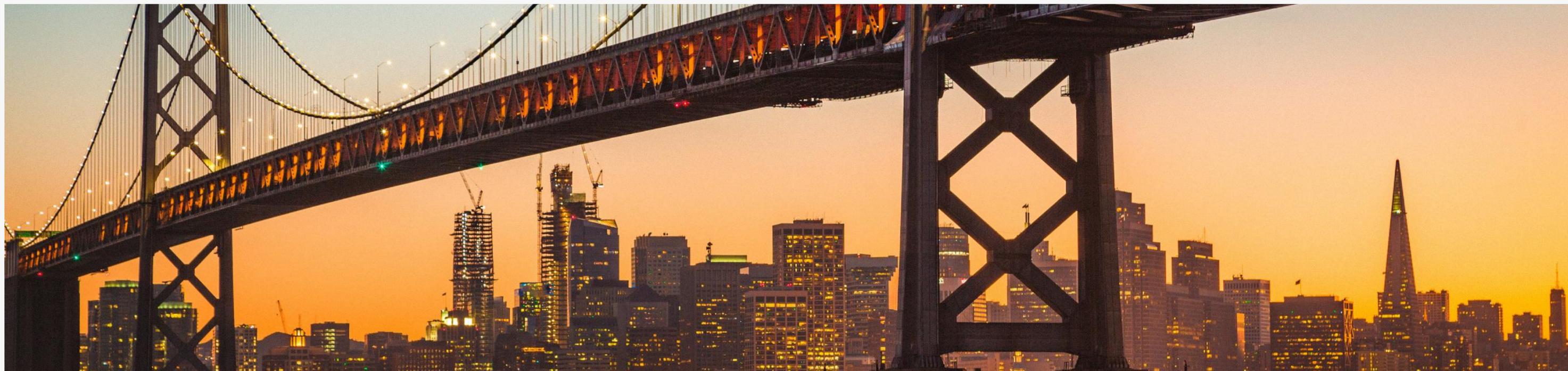




**WJEC**

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**#WJEC2025 SYNDICATES**



# SYNDICATE 1

**Diversity, equality and  
inclusivity in a diverse  
and polarized world**

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# LEADERS

## **Expert**

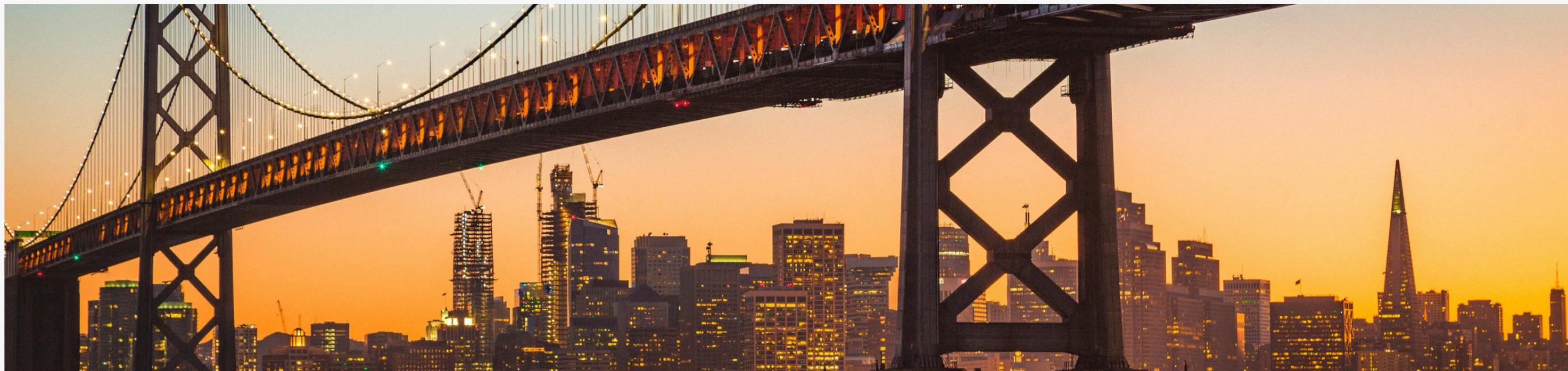
Anne Leppäjärvi, President EJTA

## **Chair**

Milica Pesic, Executive Director MDI

## **Rapporteur**

Cristina Nistor, Board member EJTA



## **SYNDICATE 1**

**Diversity, equality and inclusivity in a diverse and polarized world**

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## **CENTRAL QUESTION**

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



# **SYNDICATE 1 REPORT**

## **Diversity, equality and inclusivity in a diverse and polarized world**

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- 1. Values of inclusivity should be integrated cross-curricular – activating media literacy and critical thinking or knowledge-based assignments (researching and understanding diverse and difficult contexts).**
2. Exposing and challenging students to different diverse communities for interaction – through invited lectures, visits in communities, students' immersion in a different and diverse community to raise (self)awareness.
3. Enhancing Community Journalism – training citizens from ethnic / local communities to become community journalists; training students to learn about “the others” and about hyper local approaches through practical assignments.



## **SYNDICATE 2**

**Teaching trauma in  
journalism schools  
across cultures and  
nations: Finding a  
common ground**

---

## **LEADERS**

### **Expert**

Altaf Ullah Khan, FC College University Lahore, Pakistan

### **Chair**

Sayed Fawad Ali Shah, Auburn University

### **Rapporteur**

Carl Knauf, University of Colorado Boulder



## **SYNDICATE 2**

**Teaching trauma in  
journalism schools  
across cultures and  
nations: Finding a  
common ground**

---

## **CENTRAL QUESTION**

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



# SYNDICATE 2 REPORT

## Teaching trauma in journalism schools across cultures and nations: Finding a common ground

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1. **Instructors can promote consistent awareness of journalists' mental wellbeing by discussing not only the effects of covering major crises, but also challenges like burnout, overwork, etc.**
2. Integrating mental wellbeing into journalism curricula can begin in faculty meetings by building related content into syllabi, leveraging existing campus resources, etc.
3. Having more guest speakers during class, e.g. a working journalist followed by a guest from the psychology department.
4. Inclusion of a full book section on mental wellbeing in standard textbooks used in universities and colleges, or a course that incorporates mental wellbeing as one of the main objectives.



## **SYNDICATE 3**

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

---

## **LEADERS**

### **Expert**

Claudia Kozman, Northwestern University, Qatar

### **Chair**

Raluca Kozma, Kansas State University

### **Rapporteur**

Yulia Medvedeva, Zayed University, United Arab Emirates



## **SYNDICATE 3**

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

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## **CENTRAL QUESTION**

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

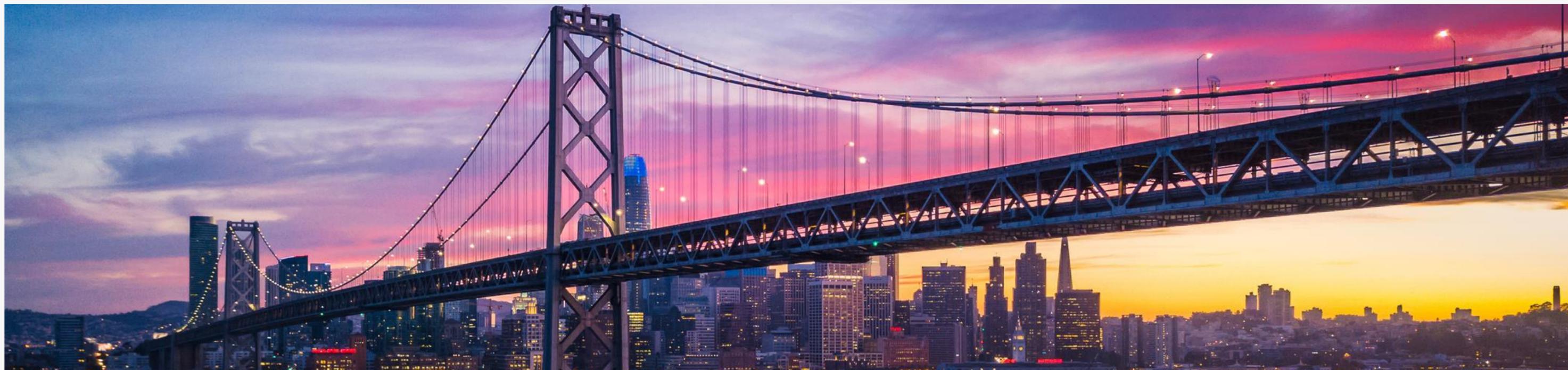


# SYNDICATE 3 REPORT

## Practicing peace journalism in the current political climate

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- 1. Framing and language: Students should understand how framing and language shape audience perception, recognizing that omissions can be as influential as inclusions, and that even stories meeting peace journalism checklists may still promote war narratives.**
2. Context and complexity: Students should learn to provide verified, contextualized data and capture the full complexity of modern conflicts.
3. Focus on people and ethics: Students should learn to tell conflict stories ethically by building honest relationships with sources, recognizing power imbalances, and avoiding stereotypical or sensationalized depictions of victims.



## **SYNDICATE 4**

**Reimagining  
journalism education:  
The role of university-  
led student reporting  
programs**

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## **LEADERS**

### **Expert**

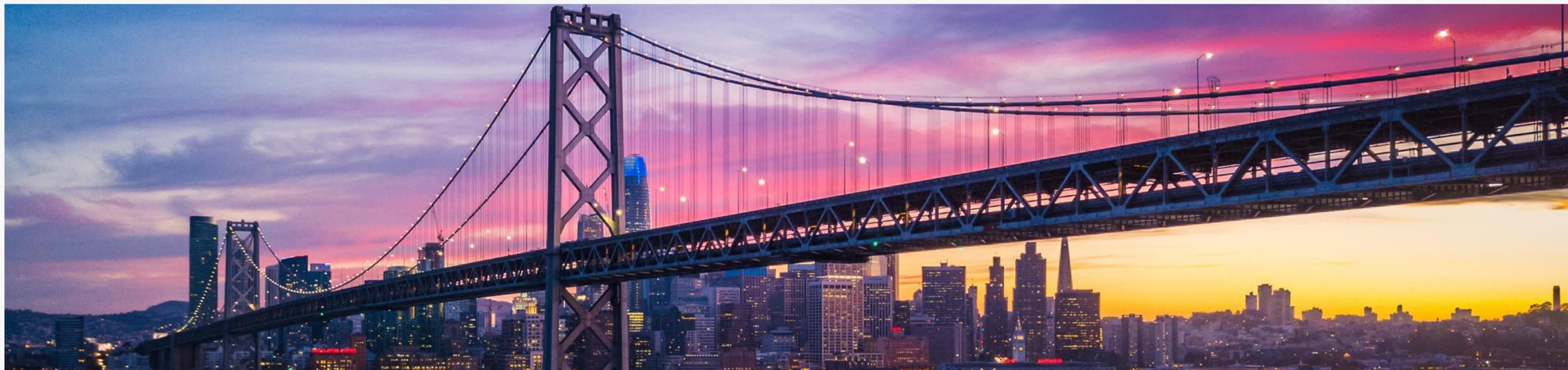
Sima Bhowmik, University of Vermont

### **Chair**

Richard Watts, University of Vermont

### **Rapporteur**

Meg Little Reilly, University of Vermont



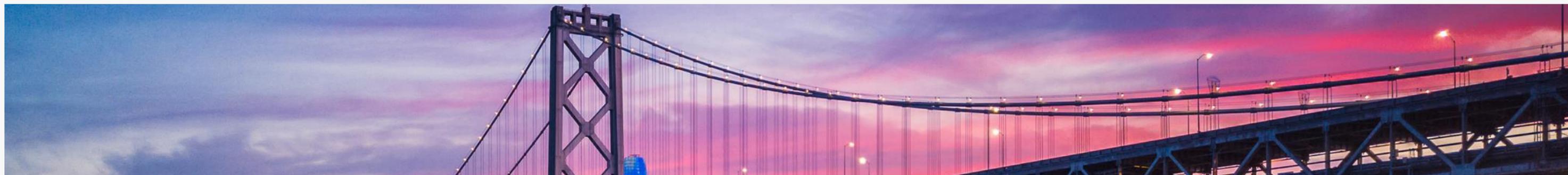
## **SYNDICATE 4**

**Reimagining  
journalism education:  
The role of university-  
led student reporting  
programs**

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## **CENTRAL QUESTION**

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



# **SYNDICATE 4 REPORT**

## **Reimagining journalism education: The role of university-led student reporting programs**

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- 1. Declining student interest in traditional print journalism and the challenge of engaging students in journalism programs, especially as students gravitate toward platforms like TikTok and Instagram.**
2. Survival of local and community media, the need for partnerships between journalism programs and local outlets, and how to ensure that student-produced content meets the needs of these media partners.
3. Lack of funding for student internships, need to compensate students for their work, and integrate journalism projects into the curriculum for academic credit.



## SYNDICATE 5

**Ready for impact: How engaged media research can help build strong community-university collaborations in telling local stories**

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## LEADERS

### **Expert**

Mario Murillo, Hofstra University

### **Chair**

Jeff Morosoff, Hofstra University

### **Rapporteur**

Scott Brinton, Hofstra University



## **SYNDICATE 5**

**Ready for impact: How engaged media research can help build strong community-university collaborations in telling local stories**

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## **CENTRAL QUESTION**

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



# SYNDICATE 5 REPORT

**Ready for impact: How engaged media research can help build strong community-university collaborations in telling local stories**

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- 1. Each community has its own dynamics, personality, social mores, issues and challenges. Developing research to enable journalism students to better report on communities first requires a deeper understanding of neighborhoods.**
2. To build trust in communities of color, journalism educators could use sentiment analysis and focus groups, followed by deeper discussion questions.
3. Fostering an understanding about the importance of diverse sources is crucial.



## SYNDICATE 6

**GenAI video tools in  
news video  
production and  
journalism education**

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## LEADERS

### **Expert**

Debora Wenger, University of Mississippi

### **Chair**

Heidi Makady, Texas State University

### **Rapporteur**

Kristina Vera-Philips, Arizona State University



## SYNDICATE 6

### **GenAI video tools in news video production and journalism education**

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## CENTRAL QUESTION

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



# **SYNDICATE 6 REPORT**

## **GenAI video tools in news video production and journalism education**

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- 1. Develop a code of ethics and/or guidelines for the ethical and effective use of generative AI tools in journalism education.**
2. Explore assignments that teach students to critically evaluate AI-generated content for bias, accuracy, and alignment with journalistic principles.
3. Consider the gap between trust in news media and the gap in trust and AI-generated content, in relation to the perspectives and experiences of students and professors.



## **SYNDICATE 7**

**Community trust,  
media literacy and  
informational access**

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## **LEADERS**

### **Expert**

Antoine Haywood, University of Florida

### **Chair**

Nico Drok, Chair, World Journalism Education Council

### **Rapporteur**

Andrea Wenzel, Temple University



## **SYNDICATE 7**

**Community trust,  
media literacy and  
informational access**

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## **CENTRAL QUESTION**

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

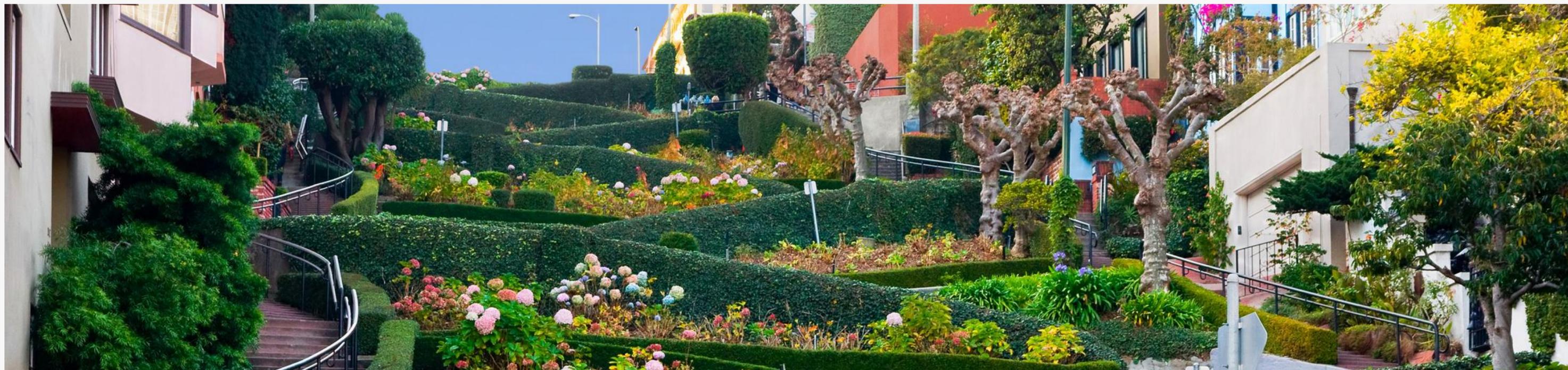


# **SYNDICATE 7 REPORT**

## **Community trust, media literacy and informational access**

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- 1. Teach students to be transparent throughout the journalism production process.**
2. Teach the social impact and civic function of journalism.
3. Facilitate mutual learning between community members and students and cultivate student ambassadors.



## **SYNDICATE 8**

**Trauma literacy,  
education, and  
research**

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## **LEADERS**

### **Expert**

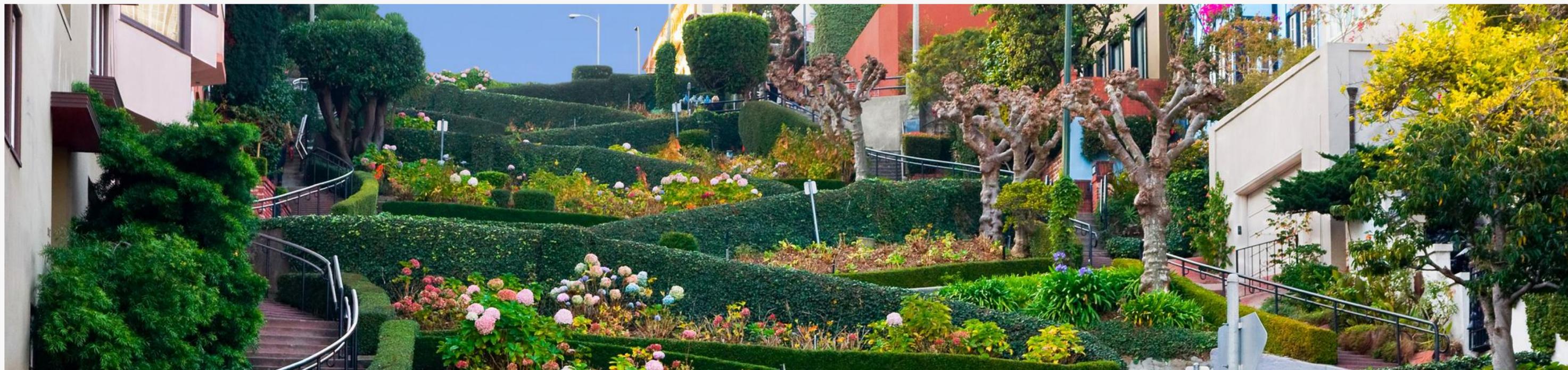
Gretchen Dworznik Hoak, Kent State University

### **Chair**

Joe Hight, University of Central Oklahoma

### **Rapporteur**

Alexandra Wake, Royal Melbourne Institute of  
Technology



## **SYNDICATE 8**

**Trauma literacy,  
education, and  
research**

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## **CENTRAL QUESTION**

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

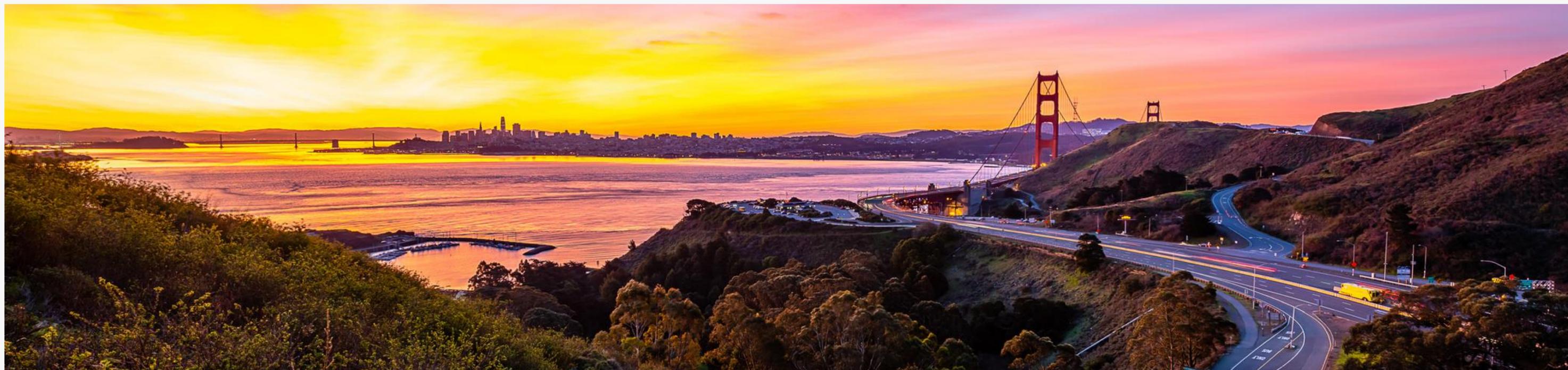


# **SYNDICATE 8 REPORT**

## **Trauma literacy, education, and research**

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- 1. Clearly define what trauma literacy encompasses and check that the language we adopt is meaningful both to industry and educators.**
2. Develop trauma literacy training that advocates for trauma literacy to be included in national journalism accrediting standards and integrated into all journalism education and training.
3. Through already established JETREG group, support educators by establishing a repository of diverse trauma literacy teaching materials and offer peer support through our national JETREG hubs.



## **SYNDICATE 9**

**Educating journalism students on gender and related inequality issues**

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## **LEADERS**

### **Expert**

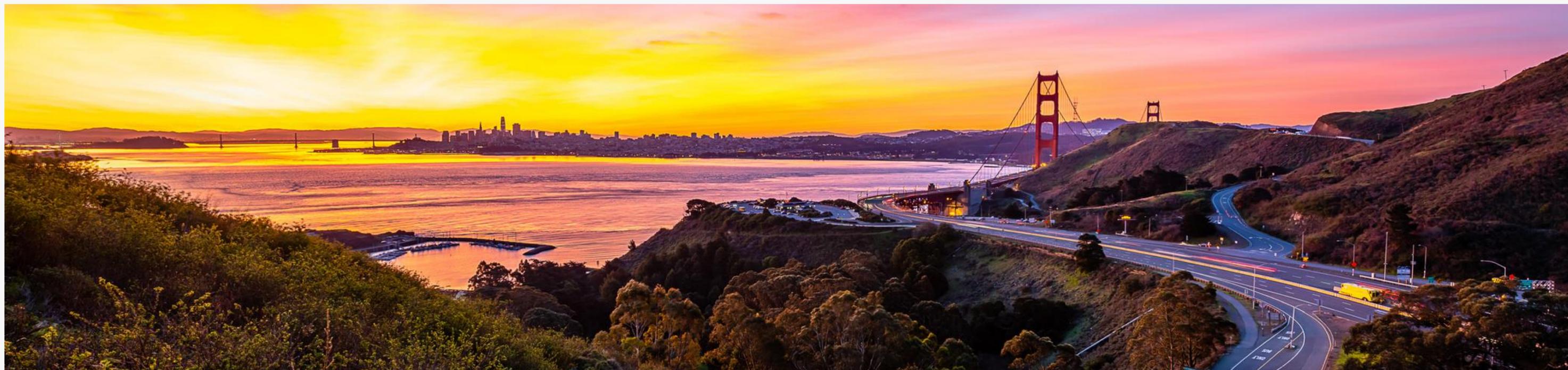
Ingrid Bachmann, Pontificia Universidad Católica de Chile

### **Chair**

Margaretha Geertsema-Sligh, Butler University

### **Rapporteur**

Mia Moody, Baylor University



## **SYNDICATE 9**

**Educating journalism students on gender and related inequality issues**

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## **CENTRAL QUESTION**

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



# **SYNDICATE 9 REPORT**

## **Educating journalism students on gender and related inequality issues**

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- 1. Integrate intersectional frameworks into journalism curricula.**
2. Develop collaborative global modules.
3. Prioritize media literacy and critical thinking.
4. Reinforce traditional news values in curriculum.



## **SYNDICATE 10**

**Global perspectives  
on crisis and disaster  
journalism**

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## **LEADERS**

### **Expert & Chair**

Mildred F. Perreault, University of South Florida

### **Rapporteur**

Grace Smith, University of South Florida



## **SYNDICATE 10**

**Global perspectives  
on crisis and disaster  
journalism**

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## **CENTRAL QUESTION**

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

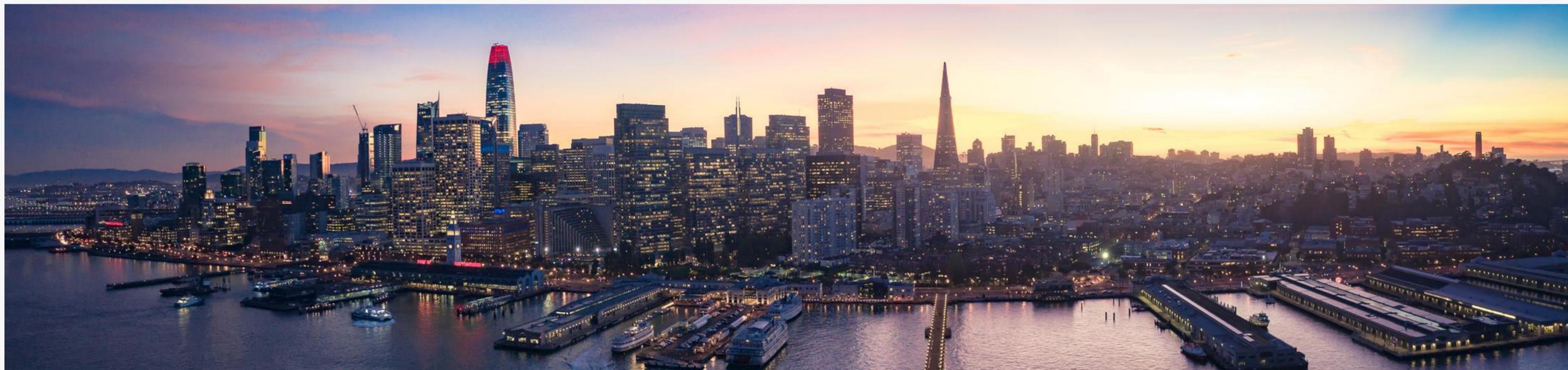


# SYNDICATE 10 REPORT

## Global perspectives on crisis and disaster journalism

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- 1. Teaching/preparedness: facilitate open dialogue with students and ensure they know how disasters will affect their safety; careers, mental health, etc.**
2. Relationship building before disaster strikes; parachute/transplant journalists should prioritize utilizing local sources; localizing news and reporting stories that are valuable to the community; following up on stories and checking back in on sources; employ ethics of care.
3. Communicating information: gather information from verifiable sources; teach students how to read and understand statistics/public information; seek local sources who understand and know the community (who are the “experts”); working around resource constraints.



## **SYNDICATE 11**

**News influencers and  
journalism education:  
Rethinking ethics and  
pedagogy**

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## **LEADERS**

### **Expert**

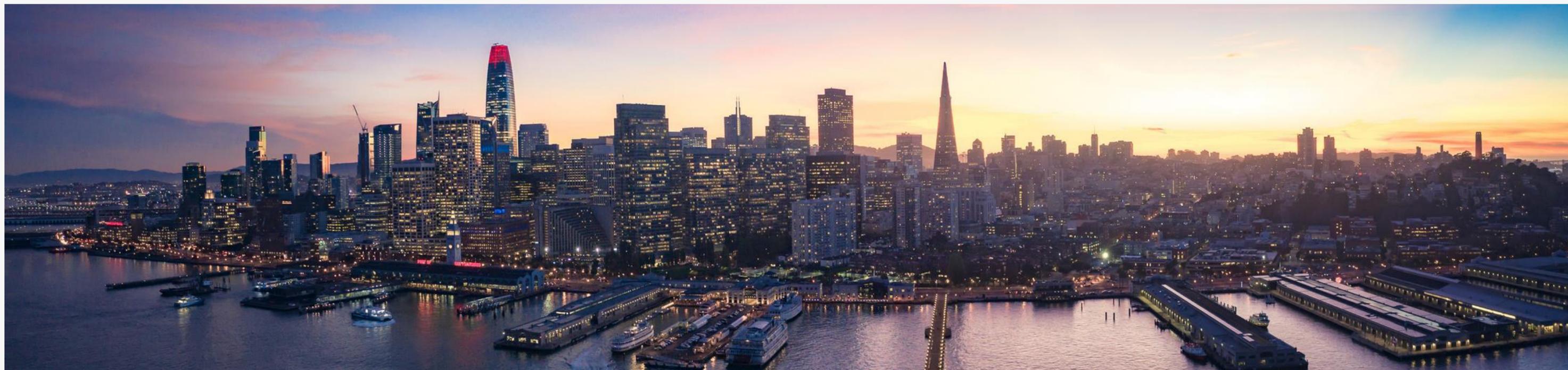
Greg Munno, Syracuse University

### **Chair**

Aileen Gallagher, Syracuse University

### **Rapporteur**

Yayu Feng, University of St. Thomas



## **SYNDICATE 11**

**News influencers and journalism education: Rethinking ethics and pedagogy**

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## **CENTRAL QUESTION**

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



# SYNDICATE 11 REPORT

## News influencers and journalism education: Rethinking ethics and pedagogy

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- 1. Encourage students to experiment with new platforms and approaches, but do not deviate from the core function of providing information that is critical to democracy.**
2. Merge techniques of successful content creators and journalists to tell stories that inform and engage audiences. Lean into skills that benefit journalism and content creation.
3. Improve students' media literacy so they better understand the journalism and news influencer ecosystem. Develop the critical thinking skills necessary to discern the roles, responsibilities, and differences between journalists, content creators and news influencers.



WJEC JULY 2028

BERLIN

THE 8TH WORLD JOURNALISM EDUCATION CONGRESS  
*JOURNALISM EDUCATION IN TIMES OF GEOPOLITICAL CHANGE*