: Is he right? What should student media at your campus be doing differently?

Extra credit: This interesting student journalism piece, <u>100 Gallons, from the University of North Carolina</u>, was a finalist for a national Emmy. In what ways is it traditional and in what ways is it new? Consider design, story form, community engagement and impact. If you were a researcher, what would you hope to learn from this experiment? Think about your own classes and student media at your campus. What experiments make sense, and what would you want to learn?

More education with fewer teachers?

As educational policy makers are promoting 21st century information literacy skills and Common Core Standards, some high schools are cutting back on journalism and school library media teachers. In 2011, the national Scholastic Journalism Census reported on the student media landscape of more than 11,500 high schools.

Activities at three levels:

Flashlight: Students should do a short summary of the findings: Are the cuts in media teachers and librarians a trend? What evidence can you find? What are the reasons given for the cuts? What types of student media are lagging? Which students are more likely to go to school in places where there isn't as much student media?

Spotlight: View the classic Twilight Zone episode, "The Obsolete Man" and read the article on "The Disgraceful Interrogation of LA Librarians". Have students create a mock trial, role-playing the two opposing sides: State versus Librarian. What did the trial experience tell you about the value of information to democracy?

Searchlight: Can you find other studies that claim similar trends? Find statistics about where the cuts are happening; create an infographic explaining the information. Discuss: If the Common Core learning objectives of digital media literacy are not met, what does that mean? What happens to society if critical thinking skills lag?

Extra credit: Is "teaching to the test" a threat to the teaching of higher-order, critical thinking skills?

Look at some of these links: My Profession No Longer Exists; UMass Lecturer Says School is Punishing Her; What Teachers Make, and from the Daily Show, Teachers and Wall Street. For extra credit, try to find equally convincing stories in favor of standardized testing. Imagine you are an education reporter. How would you handle this story? Compose your thoughts in the form of a memo to your newsroom supervisor.

Are our teaching standards sufficient?

The author says universities too often value an academic degree over high-level professional experience. Indeed, standards do influence who is teaching future journalists, and by extension, can affect the level of innovation by future journalists.

Standards also affect how high school journalism is taught. All states require some form of certification. To be licensed, teachers may need to take classes. Classroom experience, including student teaching, can be required. Special rules in some states allow high-quality professionals to take teaching positions.

Only a few states require that journalism teachers be licensed specifically for that subject. Missouri and Indiana, for example, set special standards for journalism teachers. Most states treat journalism as an extension of English or language arts. That means a person who wants to teach journalism should be able to teach British Literature classes as well.

Standards can change slowly. The Indiana and Missouri standards only vaguely refer to digital media skills, lumped together (as they were when first taught 20 years ago) as a "multimedia" category that includes design and traditional video/photo skills. That doesn't take into account journalism "coders" and entrepreneurs who are benefitting from the social and mobile media explosions.

Some states see journalism as vocational or technical . That allows for more freedom to hire former top professionals. That also gives some programs federal and state funds specifically earmarked for career and technical education (though some journalism programs nearly lost this funding because state officials looked at the decline in traditional news hiring and not the many new jobs that require the same skills).

Student assignments on three levels:

Flashlight: The author argues that a "teaching hospital" model of journalism education, because it requires engagement in whatever way the community prefers, forces schools to keep up with technology. Jay Rosen, then-chairman of the Department of Journalism at New York University, wrote of the balance between the two curricular aims in the modern journalism school, "One builds

the basic skills of reporting and editing. The other enlarges the understanding that future journalists will place behind those skills."Do you think journalism education should be mostly about journalism, technology, business or the topics journalists have to cover? Ask the class what mix it thinks is right.

Spotlight: Ask students to write a blog post about whether journalism education is keeping up with technology. Today, this often means using mobile and social media. Start at PBS' Best Apps for Educators. Do teachers use any of these tools in your classes? Which would be helpful? How should teachers implement apps in class assignments?

Searchlight: The National Educational Technology Standards (NETS) sets out standards for students, teachers, administrators and coaches. How many of these standards are reflected in the Journalism Education Association's standards or the ACEJMC accreditation standards? Do they reflect the skills we need in the professionals teaching tomorrow's journalists? Analyze faculty, resources and curriculum using the NETS standards as a guide. Evaluate the findings in small groups or as a class. Have each group come up with short and long-term recommendations for their journalism department or school.

Where are the grant dollars?

At both the high school and college level, a wealth of grants, scholarships, and contests exist for which journalism schools and journalism educators are eligible. Take, for example, the AP-Google Journalism and Technology Scholarship for promising undergraduate or graduate students pursuing or planning to pursue degrees at the intersection of journalism, computer science and new media. A key goal is to promote geographic, gender and ethnic diversity and identify and support creative new talent and work in the field.

Read about the 2013 – 2014 AP-Google scholarship recipients and start brainstorming ideas to apply for grants and scholarships.

Activity: Have students research grant opportunities at the community, state and national level either individually or as a group project and report their findings.

To extend this activity, students can develop at least one grant idea that aligns with their interests in the journalism field.

Extra credit for instructor: Are any of these ideas worth submitting? If so, encourage the students to find a nonprofit or academic partner and go for it.

Are your textbooks dated?

Printed journalism textbooks for high schools, because of the slow publishing and approval process in many states, can frequently be out-of-date by the time they get to the classroom. As many states move to follow the Common Core State Standards, textbooks on many subjects are in a state of transition.

Two of the most popular and highly regarded scholastic journalism textbooks are *High School Journalism*, by Homer L. Hall and Logan H. Aimone (2009 edition) and *Scholastic Journalism* by C. Dow Tate and Sherri A. Taylor (2013 edition).

Ask students to scan the web sites for those books, then answer one of these batches of questions:

Flashlight: What textbook do you use? What year was it published? Does it discuss online journalism, social media and other topics relevant to the current media landscape? Through an online bookseller like Amazon, Barnes & Noble or a college bookstore, can you find a basic journalism textbook that's more up to date? Are all of them available as e-books?

Spotlight: Review the content in these Best Practices Booklets offered by the AEJMC. Can you find online resources that might be useful to supplement a textbook for high school students?

Searchlight: What are the issues with schools moving away from printed books to eBooks? Do you prefer using e-books over print books for academic reading? Find more research on learning outcomes with eBooks. What about MOOCs (massive open online courses)? What does research show about their effectiveness? Why do some faculty oppose their use? If schools don't stay up to date, will students look elsewhere for their education?

Update

What does the teaching hospital look like?

In November 2013, the author of this book detailed the concept of teaching hospitals in this speech. "There is not, in my opinion," he said, "any current example in the world today of a fully formed teaching hospital for journalism education." Enter the Arizona State University Cronkite School of Journalism. In July 2014, the university announced that it will own and operate Eight, the PBS outlet in Phoenix, which is the 12th largest outlet in the nation. ASU said PBS Eight will become the largest university-operated news outlet in the world. ASU hopes to integrate its other news, teaching, lab and community engagement projects into a single news organization. If successful, ASU may well claim to have created the first fully developed journalism teaching hospital. The University of Missouri, with its Missouri Method, is the oldest journalism school in the country using teaching hospital techniques. Certainly it has all the pieces of a hospital. But how well do they work together? Scores of other journalism schools practice learning by doing. There is evidence more may be gravitating toward the teaching hospital model. Examples:

- In 2013, there were 125 entries in the Online News Association Challenge Fund for Innovation in Education, designed to conduct teaching hospital-style experiments.
- Schools such as West Virginia University are getting attention with their journalism innovation classes and new media innovation centers. They're showing that you don't have to be the nation's largest or oldest schools to produce data-driven, mobile-first projects, this one on the use of Adderall on campus.
- Louisiana State University is experimenting with a dean-managed challenge fund for news projects that engage communities through social media.

To better show the teaching hospital model of journalism education, Knight Foundation intern Nick Swyter of the University of Miami designed a modern journalism school curriculum.

Challenge others to learn digital tools

The author calls upon leaders to make big changes in journalism education. But social, cultural or institutional change doesn't happen only when leaders reinvent institutions, if people change their own behaviors, it can change a system from the "bottom up."

Consider the use of digital tools in journalism education. One approach to increase the use of those tools might be to try to change accreditation standards to favor use of current technology. Another way might be to change your own classroom's habits, and pass along the challenge to another class, until hundreds and thousands of classes are changing.

Activity: Try it. Take two or three basic tools (such as the ones below). Assign your students to try them and report back to the class. Then report your findings to another class and challenge them to find two tools, try them and pass along the challenge. Will the next class take you up on the challenge? Have a class discussion of other non-institutional ways to create change in what journalism students learn.

Starter tools:

- Paper.li allows people to create their own newspaper by finding sources on a particular topic. This website allows readers to download their content into an application that aggregates information. Students can use Paper.li to create their own news report and explain their choices. What community are they trying to communicate to and with? How do they know those stories will be consumed and acted upon?
- FlipBoard is an application for tablets and smart phones that lets the user flip through, with the swipe of a finger, a self-refreshing collection of articles and social media posts curated to user's tastes. With Flipboard you can make online magazines tailored to a specific community need.
- WordPress has become the news industry standard in blogging because of its simplicity. It offers free tutorials and basic web templates that adjust to fit smart phones. Bloggers can also install plug-ins to track content engagement on their site. WordPress blog examples: Reuters, Wall Street Journal, CNN, NYT. You can also check out this this page of notable WordPress Users.
- News Sense on NewsU.org is a course, not a tool, but it can help make sure

your story meets the journalism standards of fairness, accuracy, context and truthfulness, the necessary foundations of good reporting.

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

A renaissance in the reinvention of news

Richard Gingras, the head of Google News, said to journalism and mass communication educators in a 2012 speech:

> "...With great technological change comes great opportunity. [...] the Internet has the ability to provide support for any opinion, any belief, any fear and give it greater volume. [...] Our society's need for credible journalistic knowledge and wisdom has never been greater. [...] In fact, I believe we are at the beginnings of a renaissance in the exploration and re-invention of how news is gathered, expressed, and engaged with. But the success of journalism's future can only be assured to the extent that each and every person in this room helps generate the excitement, the passion, and the creativity to make it so...."

Student discussion questions at three levels:

Flashlight: Richard Gingras builds on the ideas of media scholar Marshall McLuhan when he argues that technology and content are related. What does Google bring to the table as a technological innovator? How does it help or harm journalism? In contrast, consider "long-form" journalism -- lengthy stories or documentaries – in light of the popularity of tablets. Look at the New York Times' Snowfall story, and examine what techniques are being used. What does this story suggest about the future of "long-form" journalism?

Spotlight: Gingras says new technology creates opportunity and responsibility. More journalism today involves the collection, verification and packaging of large amounts of data. Sources include government data sets, sensors that measure data in real time. Drones can be as simple as a plastic helicopter or as complex as a solar-powered miniature military spy plane. In journalism, they are used to collect information, capture video and take pictures. Check out the University of Nebraska lab and consider the types of opportunity offered by drone journalism. Even the homepage has changed drastically. What forms of responsibility should we think about?

Searchlight: The journalism education report by the New America Foundation says "Journalism programs must be thought of and begin to think of themselves as more than simply just the teachers and trainers of journalists, but rather as the anchor-institutions involved in the production of community-relevant news that will benefit the entire local news ecosystem." Do any of the school programs in the report live up to that aspiration? If so, pick one and explain why. If not, where do they fall short?

The News Outlet

The News Outlet of Youngstown, Ohio provides a teaching newsroom environment on a modest scale. It is a collaboration among three public universities in Northeastern Ohio and professional media partners.

Founded and operated at Youngstown State University, The News Outlet seeks to give students valuable experience reporting and producing investigative and enterprise stories, producing valuable content and providing audiences with critical information they need in order to be informed and engaged through legacy media.

Interns from Youngstown State University, Kent State University and the University of Akron produce stories for regional and statewide media partners, including its two founding media partners, WYSU-FM Radio and The Vindicator (Youngstown). Other media partners include The Beacon Journal in Akron and Rubber City Radio.

Discussion questions at three levels:

Flashlight: From the web site, what community appears to be the focus of the content? Do the students try to cover all the local news, or do they specialize in particular topics? Which ones?

Spotlight: Some say only large schools can participate in "teaching hospital" activities. Does the News Outlet prove the opposite? If so, how? If it is more of a "teaching clinic" than a hospital, do you still think that has value?

Searchlight: Read this piece: "Why we need a better conversation about the future of journalism education." Imagine you were the News Outlet's leaders, arguing for increased funding from the university. How would you frame the argument?

Student journalists and the First Amendment

Court cases, shield laws and administrative decisions all limit First Amendment protections for student journalists. Are these limitations a threat to the "teaching hospital" model of independent journalism?

Freedom of expression assignments at three levels:

Flashlight: Class discussion: What are the First Amendments rights of high school journalists? This chart shows when censors can get away with it. Where would high schools in your city fall on this chart?

Spotlight: Review these articles: Stop the courts from weakening student journalism and College students need free speech more than ever. Are student journalists at the colleges in your city allowed to experiment and make mistakes at your school? Are they given the freedom to learn? Divide up local colleges, ask students to call the editors to ask if attempts or actual censorship have occurred. Report back to the class.

Searchlight: Free speech issues don't stop when students graduate. Shield laws only protect journalists from revealing sources when they meet the legal definition of a journalist. Who should qualify? The nation has a long history of "advocacy journalism." But are the lines blurring? Each student should fully answer this question: Who is a journalist?

Extra credit: Columnist Glenn Greenwald of the Guardian in London broke a big U.S. story about the National Security Agency collecting massive amounts of data from Americans as it investigates terrorism. Walter Pincus of the Washington Post responded with a column questioning Greenwald and his source. Then Greenwald responded with an email. Assignment: Look at the Greenwald and Pincus bios and the stories in question. Write a short opinion column of your own answering this question: If good journalism is, as the author says, the fair, accurate, contextual search for truth, which of the two writers in this case acted more journalistically?

The rules of the road for internships

Each summer a number of articles surface concerning unpaid internships. Hannah Seligson of the *Washingtonian* wrote about The Age of the Permanent Intern, describing interns doing unpaid internships while also working to make a living as restaurant hosts, retail workers and coffee baristas. The U.S. Department of Labor Wage and Hour Division regulates internships under the Fair Labor Standards Act. Interns can do free internships at for-profits if they follow the rules, which include being sure the internship is educational, for the benefit of the intern, are not done to replace paid employees or as a job tryout.

Activities for students at three levels:

Flashlight: Visit your school's Career Center. Set up an interview with the advisor to learn about local internships. Do those meet the FLSA rules? Poll your fellow students: How many have had to work an extra job to be able to afford being an intern? Can you find news stories on the subject in your state? If so, what do employers say in their defense?

Spotlight: Consider The Future of Higher Education. What will the internships of the future look like? Will they still be necessary to gain work samples to satisfy recruiters at your first entry-level job? Will it matter when schools go digital whether your teachers is a professional, a scholar, or a computer? If you'd like, post your "intern of the future" scenarios in social media and collect them with Storify or Rebel Mouse.

Searchlight: Take a look at the education enrollment in this package by the Associated Press project called The Great Reset. Note the unemployment rate of journalism graduates (listed under communications) is only 7 percent, less than in many other fields. How could that be, if traditional news companies have cut back? Clearly, journalism graduates are getting jobs elsewhere, and doing better than lawyers (but not nurses). What are those other jobs? What skills do they require? Would you do an internship in a non-media company doing media work?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Linking to community with mobile, social media

As longtime media expert Tom Rosenstiel explains, citizens had to adapt their behavior to the news media, reading papers in the morning, watching TV news in the evening. Now, news organizations must adapt to fit the behavior of their consumers. That includes recognizing that social media draws more traffic than web portals, and developing a "mobile first" strategy for the devices that soon will dominate news delivery.

Assignments for students at three levels:

Flashlight: Ask students to examine this list of 11 Sources for News and Commentary for the Millennial Generation. Note how many of these sites curate content, providing what the author would call digital sunglasses. What are these sources doing that traditional news and information sites are not? Students should create a list of their own favorite sites for news and explain why they prefer those.

Spotlight: The Reynolds Journalism Institute and researchers from the Missouri School of Journalism are studying how journalists use social networks. At KETC St. Louis and other news organizations, they are asking: How can journalists use social media to dig deeper into issues and engage communities? Ask students to look up the terms "public journalism," "civic journalism," "trustee-networked journalism" and "net-j." Assignment: What are the differences and similarities between these forms of community engagement?

Searchlight: Social media allows real-time reporting as news is unfolding. But how can you trust what's being said? Andy Carvin, National Public Radio's senior product manager for online communities, was hailed as an innovator for journalistic use of Twitter to curate breaking news stories. Assignment: Try following a developing news story using Twitter. How do you track the reliability of sources that are retweeted? You can use tools like Twitter Audit, Klout or the analytics tools in Hootsuite to get a better insight of how Twitterers influence each other. Check out Twitter's guide for newsrooms and present your findings and a strategy for improving ways to inform and engage communities through social media.

Extra credit: Returning to the University of Missouri's study of KETC. Is this research an example of practical ways scholars and professionals can work together? What is the news organization doing differently? For extra credit, ask students to find one other current example of scholars studying news experiments. Are any of those experiments at student-produced media?

Researching the research

Scores of databases chronicle journalism and mass communication research. Think about topics within the field of journalism research that interest you. Visit one of those databases like EBSCOhost's Communication and Mass Media Complete online (most libraries provide access to some).

Activities:
Flashlight: Find three articles on the changing practices of journalism, including one international article. Discuss these questions: What are the similarities and differences of these articles? What do these articles report? What do they neglect? What was the study behind the article? What did you learn? Do you think professionals would benefit from the insights in the articles?

Spotlight: Look for articles about how journalism education is changing. Are they easier or harder to find than the research on changing journalism practice? Propose a simple piece of research involving an innovative tool or technique and post your idea on a web site covering media innovation.

Searchlight: A precise method to rank and assess the quality of journalism schools still does not exist. Try to interpret the data used by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) to determine which schools have the highest graduation rates or job placement records. Make a list of the top five measurements you would use to rank journalism schools.

What's useful? You be the judge

The author complains that not enough research is useful. Are his standards too high? Ask students to read the examples below and then choose one of the assignments.

- **Anonymous content:** In the Newspaper Research Journal, researcher Arthur Santana (now of the University of Houston) says many reporters are troubled by the anonymous content and the incivility of newspaper online forums.
- **Cyberspace, physical space:** The study "Virtual Community Support for Offline Communities Through Online Newspaper Message Forums," by Jack Rosenberry, a researcher at St. John Fisher College in Rochester, N.Y., found that overlaps develop between the geographic community and virtual ones.
- **Social responsibility:** Glen Feighery of the University of Utah wrote "Two Visions of Responsibility: How National Commissions Contributed to Journalism Ethics, 1963-1975," He shows how The President's Commission on the Assassination of President Kennedy, the National Advisory Commission on Civil Disorders, and the National Commission on the Causes and Prevention of Violence all called for journalists to be socially responsible.

Assignments:

Flashlight: Which of the three examples would be the most useful for professionals? Why? Try to find articles from mainstream publications about the above studies. Why do some studies make the mainstream media while others don't?

Spotlight: Look at one or more research databases. Can you find an example of "useful research" like the ones above? Was it easy or difficult to find? Do you agree or disagree with the author's view that not enough research is useful?

Searchlight: The author calls for more top professionals in journalism schools. Yet he also criticizes the quality of the scholarly research. Was it wise for him to attack scholarship while trying to persuade scholars to embrace more top professionals? How would you try to ignite a conversation about change in journalism education?

Journalism & Mass Communication Quarterly

Dr. Daniel Riffe at the University of North Carolina, Chapel Hill, is the editor of *Journalism & Mass Communication Quarterly*. Riffe's teaching and research areas include mass communication theory and research methodology, mass communication and environmental risk, international news, government-press relations, citizen journalism, and the treatment of women and minorities in the media.

His articles include:

- [Analyzing media messages: Using quantitative content analysis in research](#) (2005)
- [A content analysis of content analyses: Twenty-five years of Journalism Quarterly](#) (1997)
- [The effectiveness of random, consecutive day and constructed week sampling in newspaper content analysis.](#) (1993)

Class discussion or assignments for papers at three levels:

Flashlight: Can you find Dr. Riffe's articles in a research database or elsewhere online? Do you think they are examples of useful pieces of journalism and mass communications research? Why or why not?

Spotlight: Why did the author's original blog post contain the questions Dr. Riffe did not answer? Was that fair? Should editors of major journals answer such questions?

Searchlight: How should scholarly research be judged? The author says one measurement should be whether or not the scholarship is cited by others. Do you agree? Should "cited by others" include media reports, or only cites from other scholars? What are the dangers of relying on the current popularity of a piece of research as a guide to its worth?

Extra credit: The University of Pennsylvania has a helpful list of [communications and media related associations and journals](#). In addition, review [this summary of new digital research articles](#). Are you familiar with any of the journals on following list? One scholar said they were useful for digital media ethics: Communication and Society; [Communication Quarterly](#);

Computers and Society; Contemporary Sociology; Convergence; Ethics and Information Technology; First Monday; Information; Information, Communication and Society; International Journal of Communication; International Journal of Gaming and Computer Mediated Simulations; International Journal of Interest Research Ethics; Journal of Broadcasting and Electronic Media; Journal of Communication; Journal of Computer-Mediated Communication; Journal of Information Ethics; Journal of Information Technology; Journal of Information, Communication, and Ethics in Society; Journal of Mass Media Ethics; New Media & Society; Qualitative Inquiry; Technology and Society, and The Information Society. Realistically, how is a scholar to follow all these journals? Design a plan for determining which journals, if any, you would want to follow and consider the most relevant.

The Journalist's Resource: Adding a new 'best practice'

The Journalist's Resource routinely reprints and "translates" research in journalism, media and communications. The project, out of the Shorenstein Center at Harvard University, suggests that journalists should learn to research not just the stories they write but studies about the way they do their work.

The Tow Center for Digital Journalism at Columbia University focuses on providing journalists with the skills and knowledge to lead the future of digital journalism. The center is both a research and development center for the profession as a whole. Emily Bell — former director of digital content for Britain's Guardian News and Media — and her team of journalists and academics, explore how technology is changing journalism and its consumption. Here's the center's first major report, on how the transformation of American journalism is unavoidable.

Class discussions at three levels:
Flashlight: Find the Journalist's Resource report on the 2012 study in "Journalism & Mass Communications Quarterly" analyzing how well different storytelling approaches work. Students can read the two sample stories from the study experiment and assess them in terms of impact. Have them try an unusual storytelling technique in one of your journalism classes.

Spotlight: Research the Guardian news group. How popular is the Guardian's web site? (You can use Alexa to measure the site's ranking). Is the Guardian more popular in the United States than the New York Times? Why or why not? What major story about the United States did the Guardian break in 2013?

Searchlight: Read the Tow Center report. Do you agree or disagree with its main points? The Tow Center accepts proposals for useful research. Review the requirements and write a paper about a suggested piece of research.

Online courses increase: Where are we headed?

An increasing number of universities are offering online courses. A 2011 report by the Sloan Consortium found nearly one in three higher education students took at least one online course.

E-learning comes in many varieties: reading modules, recorded lectures or summaries, interactive exercises or live webinars. In recent years, massive open online courses (MOOCs) have tried to provide interactive learning environments for thousands of people at a time. Coursera, one of the largest providers of MOOCs, is expanding partnerships with universities, and the Knight Center's data journalism MOOC reaches almost 4,000 participants worldwide.

Discussion at three levels:

Flashlight: Study this online education infographic. Why is e-learning popular? Have you taken online classes? Were they better, worse or the same as learning in a classroom? Do you think these classes will continue to grow in the future? The study was conducted by Pearson Education, if you conduct a similar survey in your school, do the results match?

Spotlight: Khan Academy promises learning in "just about any" subject. Sign on to the web site and search for "journalism," "media" and "communication." Are there any classes? What do you think of them? Are there reasons why more educators don't use YouTube or Khan Academy? Just like the infographic you saw above, analyze the most popular e-learning options and the range of courses they offer. Which subjects are the most popular? Which are lacking courses? Are there some subjects which simply cannot be taught online?

Searchlight: Visit Learn Labs, and look at the courses offered. How do these courses cater to a specific perspective on media use and information exchange? What courses appeal to you and your learning style? Compare the courses to the webinars at NewsU.org and other online media education you can find: Are they competitively priced? Do you think Media Bistro's business model is profitable?

Extra credit: What portal does your school use for online classes? How many of your classes use an online component? Should all your classes have one? [Blackboard](#) is the most commonly used e-learning platform, what platform does your school use? Do you think it has all the features you need? How can it be improved? Should [e-learning platforms remain open-source](#) or is Blackboard right in acquiring patents?

Creative courses: Can you top these?

Interesting new courses can come from any direction. Ronald Yaros of the University of Maryland runs the Information Lab 3.0 and implements the newest digital media in his courses. The classes encourage students to use the latest devices to become technologically literate and collaborate in virtual environment. Winners of the Teaching News Terrifically in the 21st Century contest have a variety of creative ideas. Here are a few more innovative courses:

As a class exercise, choose a level, review the items and answer the questions:

Flashlight: Check out two of the newer classes: the Knight Center at the University of Texas' Mobile Reporting Course, taught by Nebraska professor Gary Kebbel, whose teaching materials are here; and Understanding Media by Understanding Google by Owen Youngman of Northwestern University. Do you cover these subjects in your school?

Spotlight: Media Bistro offers courses for the general public on journalism, marketing, public relations and other media based fields. Compare the courses offered there to the webinars at NewsU.org and to general classes on Coursera. Are there classes you wish you were taking but you aren't? Do you think you could take everything online and still receive a well-rounded education? Report your findings to your school's department head.

Searchlight: As a class project, play the Be a Reporter game at News University, but give it a twist: recreate it as a live event on campus. Use older students as the game's sources. Assign each one of them a character. Give them either electronic or index card versions of the game's "answers." Have them spread out around campus. The class would follow a map to find the sources at their mock locations (students health center for hospital, etc.) In this version, students can ask whatever questions they want. The "sources" then decide if the questions are close enough to deserve giving out the clues or whether they should provide irrelevant responses. Over time, evolve your own version of the game. Write back to NewsU sharing your version.

Extra credit: Develop your own teaching game using a tool like Kodu Game Lab.

Further reading on chapter two topics

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LEARNING LAYER

Chapter three guided reading questions

1. According to the World Freedom Map, what happened to press freedom after World War II? How did press freedoms change after the start of the war on terror?

2. According to the author, when will World War 3.0 begin and where will it be conducted?

3. What new formula does the author propose for measuring press freedoms?

4. What does the legal defense fund set up by the Open Society Foundations accomplish?

5. According to the author, are teachers doing a good job of teaching the First Amendment? Explain.

6. Is there a connection between the use of social media and understanding and supporting the First Amendment?

7. Nationally, do students use social media more, less or at the same rate as teachers?

8. Is television the no. 1 news source for all forms of news?

9. List the sorts of news that people tend to consume from each of these sources:

a) Mobile media
b) Internet
c) Local TV
d) Newspapers

10. Think about journalism in your community. What news interests you and where do you get it?

11. Where do you think the term "the fourth estate" comes from? What does it mean to you? Do you think journalism is doing a good job of being the fourth

estate?

12. List the four Cs from the business model the author believes will help support developing media.

13. How does the author refer to our country's current media policies? What explanation does he give for his assessment?

14. What is the one thing, according to the author, that the federal government could do to help consumers have more access to journalism?

15. What are the seven ways in which a public Media Technology Transformation Fund could produce results?

16. What percentage of Americans consumes ethnic media?

17. Name three advantages of Technology Testing Labs.

18. How does public media need to change?

Shaded terms for chapter three

Algorithm: A repeatable step-by-step procedure for mathematical calculations, routinely used in computer programming.

Capital: In the context of the text, it means financial resources or money.

Citizen journalism: A label for what citizens produce when they find, report, analyze and share news and information using journalistic techniques.

Connectivity: The way technology engages and links people together.

Interoperability: The ability of different information technology systems to work together.

News Ecosystem: The idea that news and information as well as the people who consume it form a social system that is just as complex and interdependent as an environmental ecosystem.

New Journalism: A name used mostly in the 1960s and 1970s for news stories told with literary techniques usually absent in standard news writing of the time.

Open-source software: Software offered freely to the public to be studied, modified and distributed. Often the software is developed communally and collaboratively.

Press freedom: Freedom for journalists and others who use media to communicate to the public. Named for the first of the popular media, the printing press.

Social media: The most popular new form of digital media, in which people interact by creating and sharing content, often informally, through networks ranging from personal to global.

World War 3.0: A global war occurring within computer systems in an attempt to disturb, disrupt or destroy a variety of "enemy" systems, ranging from those controlling communications, finance, electricity and even weapons.

Some of the shaded terms are in the text; others are in the Learning Layer; still others are in the source material linked to from the book. This list helps define them, wherever they are found.

Freedom means… disagreeing on what freedom means

The 2012 State of the First Amendment national survey reflects conflicting views on support for free expression and press freedom. Review and pick an activity:

Flashlight: What parts of the survey seem the most noteworthy? Are there important questions the survey did not ask? Why might Americans be so divided?

Spotlight: "Education for Freedom" is offered by the Freedom Forum's First Amendment Center, a nonpartisan center dedicated to the understanding and appreciation of the values of the First Amendment. Do any of the lessons seem right for your class? Choose one.

Searchlight: University of Washington legal scholar Ronald K. L. Collins is a First Amendment Center fellow. In 2012, he was awarded a Scribes Book Award (bronze) for his work *We Must Not be Afraid to be Free* (written with educator Sam Chaltain, who pioneered First Amendment Schools). Ask students to review the book and write a short paper on the fears Collins says hold us back.

Bonus activity for high school teachers: Conduct an exercise that allows students to explore the meaning of the First Amendment with SchoolJournalism.org as a resource.

World Press Freedom: Behind the trends

View: Why Should We Care About Press Freedom? followed by "World Press Freedom Day 2013 Journalists Killed" animation. Then choose one or more of these bundles of questions for class discussion:

Flashlight: How many hits do the press freedom videos have? Think of a YouTube video you and your friends recently watched. How many hits did that have? Is there a difference? Why? Look at the media coverage of World Press Freedom: does it deserve the level of attention it gets? Why? If a change is needed, what do you suggest?

Spotlight: UNESCO asked experts three questions: What were the biggest changes in press freedom in the last 20 years? What are the biggest challenges to safety of journalists today? What will be the big issues in press freedom in the next 10 to 20 years? Class discussion: How do you answer those questions?

Searchlight: Tracking freedom is complex. Those who try include Reporters Without Borders, IREX, and Freedom House. The reports differ. For example, in 2012, the United States was ranked 24th by Freedom House, whereas it was ranked 47th by Reporters Without Borders. Why? Do the groups use different criteria? If they do, how do you explain the research that has found the measures are often similar?

Assignment for extra credit: Choose a country at random and compare how each organization ranks its freedom. Read the full report and in-depth discussion of your country. Do some independent research and find articles supporting its ranking. Also, find research in and beyond each organization's report about digital and social media and discuss with classmates how that would influence an overall measure of freedom.

"How close is World War 3.0?"

The author says World War 3.0 may already be here. Ask the class to research computer-against-computer warfare. Search news articles with key phrases, such as World War 3.0, cyber attack, cyber army or cyber warfare. Student can address one or more of these batches of questions in a two-page paper.

Flashlight: How long have people been writing about World War 3.0? What's the earliest use of the term you can find? Does it always mean cyber warfare or can the term mean other things? (A little help: The headline in quotes above is the title of a 2007 Networked World article by Carolyn Marsan.)

Spotlight: Do you think World War 3.0 already started? Has your life been affected so far by not knowing? Does the government have a responsibility to make its citizens aware if it is involved in a cyber war?

Searchlight: Choose a cyber attack to study. The author notes that freedom decreases when war increases — what does this imply in the era of cyber warfare? Consider this question: If there is no freedom to cover the war, will it run rampant?

Extra credit: Students propose two journalism articles related to cyber warfare. They consider potential sources and how the stories could be reported. They come prepared to discuss the stories in class. Are there some countries in which those stories can't be done? Why?

Mexico's endangered journalists

You don't have to go to the other side of the globe to find attempts at silencing journalists. According to the Associated Press, 84 journalists have been killed in Mexico since 2000, and 20 have disappeared since 2005.

Mexico ranks seventh on the impunity index compiled by the Committee to Protect Journalists (the index measures the impunity with which murderers get away with killing journalists).

Activity: Students find at least three articles (like this one) about the killings and disappearances of journalists in Mexico. Use the research to answer the following questions:

1) Does the increase in violence against journalists coincide with another trend in the country?

2) Has the government of Mexico acknowledged the problem and implemented any programs to address it?

3) Are crimes against journalists investigated in Mexico? How many of these crimes go unpunished?

Google and censorship in different cultures

Google-China was launched in 2006 and has been the object of censorship and fiery rhetoric from Chinese officials. China blocked access to YouTube during 2009 as a result of footage that showed Chinese security beating Tibetans. China continues to block access to certain search terms on Google, which protested but continues to operate as the no. 2 search engine in China. Baidu, the market leader, is in full compliance with China's censorship laws.

Discussion questions:

Flashlight: Do you think most of China's Internet users know that a large amount of information is being blocked? How might they know? Are there long-term consequences for China stemming from Internet censorship? What might those be?

Spotlight: According to the author, 40 governments currently censor the Internet. Find out the names of these countries. Do they have anything in common (geography, religion, language, political systems)? Do these similarities help explain their attitudes toward the Internet? Is China on the list?

Searchlight: Different cultures value different things. In 1956, _Four Theories of the Press_ developed four media types. It's still used a half-century later. But its critics say it described the systems according to Western (mostly American) standards. Discussion: What does the American culture value? How does our media system and the media and press freedoms we have support or hinder those values? Consider Asian cultures known for valuing collectivism. Can their media system support those societal values? How?

Extra credit: Chinese blogger Michael Anti (aka Jing Zhao) says hundreds of millions of micro bloggers and readers are at work. On platforms like Sina Weibo they discuss public issues banned from the official press. View this TED talk and assign a short paper on this question: Are these social networks effective as a back channel for news and information or are they a tool to try to keep the masses complacent?

Focusing on just one country

Ask students to pick a country from this list: Canada, Pakistan, Mexico, Iraq, Eritrea, Burma, China, Iran and Russia. Research them on the Freedom House 2013 report website. Then pick one or more levels of activity:

Flashlight: Class discussion with students: Where does the country you picked rank? Why? What could change that would make that country more free? Now look how Freedom House ranked Internet freedom. Is your country on that map? Also check out the World Wide Web foundation Internet rankings. Can a country censor traditional media but allow the Internet to be free?

Spotlight: With further research, ask students to find news organizations in the countries they chose. What is known about the struggles the news organizations face? Have any of their journalists died trying to get the news? (Both UNESCO and the Newseum document journalists who have been killed.)

Searchlight: Amartya Sen, Nobel prize winner in economics, argued that freedom and prosperity are linked in his 1999 book *Development as Freedom*. Other scholars: S.K. Chowdhury (2004, *The effect of democracy and press freedom on corruption*); J.C. Merrill (1974, *The Imperative of Freedom*) and D.A. Belle (1997, *Press Freedom and the Democratic Peace*). Students can choose any two and compare and contrast their views in a paper.

SEARCHLIGHTS *of* SUNGLASSES
LEARNING LAYER

Update

Global press freedom snapshots

Both exciting and depressing stories (for world press freedom advocates) continue to emerge. Many still debate whether freedom is gaining or losing ground.

- **Cuba's digital newspaper:** Cuba has a notorious reputation for restricting free speech. In response, dissident blogger Yoani Sanchez launched Cuba's first digital newspaper in 2014. The Cuban government still blocks the newspaper.
- **#SOSVenezuela:** When protests broke out in Venezuela to oppose the government of President Nicolas Maduro, citizens took to social media. When Maduro made moves to suppress freedom of speech, including kicking out Colombian news station NTN 24, citizens depended on social media to be their news. University of Miami student Arianne Alcorta produced a documentary on the crisis in Venezuela all the way from Miami by gathering content from social media.
- **Journalist arrests:** At a time when freedom advocates hail activite citizen participation in the press, the world remains dangerous for journalists. An Egyptian court sentenced three Al Jazeera journalists to prison on charges of reporting false news and aiding the Muslim Brotherhood. Al Jazeera insists there is no evidence to support the charges against them.
- **Kidnapped in Donetsk:** Vice News reporter Simon Ostrovsky was kidnapped by pro-Russian separatists in April 2014 in the eastern Ukrainian town of Slavyansk. According to the Guardian, the separatists kidnapped the reporter for spying, which Ostrovsky denies. After he was released he said his captors beat him but not to the extent that would lead to lasting physical damage.
- **Fake reporters, real fury:** In 2014, funnymen Seth Rogen and James Franco will star in *The Interview,* a film about two journalists who enter North Korea to assassinate Kim Jong Un. The dictator responded by calling the film "an act of war."

From revolution to self-censorship

Wael Ghonim is the Google executive who helped jumpstart Egypt's democratic revolution with a Facebook page memorializing a victim of the regime's violence. Share the TED talk, "Wael Ghonim: Inside the Egyptian Revolution."

In early 2011, Ghonim was detained by the Egyptian government. Freed after 11 days of international pressure, he revealed his identity and helped lead the revolution that toppled president Hosni Mubarak. Says Ghonim: "The power of the people is much stronger than the people in power."

Discussions levels:

Flashlight: Do people have the power? Why or why not? How does social networking overcome what Ghonim describes as "the psychological barrier of fear"?

Spotlight: Dictators can steal a country's wealth by directing government contracts to companies they own. Explore the following sites: Alaveteli and Investigative Dashboard. They can help journalists track a dictator's assets. See more in this video. How do investigative journalists make this information known in countries where the traditional media is controlled?

Searchlight: Research the story of a small news website Al Masry Al Youm, published in Arabic and English. It started as a print version to challenge the largest newspaper in the nation: Al Ahram, which, while state-controlled, is seen by many as the "official" way Egypt is presented to the world. But the print version of Al Masry Al Youm was shut down April 25, 2013 by its parent corporation. A digital copy of the final edition was posted on the web by Editor Lina Attalah. The final edition, which was never printed, noted that the very prospect of being an independent journalistic entity in Egypt can be threatening to those in authority. Discuss the issue of "self-censorship." What is it? Is this an example? Can it be overcome? How?

Update

The Snowden effect: Surveillance and the news

The need to shield journalism in the post-Edward Snowden era was named the most pressing issue in the World Editors Forum Trends in Newsrooms 2014 report. More on the effect of the former National Security Administration contractor who revealed the vast scope of domestic surveillance:

- The Washington Post and The Guardian received the 2014 Pulitzer Prize for their coverage of the widespread secret surveillance conducted by the National Security Agency.
- Columbia University's Journalism After Snowden initiative conducts surveys and hosts events on the role of journalists in the age of surveillance. Broadcasters such as Brian Williams of NBC interviewed Snowden on his motives for revealing the spying.
- Following the revelation of the NSA surveillance, the Committee to Protect Journalists issued its first report on press freedom in the United States. Check out the report's six recommendations to President Obama.
- More than 70 media organizations sent a letter to Senate leadership in July 2014 urging them to vote on establishing a federal shield law. This law would protect journalists from revealing confidential information, including the identity of a source, to the federal government. Yet some national security reporters oppose it.
- Do digital advances mean anything if you can be watched at all times? A leading editor says his reporters are using encryption software. In 2013, Access Now won a Knight grant to develop HowSecureAmI.org, a security risk assessment tool to provide Internet security advice to professional and citizen journalists.

International fellowships for better journalism

The Knight International Journalism Fellowship program tries to create lasting, visible change in the quality of journalism or the conditions that support it through special projects worldwide.

Two examples from India: In 2010, Kannaiah Venkatesh created a Website of unreported government data. He trained journalists in data reporting and helped them form their own group to continue training and promoting open government. In 2012, Shubhranshu Choudhary developed, with Microsoft, a mobile news service called CGnet Swara. It has changed the way villagers get and share news in their local languages.

Assignments:

Flashlight: Students should examine this website and answer one of these questions: Should journalists embrace or avoid the use of technology in the developing world? Many of the countries listed don't have the same types of traditional media systems that exist in Europe and the United States. Why are they candidates for digital journalism projects?

Spotlight: What can you do to get involved in this issue? One answer: Speak out. Assignment: Read part of the report from the Center for International Media Assistance. Students who agree should draft an email making their argument to USAID or the State Department's Bureau of Democracy, Human Rights, and Labor. Students who disagree with the author should draft an email to him making that argument. Sending the emails or posting views in social media on the subject is the student's choice.

Searchlight: View the TED Talk: Paddy Ashdown: "The Global Power Shift." Ashdown discusses the globalization of power and global governance. Are Ashdown's descriptions of trends and predictions for the future accurate? What journalists cover "the unregulated international space"? Ask students to write op-ed pieces citing evidence or have them choose sides and discuss/debate as a class.

45 Words: The Story of the First Amendment

The First Amendment is a fundamental law. But how well is it understood? Register (for free) at the Newseum's Digital Classroom website. Watch the video, "45 Words: The Story of the First Amendment," which is used in the news and First Amendment museum.

Discussion at three levels:

Flashlight: High schools are supposed to use Constitution Day each year to learn about the nation's basic laws, including the First Amendment. Does your high school observe Constitution Day? Federal law requires them to do so. Do you think Americans in general know the Constitution? What parts do you think are most misunderstood?

Spotlight: After reading this Illinois First Amendment Center piece: Why did the founders think freedom of the press was so important? Was it a reaction to the way the British government treated press rights? Did "the press" mean something different in 1791 than it does now? What sort of protection did the founders intend to provide for the press (complete and unfettered or with certain exceptions)?

Searchlight: Pull key questions of First Amendment from the 2011 Future of the First Amendment report. Using simple voting software like PollEverywhere.com, have a class discussion with students voting anonymously on their phones as you discuss each question.

Extra credit: You often hear that the First Amendment was placed first in the Bill of Rights because it is the most important. Certainly, free speech is the foundation of a free society. But in the Bill of Rights that was sent to the states to be ratified, the First Amendment was not first — it was third, and only became the first because Nos. 1 and 2 were not ratified. What did the original amendments one and two propose to do? Were those personal rights? Do you think the states were right to reject them?

Social media's generation gap

A post-election survey in 2012 by Pew Research Center's Internet & American Life studied almost 2,000 people and found that 83 percent of 18-29 year olds used social media. Usage dropped to about three-quarters for 30-49 year olds, down to about half for the 50-64 year olds and about a third of those 65 and older. People making less than $30,000 a year used more social media (72 percent) than those who made more money (66 percent). People who live in urban areas used more social media (70 percent) than those who resided in suburbs (67 percent) or rural areas (61 percent).

Activities:

Flashlight: As a class project, have students create their own social media survey at their school. Which social media are popular? Has social media become the major source of "breaking news" in the lives of students? How often per day or week do students consume news via social media? Is it mostly local, national or international? Is it mostly public affairs, special topics or human interest? Discuss and explain the results.

Spotlight: Research the question of social media becoming a major source for "breaking news." Research Andy Carvin's NPR social media experience from his book *Distant Witness*. Two-page papers can take on the topic: Is social media the new home for breaking news? What do the experts say? What does the trend mean for traditional media?

Searchlight: How do we know if what we get via social media is accurate? An understanding of digital media literacy, news literacy and civics literacy all fall under "21st Century literacies" — and some argue all of those are under-taught in schools. Read this report from researchers Stephanie Craft, Adam Maksl and Seth Ashley. Do they cover all the bases? In class or in papers, discuss or report the key questions you would ask to determine whether people can be effective cyberspace citizens.

Extra Credit: Another survey, called "The Infinite Dial," says that heavy use of one medium does not necessarily mean less time with others. Is that true in your experience or that of your class? Can students find other surveys that confirm or refute this?

Security vs. freedom

A free society needs a free flow of information. At the same time, governments now have powerful surveillance tools. Do they make us safer? Do they make the job of being a journalist harder? What about the rights of student journalists? Consider these activities:

Flashlight: What exactly are the rights of student journalists? Research the Legal Guides produced by the Student Press Law Center (under the Press Freedom and Censorship category). What are the reasons school authorities try to censor student journalists? Are they "security" issues? How can students exercise their rights?

Spotlight: View the TED talk, "Heather Brooke: My Battle to Expose Government Corruption." She urges us to seek facts through Freedom of Information requests. Did the British government try to block Brooke's story? Did it cite security reasons? Why is the "democratization of information" important to society?

Searchlight: During the recent Boston Marathon bombings, facial recognition software helped the FBI locate suspects. What are the pros and cons of the use of that technology? Should the government be able to use it in ways citizens can't? What happens when citizens use event footage to try to solve crimes on their own and get the wrong results? What does that teach us?

Understanding First Amendment law

Visit the First Amendment Center website and look up a press freedom case. Then, under Frequently Asked Questions read more on libel, defamation and bias. If these are too basic, find a more advanced site.

Discussion topics:

Flashlight: What does a news organization or reporter have to do to commit libel? Is that the same todaycin the digital age as it always was? What role does bias play? Do you think libel is more or less common in the digital age?

Spotlight: Look at this First Amendment Timeline. In *Patterson v. Colorado* —a free-press case from 1907 — the U.S. Supreme Court said that the First Amendment only protects against prior restraint. After something is published, there can be consequences. But it also said local laws mattered and decided it could not rule on critical articles and a cartoon published in a Denver newspaper. How might this case be handled differently in the U.S. today? Students should come prepared to discuss this in class.

Searchlight: How might social media and other forms of information be protected by the First Amendment? A recent case (*Brown v. Entertainment Merchants Association*) dealt with video games and free speech. With this case in mind, how do you think Facebook, Twitter and blogs are protected under the First Amendment? Students should pick one, research and come to class prepared to make their arguments.

For extra credit: Students prepare two-page papers on prior restraint. What is it and what cases shaped the rules? Under what circumstances can it happen? Does it apply to student journalists?

High school media: three issues

To read carefully and discuss:

1. A recent study indicated that only 33 percent of public high schools in the nation have any online student media. What might the reasons be for that?

2. Look again at the laws on prior restraint. Understand the cases that shaped the rules? How do these apply to student journalists? Are there guiding legal principles that apply to high school journalism?

3. Consider these articles from Nieman Reports and the Student Press Law Center. How might the limited First Amendment protections afforded high school students influence their perceptions about the importance of those protections for others?

All local news is not equal

Americans increasingly treat their news consumption like a visit to a cafeteria, picking their information from different news sources to create their news diet. Locally, their choices vary not only according to the type of news but also according to the type of medium used. Local news is changing, and so is the way people consume it.

Activities:

Flashlight: Lead a discussion in which students list the types of news they consume, its source and the medium used. Ask the class to imagine a cafeteria tray with limited slots for news. If they had only three choices from their news menu, which would they choose and why? Does social media make it easier to get news from more sources or not?

Spotlight: For students, are different types of news better consumed in particular forms of media? Looking at types of news: weather, arts, education, civic affairs, community events, crime, traffic, health, sports, business and so forth, lead a discussion or assign a paper answering these questions: Where do you get information in these different categories? From newspapers? TV? Radio? Websites? Social media? Word-of-mouth? Are there types of news you prefer to get from only one type of medium?

Searchlight: Students choose a piece of research from the following list and do a paper on this question: If events like these happened today, in the era of mobile and social media, would the results of the studies be the same? Explain why.

* Sutton, J., Palen, L., & Shklovski, I. (2008, May). Backchannels on the front lines: Emergent uses of social media in the 2007 southern California wildfires. In Proceedings of the 5th International ISCRAM Conference (pp. 624-632). Washington, DC.

* Wicke, T., & Silver, R. C. (2009). A community responds to collective trauma: An ecological analysis of the James Byrd murder in Jasper, Texas. American journal of Community Psychology, 44(3-4), 233-248.

* McLeod, J. M., Scheufele, D. A., & Moy, P. (1999). Community,

communication, and participation: The role of mass media and interpersonal discussion in local political participation. Political Communication, 16(3), 315-336.

Expanding journalism education

The author says one of the biggest challenges facing the media world is a lack of "renaissance people," those with expertise in more than one subject area. Consider this: Bureau of Labor Statistics projects that between 2010 and 2020, the number of traditional reporters and correspondents will decrease by 7.5 percent. But the key word is traditional. Other predictions: technical writers are up 18.3 percent; public relations specialists, up 22 percent and software developers, up 27.6 percent.

Does this suggest that the traditional skill-set of a journalist is now incomplete? Does it mean that the timeless passions -- for truth, accuracy and the watchdog role of media -- should be coupled with technical know-how?

Levels of discussion:

Flashlight: Go to the database yourself. Review the occupations. What is the growth rate expected for editors, radio and television announcers, graphic designers and other media jobs?

Searchlight: Can you think of media jobs that aren't on the list? If you produced fact-based reports for a non-profit website rather than a media organization, what category would you fit into? Are new types of journalistic jobs being created that don't have categories? Would those employees be listed in wrong categories? Which ones?

Spotlight: Take a look at the journalism accelerator website, this student's blog post. Then look at the course offerings at your school. Is it possible for a student to split interests between different fields? Are students encouraged to be renaissance people who take, for example, journalism and computer science? Should they be?

Dissecting traditional media's decline

People have always complained about the state of their news. But now they see many options if they don't like the offerings in traditional media. The Pew Research Center's 2013 State of the Media report says 31 percent of those surveyed reported abandoning a news outlet because the level of its news had fallen.

Assignments at three levels:

Flashlight: Research the origin of the term "the Fourth Estate." What does it mean to you? Watch the Support Reporting video. Do you agree that daily newspapers still provide most of America's local news? In places where people are abandoning traditional media, are others taking on the role of the Fourth Estate?

Spotlight: Share this chart showing the collapse in afternoon newspaper circulation. Why don't people want to read papers in the afternoon or evening? Is it the content, or could there be other reasons? If the rise of television was a reason, how do you explain the fall of local television in recent years? What's replacing it?

Searchlight: Women and people of color have long said mass media does not reflect their lives. The book *News in a New America* found that the diversity of daily newspaper newsrooms peaked in the early 1990s. As the American population has become more diverse, the gap between newsrooms and the population they serve has grown. Is this a factor in the decline of traditional media? Explain your view.

Types of public media

Have students explore the website of a few of the following news programs: PBS NewsHour, This American Life, the Center for Investigative Reporting, Religion and Ethics Newsweekly and The Texas Tribune.

Pick one or more of these activities:

Flashlight: Discuss whether these forms of public media are similar. What community is each trying to engage and how? Can you tell which started within the last decade? How are these groups supported economically? Which do you think has the largest budget?

Spotlight: Visit Alexa or another site that measures web traffic. Which site has the lowest ranking? Why do you suppose that is? Which is growing the fastest? Again, why? Are any of the rankings identical? Why is that?

Searchlight: Have students listen to this retraction from "This American Life" following the broadcast of fabricated material from one of their sources. What weaknesses of public media does this present? What strengths? Do the lessons learned here apply to social media as well as traditional news organizations?

Extra credit: Go to the website of Investigative Reporters and Editors. Find the group's annual awards. How many of the awards seem to have been won by public media vs. commercial media? What do you think that means?

What are shield laws?

Some argue that the First Amendment protects journalists adequately and no other laws are needed. Yet others have urged state and federal authorities to create special shield laws to protect journalists.

Activities:

Flashlight: Ask students to review the shield law sections of the sites of the Society of Professional Journalists and the Reporters Committee for Freedom of the Press. Discuss: What are shield laws? How do they relate to the First Amendment? Does the federal government have a shield law? How many states have them?

Spotlight: For a discussion or a homework assignment: How do the laws define the word "journalist?" Are student journalists covered by shield laws? Why or why not? Student rights are explained by the Student Press Law Center.

Searchlight: A research project: Are bloggers and freelance journalists covered by shield laws? Should they be? If so, what is a definition of journalist that would work to cover them? Can you find actual cases when they have been protected and others when they haven't?

Rate your government's media

In the digital age, the author says, government is a bigger publisher than ever. Websites are now standard for local, state and national government. But the question remains: Does government media have a special responsibility to be interactive because it is in essence owned by the people who use it?

Discussion levels:

Flashlight: Does local government produce quality media for your city or town? What resources and information sources are available for citizens? Is it enough? Is it available on mobile devices? What more could be done?

Searchlight: Search for examples of government media that uses crowd-sourcing techniques to engage its community in debate or decision-making. Discuss what works best. If not, discuss why interactive "Government 2.0" techniques are not standard on government websites.

Spotlight: Visit the Voice of America, White House.gov and the Library of Congress webcasts. If these three sources had conflicting versions of the same information, which would you be most likely to believe and why?

At the birth of public television

The Carnegie Commission on Educational Television was a project of the nonprofit Carnegie Corporation of New York. The commission explored the role nonprofit television could play in the U.S. media system. Its work is credited with building public support for the Public Broadcasting Act of 1967, which created the Corporation for Public Broadcasting, the organization providing government funds to public, noncommercial radio and television programming today. You can get a research start on the report here, on a page produced by Current.org, which covers public broadcasting.

When public television was created, there were only three national broadcast networks. The big question: Now that hundreds of channels are available, is there still a need for public television? What research would be needed to answer that question?

Exploring new digital tools

Journalism tools abound in the digital age. The challenge is to stay current, since use of the best tools saves time and improves the work.

Try these activities:

Flashlight: Look again at the digital age experiments mentioned by the author: DocumentCloud, Timeline.js, Ushahidi and OpenBlock. Divide students into four groups. Have each group pick a tool, find out what it does and how it works. Does innovation increase the diverse ways people get their news? Does it help citizens become part of news gathering? Students would present their findings to the class.

Spotlight: As a class, examine Public Insight Network, which seeks to "add context, depth, humanity and relevance to news stories." PIN is a large network of citizens who have volunteered their expertise to improve news. Discuss: How would a news organization know if PIN has been effective? What would be different about the stories? Look at the "Partner Notes." Do you think PIN works? In this era of social media, is it still needed?

Searchlight: The Google Summer of Code teaches students 18 or older how to write computer code every year. The University of Moratuwa in Sri Lanka ranks first in the program's award-winning students. Assignment: Find a coder and together look over projects such as Sahara Vesuvius, the Network Analyzer and IMALSE. Can you explain what they do? Are they useful? How?

Extra credit: Where can journalists learn about new digital tools? Check out PBS Media Shift, Nieman Journalism Lab, the Poynter Institute and News University. Is one of them better than the others in identifying new tools? Who points people to the best new tool training?

Media innovation requires funding

The author says government funds should be directed not toward public media content but toward public media innovation. Explore with students and debate:

Flashlight: Search the Internet to find examples of each of the following categories in your local community: public media, nonprofit digital startups and university journalism programs covering the community. Are they adding to the news or duplicating what commercial newspapers and broadcasters are doing? How are these non-profit news organizations funded? Does the funding seem like it is sustainable?

Spotlight: If your community does not have any form of nonprofit media, consider these questions: Are commercial news outlets getting the job done? Explore public media in another town or city. Could it work where you are?

Searchlight: Both for-profit and nonprofit journalists are turning to crowd-funding platforms like Kickstarter.Tour the site and find examples of commercial projects and public media, like this one for local education reporting or this on NPR's Planet Money campaign. Is crowd-funding a better approach to content funding than government money? Or is the British approach, with heavy government funding of the BBC, better? Here are some other ideas for funding in the news industry.

Looking into media economics

You hear the phrase "creative destruction" to explain what happens when old companies die and new ones are born. Technological changes speed such change. Companies fade when they stick to old forms — VHS and cassette tape, for example, or photographic film — while digital competitors thrive.

In news, the proliferation of free digital content has drawn viewers and revenue away from traditional print and television, causing major cutbacks as companies struggle to make money. Digital companies providing new types of services, like web searching, "aggregation" (digital content collections) and social media networks are attracting attention and money. Penelope Muse Abernathy at the University of North Carolina-Chapel Hill is one of the practical scholars writing on this issue.

Want to learn more? Some questions you could answer to get started:

Flashlight: Think of how you get your news. Do the people who provide it to you get paid to do so? If so, where do you think that money comes from? Is the advertising you see helpful or not? What is a "pay wall"? Would you rather have free media paid for by advertising, like regular television, or pay for the media you want, like HBO?

Spotlight: Professor Robert Picard, media economics scholar and director of research at the Reuters Institute at the University of Oxford, argues in his blog that the news business needs to completely rethink itself. Does Picard think traditional companies can make it? How? Now look at the Media Management Center at Northwestern University and this blog on public media. Are they rethinking? Why or why not?

Searchlight: Have students review one or more of the articles below and write a paper on their own views of the old business model of news and why it is no longer working as it once did.

Skoler, M. (2009). Why the news media became irrelevant — and how social media can help. *Nieman Reports*, *63*(3), 38. The end of mass media's monopoly on news and information distribution and how it is changing the culture of journalism, creating a greater need for trust and added value.

Pauwels, K., & Weiss, A. (2008). Moving from free to fee: how online firms market to change their business model successfully. *Journal of Marketing*, *72*(3), 14-31. The challenge and tradeoffs of moving from free to "free & fee."

Meyer, P. (2004). The influence model and newspaper business. *Newspaper Research Journal*, *25*(1), 66-83. How content quality increases societal influence, focusing on 26 cities where John S. and James L. Knight operated newspapers.

Feng, H., Froud, J., Johal, S., Haslam, C., & Williams, K. (2001). A new business model? The capital market and the new economy. *Economy and Society*, *30*(4), 467-503. Shows the pressure to produce profit, even in digital media businesses.

How different is public media?

Imagine you work for a public TV or radio station. Would you approach your job differently than if you were working for commercial-supported media? Yes, says writer David Cohn on the web site of the activist group Free Press. As evidence, he cites a survey from the public media web site he founded, spot.us.

Activities:

Flashlight: How popular do you think public broadcasting is? Look at the "170 Million Americans for Public Broadcasting" site, follow the links to their Facebook page. Does the number of "likes" tell you anything? Public broadcasting advocates say their content is highly educational and thus their audiences smaller but more influential. Do you agree?

Spotlight: Imagine you are a public radio reporter. Your friend is a commercial radio reporter. You both are at city hall covering a story on taxes. Would you do the same story? Why or why not? What does that tell you about your content philosophy? Is the danger of bias the same for both reporters or different? Which of you is most likely to be using the newest tools? Students can discuss this with their classmates and write a short summary.

Spotlight: You are a public television station's general manager. Your friend is a daily newspaper publisher. Where do you get the money to pay for your broadcasts? Where does your friend get money to run the newspaper? What happens in either case when sponsors or advertisers are the subjects of negative stories? Is the chance of money influencing the news more or less likely in public broadcasting? Would you need to put special policies in place? Write a one-page paper addressing these challenges.

Media diversity and technology

Have students browse New American Media. NAM is a network of ethnic media. Its headquarters is in California, where NAM estimates a third of the state's residents consume ethnic media.

Discuss one or more of these batches of questions:

Flashlight: How do you define ethnic media? Do ethnic media exist in your community? If so, are they digital? What communities do they represent? If there are no ethnic media, are there groups in your community that speak predominantly in a language other than English? How do they get their news?

Spotlight: Do people in your community consume national or international ethnic media? What examples can you find? (Spanish-language radio and television networks, for example.) How would you find out if immigrants are consuming significant amounts of media from websites in their home countries?

Searchlight: Some public schools favor Bring Your Own Device policies. Others have 1:1 laptop initiatives. Have students research the pros and cons of these movements. Will they deepen or lessen the Digital Divide? Why? Have students prioritize strategies for closing the divide and present findings in class.

Extra credit: E-books are becoming the norm for those who can afford electronic "e-readers." Share the New York Times article, "E-Books and Democracy," by Anthony W. Marx, president of the New York Public Library. He states, "The challenge is to ensure that the information revolution provides more, not less, access for the public…" How do we accomplish that task as journalists and citizens? Have students research and/or discuss.

Update

Preparing for the post-broadcast future

Public broadcasters are preparing for the post-broadcast future by trying to innovate. Consider these Knight-funded projects:

- WGBH in Boston will engage millennials by repurposing its award-winning "Frontline" series to a short-form web version.
- The Public Media Company is developing Channel X, a marketplace where public broadcasters can license content aimed at younger audiences.
- In 2013, NPR secured funding to enhance its on-demand digital listening platform for public programming.
- The Detroit public radio station WDET, Detroit Public Television, Michigan Radio and New Michigan Media are joining the Detroit Journalism Cooperative to share stories aimed at helping find solutions to the city's financial crisis.
- Boston's WBUR public radio will launch BizLab, a team that will experiment and report new revenue strategies to increase future sustainability.
- Knight is funding digital design training for journalists at Miami's WLRN public radio.

Video games and education

If one takes into account smartphone video games and social network games, video games have become a staple of the American entertainment diet. Currently, 72 percent of households play video games. The Entertainment Software Association says 52 percent of people own gaming systems. Fifty-three percent of players are male and 47 percent are female. Many use their game controllers to operate their televisions.

Education scholar James Paul Gee wrote in 2003 that learning is at its best when it presents an "embodied experience," with meanings discovered throughout the game. Such learning seems ideal for teaching not just media literacy but also news itself. In his 2010 book, *Newsgames*, scholar Ian Bogost says games that explain news can teach more than traditional articles or television news.

Time to play:

Flashlight: Have students pick one of the following Newsgames: CutThroat Capitalism, September 12th, Quandry, or Heartsaver. Have them play the games and share what they learned. What else do students think games could teach?

Spotlight: Choosing one of the above games, have students write a one to two-page critique. What digital media literacy skills did you learn? How could the game have taught you more?

Searchlight: Divide students into groups. After research on the web, develop an idea for their own game to teach about a news event or digital media literacy. What would you teach and how would you make it fun?

Unpacking digital media literacy

Digital media literacy is the ability to create, access, evaluate, create and act upon digital media in all its forms. Take a look at this national website about digital media literacy as well as this local site.

Discussion questions for students:

Flashlight: How digitally literate do you think you are? Are most of your teachers digitally literate? How could digital literacy enhance your learning experience in the classroom?

Spotlight: What digital tools does your school use to help students better understand the digital world? Can you think of tools that might be incorporated into your regular classroom activities?

Searchlight: Explore a grants database such as Grants.gov. Can you find evidence that there are sources of technology and digital literacy funding for K-12 to innovative tech integration and media literacy projects? Do your school officials know of and pursue these sources?

Let your voice be heard

In this section we see the author's letter to an FCC senior advisor about how government policy could be improved to better support the information needs of communities.

Government funding for non-governmental media can be a confusing and controversial issue. Some say there should be no support; others call for large taxpayer subsidies. Studies such as this one from the University of Southern California show America usually falls between those extremes. Some media subsidies, like postal discounts, are falling while others, such as broadband infrastructure, are growing.

What do you think about government policy and media? Do you agree with some or all of what you've read here? Let your voice be heard. Draft a letter to an FCC commissioner or other official. If you want to send it, you can find contact information here.

You might also want to comment on current rules under development by the Commission, or you can join in discussions with others about how the commission can help support and improve the state of information and news media.

More incumbents win after Post closes

The closure of a local newspaper leads to a drop in local political engagement, economists at Princeton University said after studying the 2007 closure of the Cincinnati Post. Even though the bigger Cincinnati Enquirer remained, researchers found that fewer people voted in local elections after the Post died. In addition, fewer candidates ran in opposition to the incumbents. As a result, the incumbents had a better chance of being returned to office.

In a blog post for Newsosaur, Alan Mutter reported the following: *"'If voter turnout, a broad choice of candidates and accountability for incumbents are important to democracy, we side with those who lament', the decline of newspapers, said economists Sam Schulhofer-Wohl and Miguel Garrido, who conducted the study."*

Research questions for short papers:

* What other newspapers have closed in the past 10 years? Were similar studies done with similar results? Why does even a modest drop in local voting matter? Do you think the results are temporary or permanent? Why or why not?

* What are newspapers doing, other than cutting staff, to keep their businesses viable? Hint: Start with this post by Newsonomics writer Ken Doctor. Do you think those measures will work? Over the short or long term?

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The National Broadband Map

Use the [Federal Commission Commission's tool](#) to discover broadband Internet delivery speeds in your community.

Activities at three levels:

Flashlight: Enter your address. Find out how connected your community is. Ask students to answer: How many broadband providers are in your area? How do other communities compare? Are others more or less connected than yours?

Spotlight: Why does this matter? After reviewing the broadband map, ask students to do some additional research. Compare cities that were not part of the railroad and highway systems to those that are not part of the broadband Internet system. What do you gain by being part of the network? What do you lose by being off the grid?

Searchlight: Study how libraries are using the [Broadband Technology Opportunities Program](#). New York and [Chicago](#) used the federal funds to put new public computing centers in libraries across the state. Librarians teach digital media literacy in ways people enjoy. Planning a trip is a popular activity. For more, see the full report, "[Digital Literacy, Libraries, and Public Policy: Report of the Office for Information Technology Policy's Digital Literacy Task Force.](#)" Can you find evidence the libraries in your community are using BTOP funds?

Extra credit: Watch [John Oliver's segment on net neutrality](#) for HBO's *Last Week Tonight*. Notice how he encourages ["trolls"](#) to comment on the proposal? After his rant, the [FCC said its website "experienced technical difficulties"](#) though others [used the word "crashed."](#) More than 45,000 comments were posted after the program. By the end of the comment period, [a million comments were posted](#), most in opposition to the plan to allow companies to charge more for content to be delivered in a "fast lane." What implications does net neutrality have for journalists? What stances have news outlets made on net neutrality?

Further reading on chapter three topics

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Guided reading questions for chapter four

1. According to the Knight Foundation, what does it mean to be an "informed and engaged" community?

2. How big an impact, measured in dollars, did the three investigative stories cited in this chapter have?

3. How many journalism jobs have been cut in recent years?

4. Who does the author say must share the blame for the lack of news literacy in our society?

5. What are three ways in which journalists, journalism organizations and journalism schools can highlight the impact of investigative reporters?

6. What was the problem before The Forum was created in Deerfield, New Hampshire? What happened after community volunteers began reporting for The Forum?

7. In terms of revenue, how is digital advertising different from traditional print advertising?

8. What does the chapter say about the state of arts journalism, nationally and locally? What example does the author give to highlight the state of national arts journalism?

9. According to the author, every major upward spike in U.S. election turnout has come during a time when what was happening?

10. What mistake have traditional news media made with their websites?

11. What are some ways news organizations can better engage communities?

12. Is there a relationship between whether a community engages with a news story and whether it creates a change of some sort?

13. Where can you find a journalism code of ethics?

14. Does digital media technology create new ethical concerns of journalists and citizens? Does it also create new potential to deal with those concerns?

15. What is your personal view of ethics? Do you have your own standards by which you share information about yourself or those around you?

Shaded terms for chapter four

Digital media literacy: The ability to access, create, analyze and act upon digital media.

Media ecosystem: The interconnected relationships between people, communities, information, news and media. As complex as an environmental ecosystem.

Cloud computing: A general expression used to describe computer memory and programs that reside at another location, usually in a client server, rather than in the device you are using.

Arts journalism: Reporting and commentary on the arts, including coverage and reviews of movies, books, music and theater.

Open journalism: A way to produce news that is transparent to the public and allows for community participation.

Collaborative: The process of multiple people or organizations working together.

Sunshine Laws: Laws requiring government information and meetings to be open to the public. City and state laws differ, though most were inspired by the 1976 federal law, Government in the Sunshine Act.

Some of the shaded terms are in the text; others are in the Learning Layer; still others are in the source material linked to from the book. This list helps define them, wherever they are found.

The impact of investigative reporting

Investigations can make a big difference. Yet impact can be difficult to track. Suppose an investigation shows that when prisoners are released early they quickly commit more violent crime. Reacting to the journalism, the state then keeps people in jail longer. Violent crimes, including murders, go down because the criminals are not on the streets to commit them. The investigation saved lives, it seems, but whose lives? People could be walking the streets today totally unaware that they owe their lives to good journalism.

Activities at three levels:

Flashlight: Have students explore past winners of the Journalism Education Association's Student Journalist Impact Award as well as examples of investigative reporting by college students. Discuss the stories. Were they difficult to do? Did they require special tools? Did they have an impact? Why or why not?

Spotlight: Contact an investigative journalist from a local news organization. Invite that person to speak to your class. Ask students to prepare by studying the websites of these major investigative reporting organizations to see how they report impact: the Center for Investigative Reporting, the Center for Public Integrity and Pro Publica. Have students ask the journalist to provide examples of the value of investigations. Post a report on the visit on a class blog.

Searchlight: Choose an investigative story recently reported locally. Split students into groups. Have them find people who can comment on the story's impact. For example, if the investigation revealed law-breaking landlords, students could interview tenants from the story or others who rent, respected landlords, local officials who regulate housing or even the alleged law-breakers themselves. Did the story change anything? Students who wish to may post their views at the news organization's website.

Extra credit: With Knight funds, Livingston Awards for Young Journalists hopes to increase its impact. Winning journalists will participate in community outreach programs to explain their investigations. Ask students to review Pulitzer Prize-winning investigative reports as well as the award-winning investigations featured by Investigative Reporters and Editors. Each student picks at least three

winners. Do the contests explain the impact of the stories? Should they? Blog or tweet your findings.

Controversy in Wisconsin

The Wisconsin Center for Investigative Journalism is a non-partisan, non-profit news organization located in two small offices at the University of Wisconsin-Madison. Its professional staff works with the university's journalism program. Wisconsin state legislators added a provision to the state budget wanting to boot the news organization from the university. Lawmakers also sought to prohibit university employees from working officially with the center.

Many news organizations, as well as the director of the university's school of journalism and mass communication, Gregory Downey, did not agree with the proposal. Ultimately, the Wisconsin governor vetoed the budget's anti-journalism provision, saying that the state can't single out an organization among the many nonprofits that work at the university.

Discovery at three levels:

Flashlight: Student journalists can be as controversial as professionals, especially if they paint their schools in an unfavorable light. Ask students to research the answers to these questions: On campus, who seem to be the biggest censors of student journalists? What were last year's major court cases and the outcomes? What Student Press Law Center resources are available? Discuss in class. Encourage students who wish to do so to promote the center through their social network.

Searchlight: Ask students to research the Wisconsin stories mentioned above as well as this Huffington Post article. Questions: Are the center's investigations needed? Why did some state legislators want to remove it from the university? What was the reaction? Ask students to use their research to create or beef up a Wikipedia entry on the center, citing sources carefully.

Searchlight: Research the law. Could a state have singled out a media outlet and banned state university employees from working with it? Invite a local lawyer or law professor to class to discuss. Did anyone ever actually do this? (Universities hold many public broadcast licenses, and experts such as professor Barbara Cochran of the University of Missouri say they should be more involved with their communities. Can a state stop professors from working with public broadcasters as well?) Ask your students to outline a letter to Wisconsin's

governor expressing their views about his decision.

Extra credit: This book's author argues that universities can improve journalism education through a "teaching hospital" model. Ask students to find an online forum where this issue is discussed, then post answers to one or more of these questions: Are there other possible conflicts to university-journalism partnerships? Should universities, especially public ones, avoid collaborating with media outlets? Do those in "teaching hospital" models need special protection from political interference?

Scholars look at priming, framing, agenda-setting

Media impact research studies how news and information influences the way people learn, vote and behave in society. The two popular academic pieces described below look at the impact of news on perceptions of the U.S. president. Ask students to read these summaries and complete the assignment below.

Miller, J. M., & Krosnick, J. A. (1996). News media impact on the ingredients of presidential evaluations: A program of research on the priming hypothesis. *Political persuasion and attitude change*, 79-100. Priming is the idea that what appears in the news triggers related thoughts that cause people to make decisions or take actions. This piece examines the history of priming from 1920 to the 1990s. The researchers sought to understand how news consumers made certain inferences based off of the news they consumed.

Miller, J. M., & Krosnick, J. A. (2000). News media impact on the ingredients of presidential evaluations: Politically knowledgeable citizens are guided by a trusted source. *American Journal of Political Science*, 301-315.

In this more recent study, the researchers concluded that priming does not occur because politically naive citizens are victims but rather reflects conclusions drawn from a credible source of information by educated citizens.

Assignment: In addition to priming, scholars also study framing (how the context in which news is reported influences perception) and agenda-setting (how repeated media coverage can push issues to center stage). Research these concepts and write a short paper comparing and contrasting them.

Fracking: Find out for yourselves

Fracking is a major issue. On one side is energy production; on the other, human health. Start a student investigation by having the class watch Gasland, a past nominee for an Academy Award for best documentary. (For a free alternative documentary on gas drilling through shale view this shorter video: After the Gas Rush.)

Activities at three levels:

Flashlight: Show the class ProPublica's investigative music video on fracking. Discuss: What is fracking? Do you think this story has been covered well enough? Why or why not? Class activity: Tell the story of fracking using only pictures. See how Pennsylvania artists did it and look at the YouTube fracking videos for inspiration.

Spotlight: Ask students to use web resources to try to answer these queries: Do you live in area where fracking is taking place or is being considered? What are the issues? Must a state government agency give natural gas companies permission to extract by fracking? Consult this Los Angeles Times story for context.

Searchlight: Here are three different views: the Earth Justice map of skulls showing fracking locations, the American Enterprise Institute's article about the benefits of fracking and a nonprofit investigation into how industry funds college researchers studying shale. Imagine you are a city council deciding what to do about fracking. Research your state's laws and news reports on the issue. After you vote, look up the results of the same debate in Pittsburgh, the first city to take a stance on fracking.

When reporters are murdered

The Chauncey Bailey Project was modeled after the Arizona Project, which drew journalists in 1976 from across the country to complete the work of the Arizona Republic's Don Bolles. While investigating land fraud, Bolles was killed by a car bomb. This video shows what's left of Don Bolles' car, on display at the Newseum.

Unlike the Arizona Project, which predominantly drew newspaper reporters, the Chauncey Bailey project drew journalists from a wide-range of backgrounds: daily, weekly, web, print, television and journalism education. On the project website, the journalists describe challenges — stories held for days in one medium so the others could catch up. Yet Pete Wevurski, managing editor of the Bay Area News Group-East Bay, said that the project "will be the most important work any of us have ever done and ever will do."

Student activities at three levels:

Flashlight: Start a Wordpress blog on which the students will each post a short piece comparing and contrasting the Chauncey Bailey Project and the Arizona Project. After online research, ask them to explain what was done differently in the Chauncey Bailey Project. What lessons could be applied to future projects?

Spotlight: Research ABRAJI. What is it? When was it founded and why? Who was Tim Lopez? What role did Rosental Alves of the University of Texas play in the group's founding? Here's a starting point. Blog the results of your research.

Searchlight: There are many dangers to freelancing in the journalism world. Knight Foundation President Alberto Ibargüen noted that terrorists are the shock troops in a "new war on journalists." Discuss with the class: Are the benefits worth the risks? More than 2,000 journalists from around the world have died while gathering the news. Explore their stories at the Newseum's Journalists Memorial and view this video of the memorial. Pick five of the journalists. Can you find any evidence that their colleagues finished the stories they were working on? The Committee to Protect Journalists keeps track of what it calls the Impunity Index, how many killers of journalists go free. What happens most of the time when journalists are murdered for doing their jobs? Put your findings out through social media.

Extra credit: Examine this map of journalists murdered in Mexico. The map will tell you where the murder occurred, the type of attack and the type of aggressor. What can information like this tell us? Is it necessary to have a map of the entire world? Why? How can it help us assess risk?

Does journalism need promotion?

The author says journalism is a fact-based enterprise that ironically often relies on faith-based arguments to earn the trust of communities. Journalists, for all their skills, seem to do a poor job of communicating about themselves and their positive effects on society.

Perhaps journalism needs a good public relations or marketing campaign to show audiences just how valuable it is.

Assignments for students at three levels:

Flashlight: Ask students to choose a local media outlet and explore its impact. Then show the first "Got Milk?" TV ad and others from that campaign, credited with increasing American milk consumption. Ask students to make their own video ads, highlighting the importance of journalism, including an original slogan or tag line.

Spotlight: The Reuters "Handbook of Journalism" and other news company policies discourage self-promotion and encourage journalistic humility. Class discussion: Is it a conflict of interest for a journalist to discuss the role of journalism involving a story he or she is still reporting? Would that be the same as "becoming part of a story you are covering?" Should individual journalists be ambassadors only in a general sense when explaining the role of journalism?

Searchlight: Note the web sites of the Newspaper Association of America and the National Association of Broadcasters. NAA promotes newspapers; NAB promotes broadcasters. Assignment: Blog about these questions: Who speaks for journalism in general? What about journalism schools? They frequently give prizes for the best journalism. Do they have an obligation to the public to explain why journalism matters? If journalism schools aren't the right ones to speak up, who should?

Extra credit: This video shows library officials in Dalkeith, Scotland promoting their library with pole-dancing classes. Does journalism need a similar make-over? If so, how do you reconcile the dire warnings of the collapse of democracy and success of entertainment-driven media? Is the fun of journalism hard to convey without seeming shallow?

What's the impact of student journalism?

Professional journalists can do impactful stories, uncovering corruption, exposing threats to citizen safety. But so do student journalists; their work also has effected major change in their communities.

Student assignments at three levels:

Flashlight: Explore the past winners of the Courage in Student Journalism award and the National Scholastic Press Association's Story of the Year award. Consider the stories about the failing schools and teen pregnancies, local sex-trafficking and an increase in local gang activity. Come to class ready to discuss: Do you see those types of stories in your school media? Why or why not?

Spotlight: Explore past winners of the College Press Freedom Award and the Associated Collegiate Press Story of the Year award. There, you can find stories about how a college's board of trustees might be in violation of state open meetings laws, a sorority removed from campus after reports of hazing and questionable spending by a campus student government. Find a similar story in student media on your campus. Come to class prepared to dissect the story. What was the reaction to it?

Searchlight: Browse the above links. Brainstorm story ideas. Have the class nominate the top three stories. Using a simple SMS voting site like Poll Everywhere, send out the nominees through your social networks and let people vote on their top story. Back in class, map out that story, including sources, questions, etc. Here's a Seattle Times tip sheet to help map the story. For extra credit, do the story as a class project.

Investigative reporting, meet the philosophers

Explore the role of investigative reporters and public agencies in exposing public deceit and fraud as well as the underlying thinking of the importance of knowing what's really happening.

Discussion assignments for students:

Flashlight: View the 60 Minutes clip on the best-selling book "Three Cups of Tea." Ask students to read the posted comments. Discuss the role of the press in upholding standards of integrity in society: Did the report lead to increased accountability? Why is it important for people to know whether the book and the charity it supports are non-fiction or fiction? Would you have done the story?

Spotlight: For further discussion, consider: Should people who do good deeds fall under the same press microscope as obvious criminals? Do the ends justify the means? Look at the Wikipedia page on Greg Mortenson and "Three Cups of Tea." Are there any circumstances under which a journalist may know something but not do the story? What might those be?

Searchlight: Philosophy studies basic questions having to do with existence, knowledge, reality and reason. Consider the reading list below, selected for readability, logic of arguments and originality. Look up some of the books (or others if you wish). Do any of them argue for or against societies based on facts? What would the authors have said about the value of investigative reporting? Blog your results, or, for extra credit, assemble a package telling what you learned using Zeega.

First batch: *The Analects,* Confucius; *The Plague,* Albert Camus; *Critique of Pure Reason,* Emmanuel Kant; *Beyond Good and Evil,* Friedriche Nietzsche; *Sophie's World,* Jostein Gaarder; *The Book of the Tao,* Lao Tzu; *Critique of Religion and Philosophy,* Walter Kaufmann; *The Republic,* Plato, and *If Aristotle Ran General Motors,* Tom Morris.

Second batch: *The Upanishads,* Anonymous (Hindu); *Existentialism from Dostoevsky to Sartre,* Walter Kauffman; *Thus Spake Zarathustra,* Friedriche Nietzsche; *Utopia,* Thomas More; *Candide,* Voltaire; *Being and*

Nothingness, Jean Paul Sartre; *On the Suffering of the World,*
Arthur Schopenhauer; *Oration on the Dignity of Man,* Pico della Mirandola;
Modern Man In Search of a Soul, Carl Gustav Jung; *The Dialogic Imagination,*
Mikhail Bakhtin; *Being and Time,* Martin Heidegger, and *The Decent Society*,
Avishai Margalit.

The risks of transparency

The author calls for greater transparency in journalism. But, like anything else, transparency can be overdone. Scholars Stephanie Craft and Kyle Heim warn openness in journalism may produce unintended consequences. An example: If journalists were to act exactly like scientists and reveal every source of information, sources that wanted anonymity couldn't have it, and those stories would be lost.

Discussion at three levels:

Flashlight: What other things might go wrong if journalists are "too transparent"? Think about transparency in everyday life. What information do doctors, lawyers and other professionals keep to themselves? Should there be some things that journalists simply don't discuss?

Spotlight: The "open journalism" page at *The Guardian* invites users to explore how the news organization reports its top stories. This major news organization routinely asks for help from the public to analyze large numbers of documents. Its readers help shape the articles it writes and share their own content and comments. What do you think of this way of doing journalism?

Searchlight: Jeff Jarvis from New York University, in his book *Public Parts*, argues that the benefits of being more open outweigh the risks. Jarvis gives as an example his own battle with cancer, which he openly discussed. Would you have revealed a life-threatening illness to the world? Why or why not?

Extra credit: Consider this scenario: A journalist interviews a local businessman about unethical activity. The interview went badly for the businessman, so he issues a "prebuttal" to defend himself. The journalist, knowing that could happen, had immediately posted the raw interview footage. With interview and reply already online, what sort of story, if any, should the journalist create? Ask students to make a short video of their opinion.

Nonprofit vs. commercial: What's the difference?

What are the differences between nonprofit news organizations and commercial ones?

Discussions at three levels:

Flashlight: Have students search the Internet to answer that question, list five differences each and come to class ready to discuss. Did anyone compare audience size? How would that be done?

Spotlight: From a media consumer's perspective, can you tell the difference between a nonprofit and commercial operation? How? Now take a look at the investigative channel on YouTube. That's nonprofit media being distributed over a commercial platform. How would you categorize that?

Searchlight: What are the disincentives for becoming nonprofit? How have those disincentives diminished in recent years? Look at the report on IRS delays in approving nonprofit media. Class discussion: If you were starting a news organization, would it be nonprofit or for-profit?

Extra credit: PBS says it has moved from being a 21st Century laggard to a digital leader. Watch this keynote by Jason Seiken. Review PBS.org. Did you know PBS wins Webby awards? On the other hand, the economics of public broadcasting are in flux. Local stations collect local donations and use them to purchase national programs, like *All Thing Considered*. When public media users can get the national programming directly, who needs the local station? Post a video to YouTube predicting the future of public broadcasting.

The many faces, many uses of open data

Information is power. It keeps government accountable and businesses transparent. New methods are emerging to make information more accessible.

Flashlight: Explore these projects offering greater access to information:

- Reframe It, Inc. is using Knight Foundation funding to test new journalistic approaches to covering policy and legislation with special research polling.
- The Global Editors Network sponsors the Data Journalism Awards to demonstrate the value of data journalism.
- The U.S. Open Data Institute is a new initiative to improve the standards of the free-flow of information by businesses and government.
- The Columbia Daily Tribune offers guidance on how to reach all a city's neighborhoods through data mapping. http://www.naa.org/News-and-Media/Blog/columbia-daily-tribune-neighborhoods.aspx

Which is your favorite project and why? What project offers the most data about business and government? Which project is most likely to produce information on government and business that citizens can understand?

Spotlight: Assume you are a philanthropist with $50,000 to invest on open-data technology prototypes. Explore the following Knight-funded prototypes. If you could only choose one to fund, which would it be? Could you split your $50,000 among the three projects? If so, how much would each receive?

- Code for America will extend and publicly launch Ohana API, a tool for organizing databases of social services for a community.
- SmartResponse.org seeks to improve transparency of disaster recovery funding.
- Procure.io helps government gain greater access to open-data technology, driving down costs of transparency and engagement.

Searchlight: Open data also means more information is available for researchers and journalists to use to confront health issues. Explore these Knight-funded projects:

- The Homebrew Sensing Project seeks to create a set of low-cost hardware and free software that citizens can use to measure local health data, such as

air and water quality.
- The New Venture Fund is building a curriculum to help mentors to reporters and editors develop editorial strategies and look for trends in health data.
- The Open Humans Network will match people willing to share their health data with researchers who would benefit from access to more information.
- Civic Ninjas are developing Sitegeist Health to present health data in an accessible format.

What skills do you need to create these prototypes? What sorts of professionals need to be included in the development team? Does your school teach the skills to create these tools? Does your school teach the skills to understand and report the findings from these projects?

Join a professional journalism organization

The impact of journalism might best be told through journalism organizations. But do they do enough to reach out to the public? If they don't, the best way to change them may be to join and reinvent them from within. Most professional journalism organizations offer reduced-price memberships to students. Some organizations even encourage student chapters to be formed.

Discovery assignments for students to prepare for class discussion:

Flashlight: The Journalism Education Association's Scholastic Press Rights Commission has a student group called 45 Words. Explore this program to see how it benefits high school students working in student media. Are there other such programs at the high school level?

Spotlight: Most professional journalism organizations welcome college student members. The fastest growing is the Online News Association. Check out its website, as well as those of the Society of Professional Journalists and Radio Television Digital News Association. Review this list from the American Journalism Review of other journalism organizations. Do some groups seem more welcoming of students than others? Which of them highlight the major scholarships offered by AP-Google?

Searchlight: Look in-depth at the Investigative Reporters and Editors. How did the group get its name? What's its mission? When was it formed? What is the fee for joining IRE as a student member? Can you find anything on the website that indicates a desire by IRE to reach out to the general public to explain the role of journalism?

Extra credit: If journalists have a "common language," it is found in the Associated Press Stylebook. AP offers virtual communities around its stylebook, including a digital tool to check your stories against AP style Ask your students to get the stylebook and be prepared to talk about the general practices it outlines that describe good journalism.

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Update

Technology + data + journalism = solutions

Journalists are using technology to mine data and collect government information. Examples:

- The Center for Investigative Reporting funded the development of the FOIA Machine through a Kickstarter campaign. The FOIA Machine is a tool for filing freedom of information requests.
- Journalists are being trained to gather local-level campaign finance data through the FollowTheMoney.org platform.
- The African News Innovation Challenge encourages digital and data-driven journalism in that continent.
- The Center of Michigan promotes solutions-based journalism in a project to infuse data-driven coverage of Detroit's bankruptcy and related state policies.

Exploring beloved crime logs

Freedom of information laws require police to keep a record of daily activities that is open to public inspection. Search the Internet or a community newspaper for a crime log. Why are crime logs frequently described as one of the most-read features of any news organization?

Student activities at three levels:

Flashlight: Find a local police log, either in print or online. Look through a few weeks of reports. What surprises you? What would you make into stories? Was it because the story was important or just interesting? Pick one or more human interest stories. Tell it in the form of a poem.

Spotlight: In the satirical Colbert Report, the crime log led to a reporter visiting Rogers Road and doing an unrelated story for Georgia's Athens Banner-Herald. Discuss in class: Why was the first story too thin for the newspaper? Why was the second story better? Why did the source have credibility? How did the second story become nationally known?

Searchlight: Study the links above. What was the Colbert team really trying to say in its satire? Now look at the reality TV show "Here comes Honey Boo Boo" and this Atlanta Journal Constitution blog about its popularity. Are crime logs popular for the same reason reality TV shows are popular? Make a reality TV-style video of your own effort to look over a local police log. Will the police allow you to make a video inside the station? If not, do it outside.

Reviewing Sunshine Laws

All states, the District of Columbia and the federal government are subject to open meetings laws, called " Sunshine laws ." In addition to securing freedom of access to public documents and data, these laws require public officials to hold certain meetings in public. That doesn't always mean the public has a right to speak, says the Reporters Committee for Freedom of the Press. What else isn't included? Discussions allowed to be private include the hiring, firing or disciplining of employees, meetings with attorneys and discussions regarding the purchase or sale of property.

Ask students to examine this map of Sunshine laws and then choose from these activities:

Flashlight: Look up your state's open records law. Create an infographic showing what's interesting or surprising. (Ask the class if the best graphics should be posted online, and, if so, where.)

Spotlight: Watch the video of Waldo Jaquith, the award-winning "open government technologist" who developed the White House's *Ethics.gov* tool. What does he say is wrong with state government open meeting and records laws? How does he propose to fix it? Find an appropriate online forum and post your opinion about Jaquith's project. Turn in the link.

Searchlight: Think of public records you would need to have to tell an important story. How would you ask for those records in your state? Would you consider a lawsuit against a government agency to obtain a public record? Locate your state FOI group through the National Freedom of Information Coalition at the University of Missouri. The Reporters Committee for Freedom of the Press and the Student Press Law Center also provide useful tools. Could they help you? What would be the factors in making a decision about suing? To complete the assignment, submit your public records act request.

Extra credit: What's happening with Freedom of Information in your state since 9/11? If you can get access to Academic Search Complete on your campus, see if there is scholarship on the subject. Has your state group done an FOI audit recently in your state? Write a proposal for your school to spearhead such an audit.

How do handlers of records see their role?

Public records usually are defined officially as documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data, data processing software or other material made or received pursuant to law or ordinance or in connection with the transaction of official business by any agency.

Laws differ by locale, but they can include marriage and death certificates, court documents, community meeting proceedings, proposed laws and legislation, zoning measures and political candidate tax records. General records schedules are published by local and state governments to determine how long public records should be kept.

A professional organization that has established ethical practices in records management is the International Association of Records Managers and Archivists. It explains best practices for digital and physical records.

Activities for students: Look at public records from the perspective of someone who must manage those records. Locate information about organizations who have established best practices in records management, such as ARMA. Be prepared to discuss in class: Who joins these professional organizations? Are their goals consistent with journalism best practices? What challenges do they face?

The ethics of big data

The author argues that government data systems should be redesigned so that all public data is available as soon as it is created. That would be a huge change from the current system, where public information, in practice, may be in files that few people ask for or see. After getting a public record, journalists make ethical decisions about whether the public's right to know outweighs an individual's right to privacy. In the age of big databases, however, those decisions are now made involving thousands or millions of people at once.

A case in point: Shortly after the shooting massacre at a Newtown, Conn., elementary school, the Journal News in White Plains. N.Y., published an interactive map of people who had permits for handguns. The map drew almost 3,000 web comments. The paper disabled its interactivity. Citing gun violence, some wanted more information to be released, such as rifle ownership, the number of guns in a household, etc. But lawmakers were among the others proposing limiting public access to such permits altogether.

In a PBS MediaShift blog post, Kathleen Bartzen Colver argues that data by itself lacks context. Do journalists have an ethical obligation to provide that context? Often, they do. But under our free press system, that's an ethical choice, not a legal mandate. Data projects can be good, as with this package on delays in helping veterans, yet journalists can approach data in ways that don't work as well.

Class activity: Study the links above. Look at the codes of ethics of various news organizations and professional groups. Design an ethics code involving big data sets, using the same principles. What can happen when journalists don't report data ethically?

'Pay no attention to the man behind the curtain'

The above quote from the "Wizard of Oz," says journalism engagement advocate Joy Mayer, helps characterize the way many news people see their profession. They are the great and powerful wizards and audiences should appreciate that.

But without knowing what's behind the curtain, communities can easily distrust journalism.

Engagement activities on three levels:

Flashlight: Is your school media really serving the needs and interests of the students in your school? Conduct a readership survey or a focus group with random students to find out. Be sure the students you speak with are as diverse as the student body.. What's most important to your readers? What would they like to see? Brainstorm a list of questions, before conducting the survey/focus group. Post the results on a school or local news organization's website.

Spotlight: Mayer writes that there are three sorts of engagement: outreach, conversation and collaboration. Read her blog post describing these strategies. Choose a local news outlet, such as a campus or local newspaper, and evaluate how they are/are not using these tools. What could they do to better improve community engagement?

Searchlight: Mayer says news organizations can learn from the business world, because successful non-media organizations see engagement as a mindset more than simply a set of activities. Each student could find a non-media company that has a strong engagement presence, especially on social media. Conduct an interview with a representative digitally, on Skype, Google Hangouts, Livestream, etc. Report to the class on the results. Describe how the business engages customers. What could the news media learn from it?

Bonus for student news media advisers: Mayer says engagement must be baked "into the DNA" of an organization. What can you or your students do to make engagement a permanent part of how you think about journalism? Consider asking other experts at your school to research your engagement

efforts, using the "living lab" of student media.

SEARCHLIGHTS *of* SUNGLASSES
LEARNING LAYER

Learning from journalism history

Journalism history has much that it can teach us about where we are now — this is why some scholars spend their entire careers studying it. Sometimes the very specific instances and cases from our past can say a lot about our future. The University of North Carolina at Pembroke has put together a simple list of some old but mostly recent historical items.

Class activities on three levels:

Flashlight: Notice how slowly technology progressed in the past and how quickly it progresses now. Consider: Are there any other trends you see in how journalism has progressed? What is it progressing toward? What do you think journalism will look like in another 100 years? Create a collage of images that make your point.

Spotlight: How would you explain digital technology to a person from the industrial 19th century or the agricultural 18th century? Consider that words and ideas you take for granted now didn't exist in those eras. How would you justify the functionality and pervasiveness of the media technologies we now have? Choose a historical figure, like Frederick Douglass or Tom Paine, and write them a letter telling how we live today.

Searchlight: Mass media have created shared social narratives. The classic examples are during times of war or great national tragedy, such as World War II or the Kennedy assassinations. But today, some have suggested mass communication no longer exists (see *"The End of Mass Communications"* by Steven H. Chaffee and Miriam J. Metzger). Do fragmented media consumption habits and the "demassification" of media affect the shared social narratives and histories that society has experienced for such a long time? To what end?

Extra credit: Journalists focus on the present. Their history often doesn't receive the attention it should. Myths abound. How many errors or incomplete items can you spot in the University of North Carolina capsule history listed above? Show your sources. (Here's a starter: The first press in the Americas was in Mexico City, more than a century before a printing press came to New England.)

Different types of local, digital news outlets

Writer and trainer Michelle McLellan created a list of promising local news websites, including sites she called "micro local," which focused on small geographic regions, such as neighborhoods, communities or towns.

Flashlight: Explore the sites on McLellan's list and describe the sorts of stories that are published. Do you have any new digital news sites in your community? What category would you put them in? Describe the tone of the coverage. Is it detached, or does it show an interest and involvement with the community?

Spotlight: The Texas Tribune and Deerfield Forum couldn't be located in areas more dissimilar. The Tribune is located in urban Austin; the Forum in a small New Hampshire town. Examine the websites of the Texas Tribune and the Deerfield Forum. What sorts of stories do you see on these websites? What might appeal to people? What information might they get here that they couldn't get elsewhere?

Searchlight: Does your town have a Friends of the Library organization? Invite students to set up a brainstorming session with Friends of the Library representatives to discuss the future of the library. Tell them about the Deerfield Forum experiment to gauge their reaction. What ideas do they have to engage a diverse range of citizens in local issues and community events?

Extra credit: Suggest a joint project between your school and a local library, similar to On My Block. Suggest a joint project between your school and a local library. Work together to create a picture book for children so they can learn about important recent news stories. Give it a local emphasis but include national and international events and issues. Test it with local children whose parents agree. Librarians are experts at the dividing line between children's books and adult books. How was the handling of sensitive topics different in the picture book?

Multitasking: Is it a myth?

In 2009, Stanford University released a study regarding the use of multitasking among students. The primary researcher, professor Clifford Nass, found that people who regularly receive several streams of electronic information do not pay attention, remember things or switch mental tasks as well as people who complete one job at a time. Nass' conclusion? You accomplish more if you're focused on doing less. Yet multitaskers are "environment scanners" and there may be advantages of this, but researchers haven't found them.

Choose an assignment for students:

Flashlight: Turn off all other media. Scan the above study and then the report "Generation M2: Media in the lives of 8- to 18-year-olds" from the Kaiser Family Foundation. It says young people "media multitask" to the point where they consume almost 11 hours of media content into about a seven-hour period. Do you do this? Write a blog post analyzing your own media use – but do it in total silence, with no radio, no TV, no phone, not any media. What are your conclusions?

Spotlight: Test your class. Turn on a television, a radio, tell everyone to text their friends, pull up a homework assignment on a computer, if they have one. As they are doing all that, without making a fuss about it stand at the front of the class and read the read the following: Alexis-Charles-Henri Clérel de Tocqueville was a French political thinker, best known for *Democracy in America,* first published in 1835. He stated: "I know of no country in which there is so little independence of mind and real freedom of discussion as in America." Stop all the racket. Ask students to write down what they heard you say. Discuss what you really said and what the quote means.

Map your news and information ecosystem

The Knight Commission said eight elements are needed to make up a healthy local news and information ecosystem: easy to use digital government information; open government meetings and records; quality local journalism; digital forums for debate; vibrant libraries teaching digital media literacy; special topic information; schools teaching digital media literacy, and high-speed, affordable broadband for everyone.

Activities at three levels:

Flashlight: Create a rubric based on the eight elements. Students work in groups to assess various elements in a chosen community and share their findings with the class. Each group then proposes measures to improve the health of the elements in a walk through gallery format with each element written on a large poster board and markers available at each station. Ideas are gathered and discussed as a class at the end of the exercise.

Spotlight: Each student interviews a community leader, collecting audio or video as they poll them on the eight elements. Compare their findings, create an infographic interpreting the media ecosystem consensus. Put the interviews out through social media and collect the results on a platform like Storify.

Searchlight: As a class project, perhaps in partnership with student media, hold a large event inviting local leaders as well as local media leaders. Using this information toolkit, choose one form of news, like education news, and map how your ecosystem works. Are the leaders surprised by anything? Put out the results and see if you can interest the media outlets in the story.

Extra credit: The New Jersey News Commons is a news cooperative project, as is Net-J at the Seattle Times. Elsewhere around the country, such as Ohio and Florida, news organizations that used to compete are now sharing news. After looking at these models, envision a news collaborative in your community. What problems would it solve? How? What would the roadblocks be to its creation?

The value of libraries

In this chapter community foundation leaders support their local libraries. Yet in many communities journalism classes and library media programs at the high school and college level can be cut to save money.

Activities for students:

Flashlight: Consider this report on the success of high school journalism students. Discuss in class. What is it about media skills that helps these students succeed academically? Could digital media skills similarly be linked to the success of a community? Where do people go to learn those skills?

Spotlight: Read this press release about California joining a program to advance 21st century skills. Find the latest statistics on school budget cuts in that state. Focus on libraries and journalism programs. If possible, compare funding levels for these programs over the last 20 years. Discuss the implications on student achievement.

Searchlight: Ask students to read this paper by Susan Montgomery and Jonathan Miller, "The Third Place: the library as collaborative and community space in a time of fiscal restraint" (2011, *Faculty Publications,* Paper 32.) With other research as needed, ask students to write an opinion column on the state of libraries in their community. Give students the extra-credit option of publishing or posting their stories or sending them directly to the libraries.

Further Research: Ask students to explore public versus private school funding. How many students now attend private schools compared to public? Imagine two students: one a male at the poverty level attending a Los Angeles public school, the other a female from a wealthy family attending New York's top private school. Will their educational experiences be equal? Does this framing put public school budget cuts in a different light?

Teaching modern literacies at all levels

The Knight Commission says digital media literacy – a combination of news literacy, digital literacy, media literacy and civics literacy – should be taught at all levels of America's education system. Do you agree?

Activities at three levels:

Flashlight: Is digital literacy, media literacy or news literacy taught at local schools? Ask students to poll teachers on the importance of this topic, given all else they must do, and ask where within the school it should be taught (if it isn't). If they do not think these literacies are a high priority, what are their priorities? Give students the option of publishing their work in appropriate venues.

Spotlight: If your school is in the process of developing a class curriculum on digital media literacy, the Center for Media Literacy may be a good resource. Have students take a look at the site and design their own lesson plans for such a class.

Searchlight: Queens University in Charlotte, N.C., not only teaches digital media literacy, but also has taken on the responsibility of trying to raise the digital media literacy rate of the entire city. The Digital Charlotte website explains their mission. Ask students to examine the Queens strategy, which focuses on students training the trainers at libraries, schools, hospitals, etc. Would that work in your community? Have the class map out a project.

Extra credit: The author says news literacy programs at Stony Brook and the News Literacy Project are noteworthy, deserving of their good publicity, but not digital enough. Examine their websites. What digital tools might they be using to help?

Local arts news and information

How is arts journalism, news and information doing in your community?

Student activities at three levels:

Flashlight: Go on line with the class. Everyone pick a different local news site. How much arts does it cover in any given edition? Look at Alexa or other analytics sites to see if it gets much traffic. Now use the Wayback Machine to see how much arts coverage the same site did on a sample day five or 10 years ago. Plot the results in a graph.

Spotlight: In some communities, alternative newsweeklies pick up the slack in arts and entertainment coverage. Find a nearby alt-weekly in the directory of the Association of Alternative Newsmedia. Visit the website of an alt-weekly and describe its content, particularly its coverage of the arts. Class discussion: Are there any outlets in your community that serve this function?

Searchlight: Brainstorm a list of local arts organizations with your students, who then divide them up. Each student meets with at least one nonprofit to discuss what role the campus media outlet(s) might play in a citywide arts event that would call attention to local organizations. Is there a role that does not cast the journalists as publicists?

Extra credit: Art can be hard news. Have students choose an artist who has been in the news and tell the story of that artist in the medium of that artist. Suggested starting places: "Using Art and Art Controversy to Teach History," by Robert McBride, Jr; the SPARC website, about giving voice to the voiceless; "Arts and Science: Friends or Foe?"; or the documentary Press Pause Play.

Infographics are stories, too

Thirty years ago, USA TODAY appeared as a new national newspaper, devoted to color, infographics and short stories. Some traditional journalists derided it as shallow, calling it "McPaper." But then, as founder Allen H. Neuharth said, "they stole our McNuggets." By that, he meant that newspapers nationwide began using the same techniques. Chief among those was the colorful infographic designed to convey "maximum information" in "minimum time."

Activities at three levels:

Flashlight: Ask students to research the history and purpose of infographics, and then create an infographic on what they learned. It might be about how to make an infographic, or the history of infographics, or the anatomy of an infographic. Discuss as a class where to post the best ones.

Spotlight: Explain the concept of infographics to your students. Have them explore the following Infographics websites and apps: Google Drawing, Easel.ly, Visualize (iPad App), and create an infographic to complement a story of their choice.

Searchlight: Why does some web content do well on search engines? It's called Search Engine Optimization. Have your students look at this infographic explaining SEO. Find a way to display it on a big screen or printout. Blog or post a sample piece of content and use as many of the techniques as possible. Do they work?

LEARNING LAYER

Wisdom of the crowd

This book calls for more community engagement in journalism. Many American journalists, often those in smaller news organizations, already are community focused. In the 1990s, the names "civic journalism" or "public journalism" were given to techniques such as polling, town meetings, community advisory groups or seeking citizen questions for candidates. But some big-city editors said that the wisdom of the crowd can turn into mob rule and warned against a loss of journalistic independence. Others insisted that these techniques had been used for generations and that news leaders who use them are simply trying to play their part in the democratic process. Some online publishers are now letting readers fill space. Does this cross the line?

Activities for students:

Flashlight: Type your zip code into the search box of the U.S. Census website. Look at the demographics of your community. Now study the local newspaper's website. Does its journalism reflect the city's population? What could reporters do to diversify their coverage? Can you imagine what stories might be of interest? Now find a member of an underrepresented group. Discuss your story ideas. Do they have different ideas?

Spotlight: Read this New York Times story about an experimental collaborative newsroom at Mercer University in Macon, Ga. Professionals from the local newspaper, the Telegraph, are joining those from Georgia Public Broadcasting and Mercer students and professors to all work in the same newsroom. With journalists collaborating, the idea is that Macon will be provided with more and better news than it otherwise might have had. The news organizations have agreed to work together on special projects to engage the community. Class discussion: What do you think? Can professionals and students work together to improve news in a community? What are the potential pitfalls? How could they be overcome? Is there anything about Macon that might make community engagement especially important?

Searchlight: Comedian Jon Stewart says CNN anchors are "news DJs," and wonders what the actual reporters are doing. Watch this clip from Jon Stewart's "Daily Show" on CNN's 2011 efforts to include its community. Is Stewart's criticism fair? Can crowd-sourcing go too far? Where is the dividing line between

engagement and pandering? Check CNN.com. Can you find examples of gratuitous community engagement?

Extra credit: Study this guide to community engagement produced by the Reynolds Journalism Institute. Imagine you run a local news organization. Design a model company policy on the issue of community engagement. Would your journalists report the news differently? If not, why not? If so, how?

Double extra credit: Before he became USA TODAY president and publisher, digital pioneer Larry Kramer wrote the book C-Scape, arguing that every company is now a media company. Find an online summary like this one. Kramer says "curation" – the ability to filter the ever-flowing news stream -- is important. How would your news organization curate the news? Kramer also says companies should know what people are saying about them and join the conversation when need be. Should news organizations do that as well?

Voting and social media

Voters in the election of 2008 inhabited a vastly different social media world than those who went to the polls only eight years earlier. When George W. Bush was elected, Wikipedia, YouTube and Facebook were not yet publicly available. Witness social media expert Clay Shirky's TED Talks about the influence of digital media on politics: "How the Internet will (one day) transform government" and "How social media can make history."

Activities for students on three levels:

Flashlight: Pick three digital or social media innovations that were invented or released between 2000 and 2008. Here is a timeline of social media innovations and another social media timeline. Students share their findings with the class, including answers to these questions: When was each of your media released or invented? How many users does each currently have? Do you think any of your media had an impact on the presidential election of 2008? Explain fully.

Spotlight: Media is not the only thing to change in the last two centuries. What are some other major changes in American society that correspond to the increases in presidential voting? Explore youth voting data in the 2012 election collected by The Center for Information & Research on Civic Learning and Engagement. Discuss in class what other factors may influence youth voter turnout.

Searchlight: PolitiFact is a Pulitzer Prize-winning website that rates the accuracy of claims by American politicians. Its journalists, Tampa Bay Times staff members, research statements and rate their accuracy on the Truth-O-Meter. The largest falsehoods earn the rating "Pants on Fire." Have students explore the site. How could student media create their own campus or community PolitiFact? Brainstorm as a class.

Extra credit: Ask students to read "The Presidential Campaign on Social Media," by Jenna Wortham. Is Obama's preference for social media over press interviews a danger to balanced news coverage? Why? Compare statistics on social media influence on voting between U.S. and other countries such as France during the recent French elections. How are tech savvy journalists

Studies on comments on news websites

Several researchers have examined how commenters and news organizations address behavior on news websites and public forums.

Reader, B. (2012). *Free press vs. free speech? The rhetoric of "civility" in regard to anonymous online comments.* **Journalism & Mass Communication Quarterly, 89(3), 495-513.**

What is civility and can it be found in anonymous comments posted to news media websites? Reader conducted a textual analysis of journalistic essays about the issue and more than 900 audience-member responses to those essays. He found that professional journalists and most online forum participants have different interpretations of what is civil and the role of anonymity.

Boczkowski, P. J., and Mitchelstein, E. (2012). *How Users Take Advantage of Different Forms of Interactivity on Online News Sites: Clicking, E-Mailing, and Commenting.* **Human Communication Research, 38, 1-22.**

This study looked at the most clicked on, e-mailed and commented-on stories during periods of heightened and routine political activity. Stories with the most comments were more likely to be focused on political, economic and international topics than the most clicked and most e-mailed articles.

Rosenberry, J. (2010). *Virtual Community Support for Offline Communities through Online Newspaper Message Forums.* **Journalism & Mass Communication Quarterly, 87, 154-169.**

In a survey of participants on online message forums for U.S. newspapers, those who post on the forums had a greater understanding of their communities than those who do not but do not necessarily take part in real-world community activities.

Student assignment: If you were editing a digital news outlet, given the research above, what would you do differently? What other research would you need? Can you find it online?

Nobody knows you're a dog: or do they?

From shopping sites to news organizations, finding anonymous comments online isn't difficult. Many like that. A well-known New Yorker cartoon joked about digital anonymity, showing a happy dog telling a pal: "On the Internet, Nobody Knows You're a Dog." But if you look closely at the link, there's a second cartoon. Based on the "click data" that gets fed back to search engine, social media and other digital companies, the commercial world not only knows who the dogs are but their breeds and hobbies. This is the privacy paradox: You might think you are anonymous, but you're actually less anonymous than you've ever been.

Class discussion at three levels:

Flashlight: Find examples of anonymous comments that make a positive contribution to an online discussion and those that do not. Can you think of a way to encourage one and discourage the other? If you were to make a rule against anonymous comments online for your website, would you create any exceptions? How would you define those exceptions and how would you enforce them?

Spotlight: Mozilla, the New York Times and the Washington Post plan to develop a more sophisticated user-generated content and commenting platform. It aims to create a community of commenters; encourage better engagement between journalists and readers; and eliminate inflammatory and abusive comments. Do you use comments on news? Would you comment differently if you had to disclose your identity? Would you like journalists to respond to your comments? What do you think about attaching your Facebook profile to your comments?

Searchlight: Given the privacy rights espoused above, look into the revelations of the PRISM program and the seizure of Associated Press phone records and a Fox reporter's emails. Without warning, the federal government believes it may sweep huge amounts of information from the servers of major data companies, as well as phone records and even emails. On top of this, companies collect massive amounts of data about consumer activity, often traced back to an individual user's ISP address. Add to that the voluntary flood of personal information on social media. Class discussion: Are new consumer protections needed? A credit score is information collected by business according to your purchases and

payments. You have access to that and can review or challenge it. Why not do the same for information profiles? Would knowing what the companies know and what the government could know change how people behave on line?

Update

Revising codes of ethics:

- The Society of Professional Journalists in 2014 revised its code of ethics. The society's ethics essays and articles help apply the code. In the SPJ ethics blog, Andrew Seaman writes that the new code "doesn't specifically address digital journalism." But he says "the changes address concerns shared by all journalists practicing in a digital and social world." Read the code and discuss. Are there digital news or media practices that aren't addressed?
- The Online News Association is using crowdsourcing to create the ONA Build Your Own Ethic Code. It has solicited feedback through its website and at domestic and international conferences. The project is intended to help journalists and organizations design ethics codes that reflect their view of journalism while maintaining fundamental principles.
- Native advertising is becoming increasingly popular. Look at some examples of legacy media native advertising. The New York Times has done it. The Washington Post does it. Should the code of ethics be updated to reflect these practices? If native advertising succeeds to the extent that it deceives, is it ethical?
- Not all ethical issues are digital: Reporting on your company or yourself. How does a media outlet know when to mention itself?? Bloomberg has put forth a great example. Another is the case of former NBC anchor Brian Williams, who embellished war stories about himself and lost the anchor's chair.

Updating the codes of ethics

The Society of Professional Journalism's three main principles have historically been truth, independence and accountability. These ethical principles, which were informed by the Poynter Institute, were in the summer of 2013 updated to truth, transparency and community in a new Poynter book, *"The New Ethics of Journalism: Essays for the 21st Century."*

This transition represents the shift to the digital age. Transparency is needed to maintain credibility. Journalists may still make independent decisions and have affiliations as long as they are disclosed. Community has always been important in journalism, but it's even more relevant now the community can have a voice in the news process.

Discussion questions at three levels:

Flashlight: How should the SPJ code implement these new principles? Take transparency: What does that mean when it comes to anonymous sourcing and anonymous comments? Could a news organization look at these two differently? Are there circumstances in which you might allow each of them, and if so, what would those circumstances be?

Spotlight: Why were independence and accountability no longer thought to be organizing principles? Do the new themes, transparency and community, simply say the same thing in different ways? Does the existence of the new emphasis threaten those values?

Searchlight: Ethics are only as good as the people who wish to follow them. Soon after the Boston Marathon bombing in 2013, CNN rushed to wrongly report a suspect had been arrested. Major news outlets followed. But it wasn't true. CNN withdrew the report. A suspect wasn't arrested for days. Consider this story on CNN's new procedures. Discussion questions: What might have stopped the error? What did CNN do well in this case? What do you hope the new system of 'check-and-balances' includes?

Extra credit: Bonus credit to any student who explores the codes of ethics from national journalism organizations such as the Society for Professional Journalists, the Radio Television Digital News Association, the

[Associated Collegiate Press](#) and the [National Scholastic Press Association](#). The assignment, in writing, is to answer these questions: Do they all seem up to date with digital age issues? If not, which need freshening? How?

In a world of problems, solutions are news

Mainstream journalism reports on problems but usually omits the responses, says the Solutions Journalism Network. That means "Newsworthy solutions exist everywhere, but they are hidden. It's time, the group says, for journalism to broaden its lens and tell the whole story. If journalists fail to report on solutions, are they sensationalizing the news by telling it out of context?"

Activities for students at three levels:

Flashlight: Break students into groups. Give each a different newspaper, The New York Times, Wall Street Journal, USA TODAY, a local paper, a free metro paper, a magazine, etc. Give the groups 10-12 minutes to skim the papers and mark any solutions-oriented headlines or content they see. Class discussion: How many did you find? Were you surprised? Were their solutions angles to other articles that might have been used? Is a solution as newsworthy as a problem?

Spotlight: Have students read Peg Tyre's award-winning article, *The Writing Revolution.* Identify ways in which the story meets (or doesn't meet) the different elements on the solutions journalism checklist. (This activity works best when students have a chance to read the article in advance and mark it up independently.)

Searchlight: Play around with the Global Burden of Disease Report Arrow Diagram until you figure out how it works. Are there any causes of death that are lessening? Hint: Look for something where the median percentage change in the last column drops significantly between 1990 and 2010. This is called a positive deviant. With the class, brainstorm ways to report this story. How would they find out why the improvement happened? How might they frame or pitch this story?

Further reading for chapter four

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SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Guided reading questions for chapter five

1. Why are journalism, media innovation, freedom and community valuable to the process of democracy and civics education?

2. Name the two examples of modest projects the Knight Foundation helped to fund.

3. Why is pursuing truth important in our society today?

4. What does journalism contribute to the process of truth-seeking? What does innovation contribute?

5. Give your own definition of "comfort news."

6. What are other comparisons the author offers between news and food?

7. According to the author, who controls media consumption?

8. Why is literacy important in our society?

9. How can digital literacy contribute to media literacy, news literacy and civics literacy ?

10. What is the author's definition of great journalism?

11. How long did San Francisco Public Press have to wait to get tax-exempt status?

12. What is the problem with the way the IRS grants media outlets non-profit status?

13. What happened in relation to the First Amendment after 9/11?

14. On what date do schools observe Constitution Day?

15. Should teachers know about current media technology? Why or why not?

Shaded terms for chapter five

Grant: Usually, funds disbursed by a grant-maker to a recipient who intends to accomplish something. Academic grants could fund tuition, special projects or often research. Such gifts frequently go to schools, nonprofits and government, but they also can go to businesses and individuals.

Media Diet: The information a person consumes through media.

Body Politic: People joined by a political entity, such as a city, state or nation.

Truth: A representation of reality based on an interpretation of facts and experiences known at the time. There are many forms of truth: objective, subjective, absolute or relative. Journalists say truth is something one seeks but rarely finds because new facts and interpretations keep emerging.

Story impact: In journalism, whether a story or opinion piece changes what people think or do about the issues it raises. Media impact is broader than story impact, as it involves all messages and interactions with media.

Civics literacy: The basic knowledge and skills one needs to effectively participate or lead in society. Examples: Knowing how a bill becomes a law or understanding when public input can change the outcome of a public policy debate.

Philanthropy: Literally means "love of humanity" in Greek. As opposed to charity, which seeks to help people in immediate need, philanthropy hopes to solve a problem's underlying cause and create greater impact on the future. As in the ancient Chinese proverb: "Give a man a fish, you feed him for a day; teach a man to fish, you feed him for a lifetime."

For-profit organization: Businesses and other organizations that make money and pay taxes. They may provide community benefits, but the organizations are structured to create profit.

Nonprofit organization: An organization created to benefit the public that is not structured to make profits and usually does not pay taxes. Often, nonprofit organizations are formed for identified religious, charitable or educational

purposes.

Some of the shaded terms are in the text; others are in the Learning Layer; still others are in the source material linked to from the book. This list helps define them, wherever they are found.

Comfort news rooted in bias

Finding comfort news is easy, even in places you might not expect to find it. When we are exposed to news that might be outside of our comfort zones, we tend to label it as "biased." But what is "bias"? View this Newseum video about the different meanings of bias. It covers responsibilities news consumers have when they believe they have spotted media bias. A second resource is Stony Brook University Dean Howard Schneider's talk about understanding audience bias as part of news literacy.

What's audience bias? It's the phenomenon that causes conservative audiences to say conservative news sources are the most objective and liberal audiences to say liberal sources are the most objective. Yet by any objective measure, middle-of-the-road news sources are the most fair. Are the media extremes politically healthy?

Activities at three levels:

Flashlight: Comfort news is slanted, sometimes deliberately, other times not, to make it more attractive to an audience. For a class discussion, each student brings an example of comfort news from a national media outlet. Why do you think they qualify as comfort news? Looking at the types of media bias, which form of bias made this story more "comfortable?"

Spotlight: For homework, ask students to take the bias test developed by Harvard University researchers. Were they surprised by the results? Organizations such as the Southern Poverty Law Center, in programs such as Teaching Tolerance, try to fight stereotypes. How do journalists avoid shading the news based on their own unconscious biases? What happens if they don't?

Searchlight: People say they want "neutral" war coverage. But what does that mean? In this war survey, conservatives wanted more news about constructive work in Iraq and liberals wanted more anti-war news. If one side thinks the war news is too positive, and the other side says it is too negative, how is a "neutral" media outlet to react? Often experienced journalists feel that if two partisan groups attack them from opposite sides, they probably got the story right. But is that always true?

Extra credit: This study shows a plurality of working journalists (40%) are liberal, with 33% middle of the road, 25% conservative and the rest not saying. On the other hand, the high-level executives running the companies that own most of the mainstream media are a political mirror image of the staff. Do labor and management cancel each other out? Or do you think the media as a whole slants left or right? (Bear in mind, "experimenter's bias," in which liberal researchers tend to find conservative bias in the media, while conservative researchers tend to find liberal bias.)

Attack of the 'attack ads'

Imagine you are watching television. You see an American flag melting away. A frightening voice says "A **cancer** eats at American politics... there are more of them than ever ... they're in your home ... they're trying to get into your head ... they want to ***destroy democracy*** ...."

What are they? Attack ads! Short television spots with scary images and allegations flooded television in the 2012 presidential election. An unprecedented wave of money entered the campaign because the U.S. Supreme Court lifted restrictions on who can donate in the Citizens United case.

Attack ads made up 70 percent of total television advertising in the 2012 presidential race, soaring up from 9 percent in 2008. Rather than say good things about their candidate, attack ads aim to damage the reputation of the other candidate. Some of the allegations in attack ads have been famously false, such as the 2004 "Swift Boat" ads challenging the combat record of Sen. John Kerry.

Pick from these five student activities:

Flashlight: What is an attack ad? Watch this well-known attack ad, "Daisy Girl." Look at this description of how to make an attack ad as well as this imagined attack ad on Abraham Lincoln. Make a class list of the elements of the typical attack ad. Questions for discussion: Do you think attack ads are more likely to be inaccurate than positive ads? Why or why not? Have political campaigns always been this way, or is something new happening?

Spotlight: This PBS MediaShift article predicts the rise in attack ads. What's more, in many states candidates routinely avoid answering questions about their positions from reporters or the public. Why do politicians prefer to use advertising, marketing or partisan media instead of talking to mainstream journalists? Why is this routine in some states but not others? Find a news story on the issue and post a comment in response, bringing the comment to class.

Searchlight: After looking at all the links on this page, ask students to turn the tables by creating short ad-style videos opposing the spread of attack ads. Like other parodies, use the same techniques attack ads use, but substitute real facts about the rise in negative ads. These attack-ads-attacking-attack-ads could be 30-

second or one-minute spots. What is the "call to action"? Should you urge viewers to turn off the ads? Run from the room? Call and complain? Sign a petition? Post the best attack ads on line.

Extra Credit: Political advisers believe attack ads always work. Some scholars have argued they play an important role. Other researchers say ads from unknown sponsors (which one presumes are even more negative) are even more effective. Is there any research on Google Scholar or elsewhere showing whether political ads on television are becoming more or less effective in the era of social and mobile media? Present your findings to the class and distribute through your social media network.

Bonus questions for class discussion: Such organizations as FactCheck.org and PolitiFact.com expose false statements. If a candidate's ad is proven false, he or she might pull it; in a few cases, broadcasters have refused to air false ads. But in recent years, false ads have stayed on the air. Critics say broadcast news looks the other way. The Radio and Television Digital News Association's chair said false ads don't bother him, only the ones that deceive by pretending to be news stories. Do you agree with that position? What elements of the RTDNA code of ethics apply? Do consumers have any recourse if stations refuse to pull false ads? What can the class do about it?

Building bridges in social networks

Political bloggers tend to cluster because we share information within our own social groups. Yet researchers have shown that some organizations and individuals can connect the groups. Some are developing new tools to help put more surprise and serendipity in our lives. As a communicator, do you divide or unite?

Student activities on three levels:

Flashlight: In *The Tipping Point*, writer Malcolm Gladwell offers a simple test to see if you are a "connector." First, take the test. Now, think about the groups of friends or cliques in your school. Are there individuals who bridge multiple social networks? What qualities do they share? How would they have done on the test? Come to class prepared to discuss.

Spotlight: In the bestseller *Connected*, scholars Nicholas Christakis and James Fowler explain "how your friends' friends' friends affect everything you feel, think and do." Have students watch either the TED talk or this full-hour lecture on how social networks function. The class should discuss the videos in the context of their own social networks. Do students believe the things they do – eating, consuming media, voting – are affected by their networks?

Searchlight: Researchers from the University of Georgia found that political talk on Twitter is highly partisan. Students should seek out research that focuses on Twitter conversations that bridge the partisan groups. What do the bridging conversations have in common? If the class finds a good number of studies, recommend the best to the Journalist's Resource at the Shorenstein Center.

Extra credit: In this book, the author argues that journalists need to be experts in how "digital sunglasses" work. The MIT Center for Civic Media develops digital age filters like Truth Goggles and Lazy Truth. Services such as Twitter Audit say they can tell you "how many of your followers are real." Try it. Tweet your opinions of these projects.

Do politics control news?

The author argues that some American news outlets tailor the news to fit the political beliefs of their audiences. Britain's national newspapers have done this for years; it was a feature of early American newspapers, based on the belief that people are drawn to news that validates their own beliefs.

Activities for students:

Flashlight: Conduct a survey. Students will distribute a simple anonymous survey, either digitally or physically on campus. The survey will consist of two questions:

1) Check how you voted (or would have voted, if you didn't actually do it) in the most recent presidential election: _____ Republican _____ Democrat _____ Independent ____ Not voting

2) Check the television news outlet you depended upon on most for national news: ____ Local affiliate ____ Fox ____ CNN ____ MSNBC ____ NBC ____ ABC ____ CBS ____ PBS As a class, go over the survey results. Which outlets push "comfort news"? What percentage of the surveyed students uses those outlets? Are they politically aligned with the outlets? Help your students create an infographic of the results.

Spotlight: Have the students read this description of structural bias, focusing on the section on media bias. The writer says political bias is not as important as the others. What examples can the class give of the nine forms of media bias listed? Are these conscious or unconscious acts? Do you think "expediency bias" was to blame when a KTVU news anchor read obviously fake names in a jet-crash story. *(Note: The Asian American Journalists Association found the video "grossly offensive" and chose not to repeat the names. From South Korea, CNN reported a similar reaction to the incident.)*

Searchlight: Some stories are interesting but unimportant, what we might *want* to know (like celebrity gossip); others are important but not interesting, what we might *need* to know (like local zoning changes). Have students pick a local news outlet and estimate the percentage of stories in each category. Class discussion: If you ran an outlet, how would you handle the "story mix"? Does

social responsibility come into play, or is the priority what works best for the business? Consider how the TV anchor in HBO's Newsroom handles story mix: Does he try to make important things interesting by having a point of view?

Extra credit: In newsrooms, some stories are called "DBI" – Dull But Important. It's an issue the Christian Science Monitor grappled with as it went web-only. Can such "broccoli" stories be made into tasty broccoli soup? Student activity: Find a Monitor story that could not be called "light" or "soft" news. Recast it so that it would be interesting to you.

Track consumption with a media diary

One the first tools nutritionists give their clients is a food diary. In it, dieters record everything they eat during the day. Online versions calculate calories as you go. Let's spin off of the idea of news as "brain food."

Choose from these student activities:

Flashlight: Using this example of a food diary, students will develop their own media diary. Entries should specify the "media meals," such as "Morning snack, 10 a.m., 45 minutes of Good Morning America." Have students assign a "nutritional information value" to each entry, a scale of 1 to 5, "1" being almost no information to "5" being high-value information. After a week, students discuss:
1) Do you have a healthy media diet ?
2) What should you cut back on or consume more of?
3) Do you "eat" too much of the same media?
4) Why is your diet the way it is?

Spotlight: Designed by a cardiologist, the South Beach Diet limits "bad carbohydrates." In addition to sugary sweets and alcohol, dieters must do without potatoes, pasta, rice, bread and more for the first two weeks. The diet promotes vegetables, fruits, whole grains and lean proteins. What would a "South Beach Diet for News" look like? A healthy food diet promotes physical health: What does a healthy news diet promote?

Searchlight: The author defines good journalism with the acronym FACT, the Fair, Accurate, Contextual search for Truth. Bad journalism, he says, is the opposite: unfair, wrong, sensational and false. (FACT is a shortened version of the principles of journalism created after four years of research by the Committee of Concerned Journalists.)

Have each student find a news story that was told by two different outlets. Create two "nutrition labels" for each story, one using FACT criteria, the other translating that into food language, like protein, fat, etc. Don't forget the vitamins! Post the best of these "nutritional news label infographics" on a class blog.

Extra Credit: After reviewing this "healthy eating pyramid," students design their own media diets and stick to them for a month. They do "before and after" videos in the style of a television infomercial, touting the effects of their diets. After viewing the videos, discuss with the class the questions raised in a piece on "Unhappy Meals" in the New York Times by food journalist Michael Pollan. Dieting people often take on a new diet to replace nutrients lost from the original weight loss. Did that happen with the media diets?

Bonus discussion questions: Webster defines truth as "that which is true or in accordance with fact or reality." But people can look at the same fact and say it represents different realities. Professor Jonathan Haidt argues that people are intuitive rather than rational. In the food world, would the "search for truth" mean turning the package around to look at the nutrition label? Or is the "truth" of food how real, natural or authentic it is and not a list of ingredients?

We are the media

In his book *Mediactive* (available online because of its Creative Commons licensing) participatory media expert Dan Gillmor makes this argument: "We're in an age of information overload, and too much of what we watch, hear and read is mistaken, deceitful or even dangerous. Yet you and I can take control and make media serve us – all of us – by being active consumers and participants."

Class discussions at three levels:

Flashlight: 1) Are people the media now? 2) If you think this is true, what impact does this have on the kind of media that is being produced in the 21st century? 3) Does it have a negative or a positive effect? Explain your answers.

Spotlight: Go over these questions one by one. Ask how many students agree, then discuss with each group why they feel that way:

- I am misinformed by the news media, even though I know my own behavior determines how I learn credible information.
- When I am misinformed, the primary blame falls upon the media, not me.
- Computers put the "me" in media; I often can match news to my interests.
- I am in control of the information I get from the news media.

Searchlight: Some say young people do not care about news or community engagement; others argue exactly the opposite. Participant Media thinks younger people are ready for their own serious cable channel, Pivot. Participant's media work includes social change campaigns, such as this one on news literacy. At the Missouri School of Journalism, a class specializes in the 18-24-year-old demographic it calls YAYAs (Youth and Young adults). Assignment for students: Can you find academic research showing whether young people today are more or less informed and engaged than previous generations?

Photojournalism: Is seeing believing?

"The one look, the perfect moment, the serendipitous split-second confluence of subject, light, shadow; camera, shooter, history; the right place, the right time — this is a photojournalist's quest. ... The elusive goal of the photojournalist: proving the unthinkable true." — **From the book "Crusaders, Scoundrels, Journalists"**

Is seeing believing? When Oliver Wendell Holmes looked at Civil War photographs in Mathew Brady's New York gallery, he said yes: "Let him who wishes to know what war is, look at these." Yet many of Brady's pictures were staged; corpses posed for dramatic effect. Early cameras could capture only subjects that remained perfectly still. Brady's pictures of the dead could not yet appear in print. For newspapers and magazines, sketch artists drew battle scenes.

Regardless of medium, for journalists, truth is the goal. Said World War II photographer Margaret Bourke-White: "Utter truth is essential." Though a camera never blinks, we can. Photographs can lie – a warning to all in an age when smart phones and the cameras they contain are becoming universal.

Activities at three levels for students:

Flashlight: Explore the following photojournalism websites: TIME LightBox, Noor, Kashi, The New York Times LENS and World Press Photo. Identify common elements that make great images and select your favorite photo. How does this picture tell a story that words alone cannot describe?

Spotlight: Enroll in the free Language of the Image module at Poynter News University. See how the elements of emotion, juxtaposition, point of entry and many others combine to create amazing pictures. Take the quiz at the end of the module. How did you do? Blog your thoughts about the class (is it dated or still relevant?) as well as your opinion about this quote: "When photographers and editors don't articulate the journalistic value of an image, an important voice of the publication is muted or rendered ineffective."

Searchlight Go out and take a picture that tells a story. Upload it to Tumblr with an explanation of why it is a good photo. Describe the elements from the

[Language of the Image](#) course that are part of your photo. Now find a picture that isn't real from the fact-checkers at [Snopes.com](#). Blog both, explaining why the good picture was good and how people knew the bad one was false.

Extra credit: Find a site like [CNN's iReport](#). Look at the assignments page. Take a photo or video and submit it to the news organization you've selected. Wait until the newsroom selects the citizen journalism it wants to use. Did you make the cut? Explain why or why not.

Why do so many resist change?

> *"It may be hard for an egg to turn into a bird;*
> *it would be a jolly sight harder for it to learn to fly while remaining an*
> *egg.*
> *We are like eggs at present.*
> *And you cannot go on indefinitely being just an ordinary, decent egg.*
> *We must be hatched or go bad."*
> **--C.S. Lewis**

Why are the majority of human beings so resistant to change?

Have students conduct research on the psychology of human behavior and motivation theory. Here are some readable, practical books:

- *Leading Change* by John P. Kotter
- *Too Perfect: When Being In Control Gets Out of Control* by Jeannette Dewyze and Allan Mallinger
- *Superhero Success* by James Malinchak and Scott Alexander
- *Working on Yourself Doesn't Work: The 3 Simple Ideas That Will Instantaneously Transform Your Life* by Ariel and Shya Kane
- *Who Moved My Cheese?* by Spencer Johnson and Kenneth Blanchard.

Three levels of small-group discussion questions for students:

Flashlight: Come up with a list of ideas for creating positive change in student news organizations, the local community and the world. What are the roadblocks?

Spotlight: Think about a teacher or another person who said something that changed the way you think or act. What did that person say that struck you as important? Did you agree or disagree? In their popular book, *Switch*, the Heath brothers argue that emotional messages change behavior, not intellectual ones. Was that true in your case?

Searchlight: Company lifespans are shorter than ever in the digital age. Inability to keep up with change is a major factor. Kodak invented digital cameras

but didn't switch to them fast enough. Blockbuster kept expecting people to come to their stores as Netflix pioneered mail and web delivery of movies. Many of the 20th century functions of a newspaper are now pursued better elsewhere, such as stock quotes, movie listings, real estate offerings. Auctions happen on EBay; music sells through iTunes, and so forth. What do you think the most endangered businesses are today, and why?

Extra credit: Now apply all of what you've learned to the news industry's digital transition. The Poynter Institute provides a list of university libraries with resources for journalists. Other notable institutions include The Internet Archive. Try searching for "journalism crisis" and "journalism education" articles. Can you find any at all dealing with resistance to change?

Online search: 'how to' tips

In the book *The Myth of Digital Democracy*, Matthew Hindman argues that the structure of the Internet is stifling the hope that it would be a great force for democracy. In particular, he looks at powerful search engines like Google and their role as gatekeepers. Search algorithms favor popularity, so big news organizations do well, especially when people use only one or two terms when searching.

Choose a class discussion topic:

Flashlight: View this video on how Google's search engine works. Google gets at least 85 percent of all search engine traffic. But there are other search engines, including, at number two, Yahoo! Ask the class: Do you know anyone who uses a search engine other than Google? What are their reasons?

Spotlight: Google publishes a website with various video tutorials that can help you improve your searching skills. Have students prepare for a class discussion by using these new skills to try to determine why Google dominates the search field. What role does the company's indexing system play?

Searchlight: What is information literacy? Sir Tim Berners-Lee, inventor of the World Wide Web, has a new project, CrossCloud, to help people take control of their data. Instead of your personal information residing in just one social media platform, CrossCloud allows you to move it where you want. Yet others, like Apple co-founder Steve Wozniak, have called cloud based computing and applications "a nightmare" because no matter what anyone says, the data resides in computer servers beyond your reach. How comfortable are you with having your data in the cloud? Without information literacy, how will future generations take control of their data?

Extra credit: Share the concept of the "Invisible Web." The "Visible Web" is indexed by search engines, but that just scrapes the surface. The Invisible Web (or "Deep Web") is what indexing bots don't see. It is perhaps 500 times bigger than the Visible Web. Have students explore sites such as Zoominfo, 123 People, Social Mention, Peek You, Ice Rocket and Zabasearch to do a research project. Next, find a local news story from 2008 or 2009 naming journalists who lost their jobs; or call the local newsroom and see who left in recent years; now use

these tools to find and contact those journalists; ask them about changes in the news industry, what they are doing now and their outlook on the future of journalism.

Bonus assignment: Is the Deep Web mentioned in the news? Find articles that mention use of the Deep Web. Do any of them refer to its use in investigative reporting?

Can you teach freedom without allowing it?

Journalism training has a direct connection to the First Amendment, but not all student journalists receive a true First Amendment experience in high school.

Flashlight: Such organizations as the Student Press Law Center report dozens of stories each year about censorship of high school student media. Add to that school policies on social media. At those schools, do media restrictions hurt or encourage student knowledge and appreciation of the First Amendment? Does student newspaper censorship lead to the survey result that many students think government is allowed to censor news?

Spotlight: Hold a mock press conference, the teacher being interviewed by the class on his or her First Amendment and social media attitudes and knowledge. Ask students to create an infographic comparing the teacher's answers to the answers in the latest Future of the First Amendment survey. You might want to look at this social media graphic for additional context. Discuss as a class and post your work online.

Searchlight: As a class project, create either a fake Twitter account or a fake Facebook account for James Madison, the author of the First Amendment. Students should imagine it is 1789, and they are James Madison. They are wondering what the "free speech" amendment to the Constitution should say and trying out various drafts. Make sure you include the drama between Madison, who at first didn't think a Bill of Rights was needed, and Thomas Jefferson, who convinced him to write it. Make sure there are at least seven tweets or five Facebook posts per student.

Extra credit: Future of the First Amendment survey designers wrote a Neiman Reports article suggesting some remedies. They include enhancing curricula and allowing free expression. Ask students to research academic papers to try to find one on the topic of First Amendment education. Do these papers see a problem? If so, what remedies do they suggest? What remedies make the most sense?

Revamping student media

The digital age has turned journalism inside out, but not until recently has it had much of an impact on student media. College media at the University of Oregon, Arizona State University and the University of Virginia (just to name a few), have cut down frequency of their print newspapers and focused on innovative, economically efficient ways to serve their communities.

Focusing on one example: between April 2011 and May 2012, the University of Oregon's Daily Emerald transformed itself into a new student media operation, cutting publication frequency from daily to twice a week, switching to a more magazine-style format and focusing on real-time digital delivery of news. (Read more about the transformation from College Media Matters and from the Emerald's own blog.) The rebirth of student media at Oregon started with its publisher challenging students to forget their 112-year history and pretend they're starting from scratch.

A task for your students:
Do the same thing. Create a plan for rebuilding a student news organization from the ground up. Given the lessons from Oregon, what would you do differently? How would you go about understanding what the campus community needed and shape a journalistically sound mission around that? Each student should draw up a plan with at least 20 steps. Discuss in class. Are there common themes? Now, imagine you've done all the community research and engagement and are ready to write the mission statement. Prepare your proposal carefully, including the business model that would sustain the organization.

High school media today

Scholastic journalism, like all journalism, is in a state of transition. Take a look at the 2011 national count of high school student media organizations, a study from Kent State. Consider your community: High school journalism matters because it is the feeder system for those interested in journalism careers.

Class discussion questions:

Flashlight: What student media organizations exist at high schools in your city or school district? Are there schools that have no student media? How has that number of student media outlets changed over the years? Are any of those outlets online?

Spotlight: Is there any organization or entity that regularly monitors the presence of high school media in your state? If so, what do they say about the state of scholastic journalism? If not, can you find recent media coverage of local journalism at the high school level? How clear a picture does it provide?

Searchlight: Do you know of journalism programs at high schools that have been replaced by after-school clubs? When a program is lost, should the role of journalism be taught in other subject areas? Civics, certainly, but what about science, math or literature?

Extra credit: What type of journalism does your high school media produce? See this award-winning Three Little Pigs ad from the Guardian in London. Are high schools teaching interactive forms of journalism? Are they engaged with the campus in digital open forums? Or are they like the headline at the beginning of this video, depending on official sources and not delivering the whole picture?

Spying on Americans, seizing reporter records

People want the option to keep some things to themselves. But computerized communication makes privacy more difficult. Unless you actively protect yourself, companies can track your browsing, purchasing and now, with Global Positioning System enabled phones, your location. Add to that the personal details being shared through social media. Companies routinely use this data to sell products and services tailored just for you. Digitization also makes it easier for national security agencies to spy on Americans and seize information from journalists without asking.

Class activities at three levels:

Flashlight: Global media mogul Rupert Murdoch had to close a newspaper and appear before the British Parliament because his journalists hacked into people's telephone messages to get stories. Have students look up the case. Discuss: When does reporting turn into invasion of privacy? Even if laws are not being broken, are there still lines journalists should not cross? Are there some things you shouldn't report? What is gained and lost when journalists observe boundaries?

Spotlight: In states with shield laws, news outlets can fight when law enforcement officials want to learn the identify of confidential sources. But journalists got no warning before federal government grabbed months' worth of phone records from offices where more than 100 Associated Press reporters worked. Investigators wanted to know who told the AP about a CIA operation in Yemen that stopped a 2012 al-Qaida plot to blow up a U.S.-bound plane. This reignited a debate over a federal shield law, strongly supported by journalism organizations but also with journalistic opponents. Have students research the issue and post their shield law comment to a recent news story on the topic.

Searchlight: In 1977, reporter Carl Bernstein's Rolling Stone article, "The CIA & The Media," found that a number of journalists were U.S. spies abroad. In 2013, federal officials seized the emails of a Fox News reporter on the grounds that he was a criminal "co-conspirator" working against the United States. Discussion questions for students: Has the relationship between government agencies and journalists shifted from one extreme to the other? What are the appropriate roles of government and the media? The Justice Department issued

[new guidelines after the AP and Fox cases.](#) Do they do the job?

Extra credit: [Examine this testimony from journalist and national security expert Scott Armstrong.](#) Armstrong leads "The Dialogue," a project to find ways journalists could report on important national security issues without having their records seized. [Read this about Armstrong's opposition to a federal shield law.](#) Which of his remedies do you agree with? Post your views in a place where others can engage with them.

The digital media literacy prism

Professor Renee Hobbs created a white paper on digital media literacy outlining how such skills can be taught in all schools. But are all schools teaching them?

Student activities in three levels:

Flashlight: Investigate the teaching of digital media literacy in your state. Are standards in place? How rigorous are they? Who teaches these skills? Are they taught in a consistent fashion across subject areas and grade levels? Do gaps in the curriculum exist? How is student learning assessed?

Spotlight: Diversity experts such as the Maynard Institute argue that community literacy for media people is just as important as media literacy for the community. Class discussion: Do you agree? Is news coverage at times inaccurate or unfair because of a poor understanding of the whole community? Do the faces and voices in student media reflect the campus? Why or why not? This Pew study shows that women are losing faith in traditional media faster than men. Could that have anything to do with their underrepresentation?

Searchlight: Thinking about local news and information flows is easier if you consider a particular topic. Have students break into groups and consider: What is the single most important issue to students? Do campus media cover that issue? Where do people get their news and information on the issue? Are nontraditional providers seen as credible?

Extra credit: How much news literacy is part of digital media literacy? Find a digital media literacy class syllabus on line and break down the content. Does the course examine such issues as 'false balance'? That's a big problem in science journalism, when two sides are given equal value when one represents almost all scientists and the other is being paid to dispute the science.

Opinion documentaries as journalism

A Missouri School of Journalism conference called "Based On A True Story" brings in documentary filmmakers, journalists and academics to discuss the distinctions and similarities between documentary and journalism. In 2012, BOATS invited speaker Jason Spingarn-Koff, who oversees The New York Times website Op-Docs, a "forum for short, opinionated documentaries, produced with wide creative latitude and a range of artistic styles, covering current affairs, contemporary life and historical subjects."

Newspapers have a long tradition of printing the work of columnists who offer up analysis and opinions rooted in fact. Opinion journalists, like advocacy journalists or crusading editors, are still journalists, so long as they remain non-fiction storytellers who are transparent about their personal opinions.

Op-Doc creators express their views in the first person, through their subjects or more subtly through an artistic approach to a topic. The documentaries are done on deadline and assigned in a way similar to the way other news is being assigned.

Assignments on three levels:

Flashlight: Have students watch this Op-Doc on the rise and fall of the first democratically elected president of the Maldives, Mohamed Nasheed. Ask them to imagine they are media reporters writing reviews of the documentary. Students should read the comments on the article written by the filmmaker and add their own.

Spotlight: Long-form videos can be journalism, too. Ask students to browse the documentaries on the Knight-supported Snag Films site. Each should pick one to view. Is it journalism? Why or why not?

Searchlight: Some say the digital age means the end of long-form journalism. Yet sites such as Longreads and Creativist, as well as such news organizations as the New Republic. Ask students to pick one story from these sites or others specializing in long-form journalism. What does it say that the day-to-day coverage of that issue leaves out? How many news people do you think were required to collect, check, write, illustrate, code, design and do all the other

things needed to publish the story? How does that collaboration affect content quality?

Update

Local nonprofit media matters

Nonprofit media is <u>expanding</u>. The <u>Institute for Nonprofit News</u> manages the <u>Local Media Initiative</u> to produce impactful stories through non-profit online news organizations. Examples of impactful stories produced by digital-native non-profits:

- A Wisconsin Center for Investigative Reporting <u>story on abuses at nursing homes</u> that led to reforms of oversight procedures.
- An NJ Spotlight story on <u>corruption at a public utility company</u> that motivated the state attorney general to conduct an investigation.
- Washington State passed two laws to protect health care workers after InvestigateWest published a story on <u>the health hazards of handling chemotherapy drugs.</u>

Assignment: Look over the web site of the <u>Institute for Nonprofit News</u>. What range of topics do its members cover?. What range of topics do they cover? What topics don't they cover and why not? What sort of media do these organizations use? Select an ongoing story or topic that matters to you and select the organization that is most suited to cover it.

Searchlight: To continue the success of local nonprofit media initiatives, we must find a viable business model. What do you think that entails? Come up with your own business model.

Extra Credit: To continue the success of local nonprofit media initiatives, we must find a viable <u>business model</u>. What do you think that entails? Come up with your own business model.

iPhone apps for journalists

Is a smart phone the only tool a journalist in the field needs today? The Poynter Institute has a compiled a list of some of the most helpful iPhone apps for journalists. Divide the class into groups, with each picking an app, trying it and reporting their results.

They include:

- **Dropbox:** an app that allows you to store and share files and documents in the cloud. Like having a big thumb-drive you can access any time.
- **Tweetie:** an app that allows you to follow what's trending on Twitter. It also can sort tweets geographically so you can track local action (among the 10 percent of Tweets that are geo-tagged). It automatically shrinks URLs when you want to tweet a link.
- **TweetDeck:** allows you to manage multiple accounts, arrange and display your Twitter feed into separate strands, bundling tweets from friends, tweets from elected officials, tweets that mention you, etc.
- **AP Mobile:** the push notifications can satisfy general news addicts.
- **Instapaper:** allows you to save articles and blogs to read later — even if you are offline.

Assignment for students: Are these apps useful? Do you know better ones? Come up with a better list and add it to the Poynter Institute post.

Assignment for teachers: Review the ideas developed by the Teaching News Terrifically contest in 2012 and 2013 as well as this blog post on 20 tools and apps. Try a few of the TNT lesson ideas. Can they be applied to the newer tools?

Class discussion: Would you use Google Glass? In Chapter One of this book, the author predicts wearable media will be a next-generation news trend. See this National Public Radio reporter of a documentary filmmaker who captured video of a crime using the camera in his Google glasses. He says they will "revolutionize" citizen journalism. Do you agree? Is privacy an issue?

How to write grant requests

When applying for a grant, you must realistically consider whether your project and the grant-maker are a good fit. Bear in mind that grant-makers can get hundreds of applications for every grant they make.

Organizations such as Guidestar offer resource lists for grant writers. Here are some general tips: 1) Follow the directions outlined by the grantor carefully. Each grant-maker is different. 2) Make sure you are a solid fit under the eligibility criteria. 3) Research your topic thoroughly so you can explain your project in a larger context. 4) Be clear about what you would do and what impact you believe that would cause among the "target population." 5) Be sure your timeline and budget are practical. 6) Always seek funds from more than one source.

Activities for students at three levels:

Flashlight: Have students read philanthropist Vince Stehle's interview and see the video. Students should come to class ready to each pitch an idea: What sorts of projects would you love to see happen? What would help your community? How would you pitch the idea to try for funding?

Searchlight: A research project: Look at the web site of the philanthropic group Media Impact Funders. What major foundations fund journalism and media projects? Find some interesting projects among those funded. Do you think they will help journalism? How? Blog about your favorite grant, explaining why you chose that one.

Spotlight: Does your library have a subscription to The Foundation Center database? If you can, use it to design a project that might be eligible for a grant. Choose the foundation that seems right for that project. In a class presentation, explain why you see a good fit.

Extra credit: Frontline draws the highest ratings on public television for its enterprising in-depth reports. See this series of clips from its documentary on Internet relationships. Imagine you were a grant writer seeking funds for a classroom program to increase exposure for this series. What foundations would you target, and why? How would you shape your pitch?

Writing well: A tool for any storyteller

Why do some stories stay with humanity for generations, while others fade away? A scientist might say it is the importance of the content. But a journalist, at least a good one, would say it was because the story was well told.

Writing activities on several levels:

Flashlight: Take a sample of your writing and check its Flesch score using Microsoft Word. Follow these directions from Microsoft, which also suggest how to interpret the score. After exploring editteach.org, rewrite the piece to see if you can raise your score. What did you change?

Spotlight: Ask students to find some electronic examples of what you consider to be great writing (Abraham Lincoln's Gettysburg Address, Martin Luther King's "I Have a Dream" speech, etc.). Have them run the Flesch score test. How did they do? Now look in the Sunlight Foundation's database of congressional speeches and find your local representative. What did he or she say about a current issue? How well did they do on the Flesch scale? The score aside, do you feel they could have been more clear? How would you have said the same thing?

Searchlight: Many writers remember the first time someone told them they could write. Ask your students to think back: Do they remember that? Who was it? A teacher? Have them tell the story any way they would like: in a poem, a song, a video, a poster, a graphic, an animation, a video, a blog item, a long story, a documentary. Exactly what happened? Ask students to post their work online. If a student doesn't have a story, why not give them one by telling them they can write?

Extra credit: Dive into the readable, practical books on writing. Here are just a few: *Writing for Story,* by Jon Franklin; *The Only Grant Writing Book You'll Ever Need,* by Ellen Karsch; *Writing for a Good Cause: the Complete Guide to Crafting Proposals and Other Persuasive Pieces for Nonprofits,* by Joseph Barbato; *Fundraising for Social Change,* by Kim Klein, and *Telling True Stories: A Nonfiction Writers Guide from the Nieman Foundation at Harvard University,* by Mark Kramer and Wendy Call.

Further reading for chapter five

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Update

#EdShift focuses on journalism education updates

[PBS Media Shift](#), a site dedicated to journalism innovation, is extending the conversation about the future of journalism education taken up by this digital book and teaching tool. Its [EducationShift section](#), revamped through funding from the Knight Foundation, is focusing on practical ways that journalism education can improve.

Kathleen Bartzen Culver, assistant professor in the School of Journalism and Mass Communication at the University of Wisconsin-Madison, is the [founding curator of EdShift](#).

You can participate in the conversation by using [#EdShift](#) on Twitter.

What have you learned?

Ask your students to think about that question.

Lead a discussion in your class about lessons learned from the book. What did they take away from the text, videos, exercises, activities, research projects?

What surprised them?

Small groups activities at three levels:

Flashlight: Have students sit with a partner and conduct an interview about the state of journalism and journalism education. Journalism is being disrupted by new technology. Is the same happening to journalism education? Given that most news industry hiring comes from journalism and mass communication schools, what does that mean?

Spotlight: Have students break into small groups to consider what they would like to see added to the learning layer of this book. What have they learned about journalism that the book should cover? Have them contact the author to let their views be known.

Searchlight: No book is perfect. Are there errors that should be corrected? Are there times when the book is unfair? Join the book's comments forum and have your say.

Extra credit: Consider this quote from Christopher Essex in *Taken by Storm: The Troubled Science, Policy and Politics of Global Warming*, "This seems charmingly paradoxical: scientists seek one truth but often voice many opinions; journalists often speak of many truths while voicing a uniform view." Have your say.

Congratulations!

You've found the final mystery link in *Searchlights and Sunglasses.* Your reward for completing this scavenger hunt? The stories behind each link! Here they are, organized by the sections of the book:

Introduction

Clicking on **the dirigible** brings up a Pathe newsreel showing the 1937 [crash of The Hindenburg in Lakehurst, New Jersey](#). Before television, the only moving pictures of news came from newsreels shown in theaters. [Herbert Morrison's dramatic eyewitness report](#) for Chicago radio station WLS is one of news history's best-known first-person accounts.

Chapter One

The satellite leads to a 1974 Australian Broadcasting Corporation interview of futurist [Sir Arthur C. Clarke](#), who predicts that by [2001](#) people will get the information they need for daily life from globally connected computers. (In 1945, Clarke proposed the geostationary satellite, a key element of global communications).

Behind **the lumberjack** you'll find a 1937 film called "Trees to Tribunes," tracing the journey of trees through the industrial process that produced important metropolitan newspapers like the *Chicago Tribune*. Emerging from bankruptcy, the [Tribune Company](#) in 2013 announced [it would separate its publishing business from its more profitable broadcast business.](#)

Clicking on **the "Delicious" woodcut** brings up the home page of Videolicious, a company that makes a mobile video-editing app, allowing users to [easily create videos from their mobile phones](#), Videolicious investors include [The Knight Foundation and the Washington Post.](#)

The brain graphic leads to an [infographic](#) detailing the results of a 2009 Knight News Challenge experiment. [MediaBugs](#) hoped to fix media mistakes by helping people publically identify the errors. It didn't get traction. Still, experiments that do not go as planned are not considered failures if [insights are gained.](#)

Chapter Two

The roach graphic brings up [The New York City Roach Map](#), a result of [The Great Urban Hack NYC](#). Hackathons have become popular ways for content people, data scientists and programmers to brainstorm new applications. In this case, they figured out how to use restaurant inspection reports to create a clear map showing where roaches were massing.

Chapter Three

The picture of [Soviet leader Joseph Stalin](#) leads to a propaganda film on the Cold War. [The Challenge of Ideas,](#) was created in 1961 by the United States Army Pictorial Center and the Defense Department. It was hosted by [famed broadcast newsman Edward R. Murrow,](#) who left CBS at the end of his career to lead the United States Information Agency. In 1954, Murrow demonstrated the power of television news by exposing notorious communist hunter Sen. Joseph McCarthy.

Chapter Five

The piece of parchment with the word weird misspelled in Al Yankovic's name leads to his popular 2014 music video, "Word Crimes". The song is a parody of Robin Thicke's ["Blurred Lines."](#) It gives an overview of frequently committed grammar errors. The video was one of eight released in social and mainstream media over eight days to publicize "Mandatory Fun," [his first chart-topping album on Billboard](#).

Acknowledgements

The news rider graphic has led you here, to the story of the hidden links, of how news technology changes with each American generation. The rider comes from the front page of the [Daily Alta California](#), July 29, 1861. At the top of its columns of civil war news, the engraving explained to the paper's readers how news travelled. It's a snapshot in time, just as the [Pony Express](#) was giving way to the telegraph.

A final word:
The submarine on the home page of Searchlights and Sunglasses is a sketch of the [USS Alligator](#). Thirty feet long and no more than eight feet in diameter, it was the first U.S. Navy sub, on active duty during the Civil War. The sub was not done on time or on budget, didn't work well and was lost at sea on its way to Charleston, South Carolina, where Union forces hoped it would help retake the city.