



## **Journalism in Libya: a Cross-Media Perspective**



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### **This report provides evidence against the following project deliverables:**

WP1 Lessons learned and training framework  
D1.1 State of the Art Catalogue  
D1.2 Training Framework Report

All content will be made available in English and Arabic. If you would prefer to read this report in a different language, please visit the PAGES project website.

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More information on the PAGES Project can be found at: <https://pages-project.ly/>

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# 1. Executive summary

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This report “**Journalism in Libya: a Cross-Media Perspective**” is the result of a collaborative work conducted by the PAgES project partners. The report is composed of four main sections: **Annotated Bibliography**, **Baseline survey findings**, **Case Studies of relevant initiatives**, **Summary of interviews with experts**, and a conclusive summary **Forward looking: the training framework** where research results have been translated into training proposals for the capacity building process of Libyan professors, in the view of setting up a new Master Course in Cross-Media Journalism.

The first section has been composed by all the partners, each contributing by sending bibliographical references concerning the PAgES main topics of interest: Journalism studies, Cross-Media Journalism, War Journalism, Citizen Journalism, Photo-Journalism, Journalism Techniques, Journalism in Libya. Each bibliographical reference has been commented and analyzed and a short description has been included in this report.

In the second section, data collected through the baseline survey are analysed and presented to better understand the perceived training needs for the training of trainers. Results show that the teachers’ training should focus on **practical training**, interactive and collaborative, and in a workshop-style fashion. This should be complemented by **study visits** to European Universities in order to get inspired by similar courses. Being exposed to international experiences is indeed among the most important needs, and this shall be done through **online training**. Interestingly, it is possible to note how much importance is dedicated to ethical behaviour, professionalism and neutrality as some of the main skills to be acquired. Moreover, journalism in Libya is considered as an added value in achieving the goal of social peace and political stability.

In the third section, a series of international cases and teaching experiences have been included, from which PAgES partners could be inspired. Each experience has been deeply analyzed by exposing its history and context, key aspects of interest and potential transferability to the Libyan scenario.

In the fourth part of the current PAgES report, a number of experts in the field of journalism, cross-media communication and journalism education, have been interviewed in order to gain qualified opinions on the topic of cross-media journalism. Interview results showed a series of key aspects to be considered for the new Master Course in Cross-Media Journalism and broadly for the benefit of journalism field development in Libya. **New journalists must be empowered** with adequate skills for detecting fake news and deconstructing extremist messages on multiple social media platforms. The crucial role of visuals and the **growing importance of visual journalism** has been stressed as well as the need to improve **digital skills** and introduce **mobile-first strategy**. At the same time, risks and opportunities of citizen-Journalism have been analyzed taking into account ethics aspects and stressing the need to consider journalists and journalism as peacekeepers.

This study shows that journalism and journalism-related educational programmes can play a crucial role in contributing to peace building processes for the benefit of society at large. It recognizes the role of journalists as key actors in local societies: while their skills and capacities need to be updated according to new digital requirements, their role seems to be unchanged, highlighting the **growing benefits of integrating traditional and new media approaches in journalism and journalism education, placing high emphasis on ethics and professionalism**.



## 2. Foreword

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**Professor Gianni Canova, Rector, Università IULM University**

Thirty years ago. November 1989. A press conference took place in East Berlin.

The Socialist Unity party of Germany - which had been ruling with no interruption since 1949 - summoned the press pre-announcing important news regarding legislation on travel permits for East Germany's citizens.

Although the party's spokesman, Gunther Schabowski, remained vague, with inaccurate statements and elusive promises of future permission, an Italian journalist, Riccardo Ehrman, who back then was an ANSA correspondent, asked him two very simple questions:

*Does it apply to West Berlin?*

And then, the easiest one of all:

*Starting from? Ab wann?*

Schabowski confusingly checked his notes and instinctively stated:

*Ab Sofort, now, with immediate effect.*

That night the Berlin wall collapsed. Knocked down by the pacific assault of thousands of Germans and by a simple question from a competent journalist.

This short anecdote testifies how unbreakable the bond is between freedom of information and democratic and civil liberties. As the UNESCO International Declaration on Information and Democracy states:

*"Global information and communication space is a common good of humanity and as such should be protected. The access to knowledge is a fundamental right, the exercise of which is constantly threatened by the political control of the media, the subordination of the news to private interests, by the growing influence of financial players beyond democratic control, misinformation online, violence against journalists and editors and, especially, the weakening of the quality of journalism."*

Starting from this key final point, it is our duty as academic institutions to act in order to build, consolidate and preserve the quality of independent journalism in Europe and in the entire Mediterranean area at large. For IULM University - an International University of Languages and Media, so centrally focused on the current challenges of communication, as demonstrated by its name, history and mission - this represents a crucial issue.

That is why I fully feel the honor and the responsibility of coordinating the PAGES project, financed by the European Union in order to support the training of independent journalists that will be able to operate in the historic transition that Libya is going through, of which this report constitutes the first tangible outcome.

The report is the result of a true participatory and democratic cooperation between academics and professionals from Italy, Libya, Portugal and Spain, and it provides key information in the field of teaching and practicing cross-media journalism, which is strategic for the capacity building of Libyan but also European higher education systems. And who knows, perhaps a simple question asked by a competent journalist might contribute one day to knock down that wall that is unfortunately today our Sea.

## 3. About PAgES and this report

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### Overview of the Project

PAgES is an international cooperation project co-funded by the Erasmus+ Capacity Building in Higher Education program of the European Union during the period 15 January 2019 – 14 January 2022, involving five partners from Europe (Italy, Portugal and Spain) and four from Libya.

### Aim of the project

PAgES aims at contributing to the modernisation of the Higher Education (HE) sector in Libya and support the implementation of the Bologna Process through a bottom-up approach for the design and pilot of a Master Course in Cross-Media Journalism. The Master Course will target young people studying communication, and young professionals who wish to specialise in the strategic field of digital journalism. The Master Course will be designed by means of a participatory approach, involving teachers from the EU and Libya, students and journalists. Teachers will be provided with the required skills for the delivery of the Master Course through a set of capacity building initiatives: online Repository for Training Faculty, online Space for discussion and study visits at two EU universities. The length of the Master Course is 2 years (120 ECTS), and it will be taught in English.

### Introduction to the compilation of case studies

The first activity of the PAgES project has involved gathering and analysing data to inform the subsequent work of the project, and ultimately aims to promote reflection and discussion about current practices and priorities for the design of the PAgES Master Course.

The role of this report is to provide inspiration and insight into the current practices around cross-media and digital journalism education, and to elaborate an updated state of the art analysis of digital journalism practices and cross-media journalism teaching, and exchange good practices and innovation on cross-media journalism. The key research question driving this analysis has been: *To what extent and in which ways is the initiative under analysis helping to design a joint master course in cross-media journalism in Libya?* The analysis includes written outputs, published as a report, and video content, released through the PAgES website and online video platforms.

### Methodology

The methodology used to collect the case study information was descriptive case study involving detailed, in-depth data collection through multiple sources of information. The topic of cases is digital journalism practices and cross-media journalism teaching.

### Baseline Survey

Participating Libyan Universities were asked to complete an online survey to outline key opportunities and challenges for the establishment of a Master course in cross-media journalism. The key research question

driving this analysis was: *What are the main opportunities and challenges at your university for the establishment of a joint master course in cross-media journalism?*

Initial findings were discussed with the Libyan partners, in order to allow the involved partner to validate the results and findings, as well to share additional insights.

## Bibliography review

A bibliographic review was undertaken by all the partners in order to provide a non-exhaustive thematic and geographical coverage on subjects related to: Cross-media Journalism, Networked Journalism, Citizen Journalism, Data Journalism, Crisis and War Journalism, Experiences in Higher Education dedicated to Journalism.

## Case Studies

All partners were invited to nominate relevant initiatives from their institution or otherwise to be potentially considered for inclusion in the collection of case studies. As part of the nomination process, partners justified why and how a case study of the nominated initiative may help advance the design of a joint master course in cross-media journalism in Libya.

The selection of the initiatives to be analysed as case studies has been done collaboratively by the partners. The criteria for the selection of case studies was:

1. Potential of the initiative for transferability to the Libyan context;
2. Extent of the initiative to offer valuable insights into the following aspects:
  - Pedagogical innovations & teaching methods
  - Funding model
  - Incentives for engagement of educators
  - Quality assurance mechanisms
  - Assessment of learning outcomes
  - Certification or accreditation of knowledge
  - Use of technologies
  - Response to massification and large class teaching
  - Job market connection
  - Internship opportunities
  - Mobility opportunities

## Quality Assurance Mechanism

Prior to collecting the case study nominations, the case study template and the concept note outlining the methodology and methods has been reviewed by the PAGES partners. Nine cases were selected and each partner completed a detailed case study on a nominated initiative, using the common template in Appendix 3. Each of the case studies was reviewed by a different partner institution. All partners were invited to review the drafts of the report and the conclusion.

## Case studies included

- Master in Journalism offered by IULM
- Master in New Interactive Media and Multimedia Journalism offered by the University of Granada
- Dictionary of Electronic Media Terms of the University of Tripoli
- International Journalism and Society - The Role of the Media in the Modern World
- Erasmus Mundus Master in Journalism, Media and Globalisation

- Master in Journalism (War and International Human Rights) offered by the University of Lincoln
- Master in Digital Media, Communication and Journalism offered by Aristotle University of Thessaloniki
- Professional Master Course in cross-media Journalism in Tunisia
- Master in Multimedia Journalism offered by the Lebanese American University

A synopsis of the included case studies is presented on part Seven of this document.

## Interviews with experts

A number of experts in the field of journalism, cross-media communication and journalism education, have been interviewed in order to gain qualitative insights and qualified opinions on the topic of cross-media journalism. Interviews are available at the PAGES YouTube channel and on the PAGES website.

Interviews were conducted with the following individuals:

- **Abdulali Abdulali**, Master Student at Misurata University
- **Mostafa Abo Baker**, Journalism expert in Misurata
- **Mohammed Ali Alfughi**, Head of Media Department, University of Sirte
- **Milood Al-Omrani**, Master Student of journalism, Zawia University
- **Nada Altaieb**, Master Student at Misurata University
- **Abdallah Ismail Al-Wafi**, Staff member of Journalism Department, Zawia University
- **Muftah Mohammed Belied**, Associate Professor, Director of Post-graduate studies at the Faculty of Arts and Media at Misurata University.
- **Mohammed Jibril Bin Taher**, Assistant Professor, Faculty of Arts and Information at Misurata University
- **Lorenzo Cremonesi**, Special envoy for il Corriere della Sera, Italy
- **Abdallah Hussein Elgamodi**, Lecturer and Freelance photographer, Zawia University
- **Mustafa Ali Elsherif**, Director of the Administration of Postgraduate Studies and Training of Teaching Assistants at Misurata University
- **Fathi Mohammed Emmaima**, Dean of the Faculty of Arts and Media at Misurata University
- **Abdulghani Esweesi**, Master Student at Misurata University
- **Rasha Faek**, Managing Editor at Al Fanar Media, Amman (Jordan)
- **Mohamed Abdalhamid Gharbawy**, Professor of Political Science, Faculty of Humanities, Zawia University
- **Khaled Gulam**, Journalist and Assistant Professor, University of Tripoli
- **Claudio Jampaglia**, Journalist at Radio Popolare, Milano (Italy)
- **Beatriz Lopes Buarque**, Journalist and founder of Words Heal the World
- **Yusuf Omar**, Mobile Journalist and founder of Hashtag Our Stories
- **Amedeo Ricucci**, Journalist at RAI, Italian state television, senior foreign correspondent from the Middle East and Africa
- **Domingo Sánchez-Mesa Martínez**, Full Professor in Comparative Media Studies, and Academic Coordinator of the Master's Degree in New Interactive Media and Multimedia Journalism at the University of Granada
- **Mohamed Sawalem**, Vice-President of Misurata University
- **Ali M. Tarmal**, Staff member of Academic and mobility Agreement Unit - International cooperation office, Zawia University
- **Francesco Zambelli**, INPrimis (Italy)

## 4. Key concepts

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*“Media can positively influence reconciliation in the aftermath of violent conflict just as the negative use of the media magnifies and promotes conflict” (Yamshon and Yamshon 2006)<sup>1</sup>. Libya can be considered as post-conflict country if we consider this last term “as seen from the perspective of withdrawing forces and their home countries, while the situation on the ground provides indicators of ongoing conflict<sup>2</sup>”. In this sense it is necessary to analyze the evolution of journalism in the country before, during and in the post conflict phase as Libyan journalism greatly changed its shape and contents during the last eight years. According to USAID and IOM analysis:*

*Mainstream media experiences relatively low levels of trust, but has been used widely by these groups to promote their positions, with channels thereby becoming associated with one or another side of the conflict [...] One of the most significant ways in which these media outlets have influenced public perception of the conflict in Libya is by positioning certain armed groups as legal or illegal<sup>3</sup>.*

The status of post-conflict country has recently been officialized by the United Nations in January 2018 when Mr. Ghassan Salamé promoted the “Action Plan for Libya to create the necessary conditions for the completion of the North African country’s post-conflict transition”. In this regard we can finally define the country as “post-conflict transition” one where an agreement between rival forces has been set, but where tensions, fights and concrete risks of war are still present.

The concept of “cross-media” describes communication (or news production) where two or more media platforms are involved in an integrated way (Erdal 2011: 214<sup>4</sup>). Within the PAGES project, what journalism students need to learn is how the diverse media channels complement each other and how to coordinate the journalistic work among these channels.

Broadly speaking, this definition can act at very different levels, ranging from the purely descriptive to the analytical and the operational one. As Kevin Kawamoto once stated, we did not pay enough attention to the analytical level, while actually using a long series of keywords in an interchangeable way: so that our “courses may be called digital journalism, cyber-journalism, multimedia journalism, new media journalism, Web journalism, Internet journalism, and computer-assisted journalism<sup>5</sup>. Our definition of cross-media journalism therefore deals with two main instances. The first one has to do with the diffusion of many platforms likely to be used for both spreading and collecting news: the regime of “spreadable culture”, as we call it, upon which no content can survive without being delivered on several screens at the same time<sup>6</sup>. On the consumption side, though, crossmedia has to do with the practice of “second screen”: the simultaneous

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<sup>1</sup> Quoted in Kristin Skare Orgeret and William Tayeewa (eds.), *Journalism in Conflict and Post-Conflict Conditions Worldwide Perspectives*, NORDICOM, Göteborg, 2016, p. 14.

<sup>2</sup> Kristin Skare Orgeret and William Tayeewa (eds.), *Journalism in Conflict and Post-Conflict Conditions Worldwide Perspectives*, NORDICOM, Göteborg, 2016, p. 24. This definition has been mutated from the Afghan case.

<sup>3</sup><https://repository.oim.org.co/bitstream/handle/20.500.11788/1118/COL-PS0006-7-2015.pdf;jsessionid=99AE91DEB1369D6AE372153C77A52F85?sequence=1> (Last access January 2019)

<sup>4</sup> Erdal, I. J. (2011). Coming to terms with convergence journalism: Cross-media as a theoretical and analytical concept. *Convergence: The International Journal of Research into New Media Technologies*, 17(2), 213–223. doi:10.1177/1354856510397109

<sup>5</sup> K. Kawamoto (2003). Conclusion. In: *Digital Journalism: Emerging MEdia and the Changing Horizons of Journalism*, edited by K. Kawamoto. Oxford: Rowman & Littlefield, p. 171.

<sup>6</sup> H. Jenkins, S. Ford & J. Green (2013). *Spreadable media: creating meaning and value in a networked culture*. New York: New York University Press.

use of different platforms - i.e., the TV, the laptop, and the smartphone - for getting news, for fact checking and for sharing opinions with friends<sup>7</sup>.

On the production side, we have to focus on a more serious issue: the two-way, distributed nature of social media also allows people to upload content (i.e., blogs, Youtube, or Youreporter). In this case, we are witnessing the rise of the so-called “citizen journalism”, where common people play a fundamental, unheard-of role in collecting and spreading the news. Whether or not we consider citizen journalism as a politically engaged practice<sup>8</sup>, there is no doubt it changed forever the field of media and journalism. As to the final goal of the project, therefore, we aim to define a new professional figure with respect to both technical (*cross-media* journalism) and socio-political (*citizen* journalism) skills. The best definition, which lies at the crossroads between the two dimensions, is arguably “networked journalism”, by which we mean

*“a diffused capacity to record information, share it, and distribute it. In a world in which information and communication are organized around the Internet, the notion of the isolated journalist working alone, whether toiling at his desk in a newsroom or reporting from a crime scene or a disaster, is obsolete”<sup>9</sup>.*

In the end, the Master project will eventually deal with three main needs. The first one is the cross-media production, supposed to be a set of technical skills, necessary to collect and spread news in the new technological environment: among other things, photo-journalism, video-journalism, data-driven journalism, and more. The second dimension is that of networked journalism, which has no longer to do with technical abilities, while also including a new awareness and a new understanding of a media environment in which journalists are no longer the only players. The third level, due to Libyan historical condition, is crisis-journalism, where new rules are needed in order to work in a situation affected by both political constraints and technological divides.

## 5. Post Crisis Libya: an overview

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### ***Testimonial by Lorenzo Cremonesi, Special envoy for il Corriere della Sera, Italy***

In my career as a special envoy, I travelled all around the Middle East covering major crisis events in this region. Until 2000 I have been mainly based in Jerusalem, covering the Israeli-Palestinian conflict and after the second Intifada I moved all around the region namely: Egypt, Afghanistan, Iraq, Lebanon and Libya. In the last period, due the importance of Libya for the Italian public and policies, my newspaper, Il Corriere della Sera, focused its attention on this scenario and I consequently spent a great part of my time as special envoy in this country.

At this very moment we are in the shadow of the events that started in April 2019. Khalifa Haftar stopped all the negotiations related to the diplomatic and political efforts to peacefully solve the institutional crisis in the country by relying on military means. It seems that the bloody story of Libya is repeating itself. We moved from Gaddafi dictatorship to a revolution, in 2011, which was not a real revolution but an *assisted revolution*. I was there in 2011 and closely followed the events. In 2011 without the Western powers and NATO participation and intervention, especially air force intervention of France and the United Kingdom,

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<sup>7</sup> J. Blake (2017). *Television and the Second Screen: Interactive TV in the Age of Social Media*. New York: Routledge.

<sup>8</sup> S. Quinn, S. Lambie (2008). *Online Newsmaking: Research and Reporting for Journalism*. Oxford: Elsevier, pp. 43-44.

<sup>9</sup> B. Van der Haak, M. Parks & M. Castells (2012). *The future of journalism: networked journalism*. “International Journal of Communication”, 6, 2927.

the revolution would have failed at its very beginning. This is what happened in Sirte, Zawia, Zintan, Bani Waleed, Misurata, Benghazi. NATO intervened in any single of these scenarios.

The 2011 revolution did not have very deep ramifications and can not be compared to the Soviet or French revolution. The revolutionary project is, in my view, composed of two elements: the first revolutionary phase was against the State while in the second phase the revolutionary elements fought among themselves. Usually this phase can be described as a sort of civil war in its deep sense. This happened in Libya, but later than expected, because at a certain point fragmentation after Gaddafi collapse allowed everyone to declare themselves as the conqueror of the country or, at least, one of the many winners of the revolutionary process. If everyone proclaims themselves as the winner, there is no need for a fight. Lots of chiefs, leaders, bosses, heroes: all of them declared themselves as the ones entitled to be the new leaders. So the real in-fight started later also on the basis of tribal elements and by fragmenting the country. Fragmentation on tribal basis has always been one of the key elements under the control of Gaddafi who never allowed local tribes to take more power than him. He never allowed the growth of a power within his own power. But when Gaddafi left power, this fragmentation raised up again and became one of the major problems for the country's stability. The country is currently divided in a number of actors: Misurata, Fezzan, Tripoli, Zawia, Zintan, and each leader (especially Haftar and Sarraj) has to deal with all these elements and at this very moment none of them seems capable to unify the country under a single flag.

Moreover, because of the vacuum left by the US, and its progressive disengagement in the Middle East region, we face nowadays the arouse of regional and local powers such as Egypt and Saudi Arabia that are contributing to a further fragmentation of the scenario as well as Turkey, Qatar, Russia. All of these actors are trying to impose their agenda in Libya and because resources are mainly coming from outside, these regional elements can contribute in fuelling the war, potentially, until no end. Following this scheme the country will be destroyed more and more. This is probably a pessimistic view, but this is the situation on the field from 2011 until nowadays.

In this scenario, being a journalist is tremendously difficult, bearing in mind a difference: if you are a western journalist you can be expelled before being killed or arrested or tortured, while for my Libyan colleagues most of the time there is no such second or third option. Perception of local media is totally different with respect to the western media, and also the role played by local journalists, because local press is not free at all, but it is used by local militia, and under constant pressure by all the above mentioned fragmented powers. Journalists can not be objective, can not be critical of dominant powers and there is no freedom at all. As foreign journalists, we have to cope with this situation and we are under the same situation as it was under Saddam Hussein in Iraq or in Iran under Imam Khomeini. Consequently, it is necessary to use all our professionalism in order to perform our job in these difficult conditions.

I am a strong believer in field observation, field research and analysis. Despite all the difficulties, as journalists we must continue to visit these countries periodically. There are people that want to be listened to, people need to be preserved by persecution, and stories to be narrated.

## 6. Annotated Bibliography

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With the aim to gain a deeper understanding of the cross-media journalism topic and of the Libyan case, the PAGES partners identified relevant bibliography related to Cross-media Journalism, Networked Journalism, Citizen Journalism, Data Journalism, Crisis and War Journalism, Experiences in Higher Education

dedicated to Journalism in the MENA region as well as in other regions of the world (Spain and South America). The PAGES partners contributed with reviews of the existing literature (books, scientific articles, journals) published since 2013, and a short description. In order to provide a (even if not exhaustive) thematic and geographical coverage, the partners analysed:

- Articles and books in Italian and English, with a focus also on Networked Journalism and MENA region;
- Articles and books in Italian and English, with a focus also on Crisis/War Journalism and MENA region;
- Articles and books in Portuguese and English, with a focus also on Portugal and Brazil;
- Articles and books in Italian and English, with a focus also on Professional Journalism and Data Journalism;
- Articles and books in Spanish, with a focus also on Spain and South America;
- Articles and books in Arabic, with a focus also on the MENA region.

As per October 2019, 47 references were collected. The set of references from the Spanish and Portuguese world allowed to have a comparative perspective, and get inspired from totally different scenarios. At the same time, the collection of references from other crisis contexts (such as Syria) allowed to benefit from similar journalism experiences in these countries.

The classified bibliographies are presented below:

## Journalism studies

Abu Zaid, F. (2007), *Fann al-Kitabatu al-Sahafiyyatu*, Lebanon, Dar al-Hilal.

In this book there is an attempt to combine two types of knowledge in the study of the art of journalistic writing: Theoretical and practical. From the theoretical point of view scientific methodology on journalism is described and a section on the “the art of writing journalism” is included. Particular attention is dedicated to the use of scientific methods in search sources, while from the practical point of view evolution of journalism as a profession has been analyzed and identified.

Al-'Alim, S. M. (2009), *Fann al-'Ilan al-Sahafi*, Cairo, Dar al-'arabiyya lil-nashar wa al-tawuzi'.

An analysis of newspaper categories represents the focus of this book. Infact, newspapers can be divided in terms of the extent of distribution and how to circulate into the widespread public newspapers, international newspapers, regional newspapers, local newspapers, professional newspapers, private newspapers, and others. The role of publishing houses in determining the financial and administrative rules of newspapers is deeply and accurately presented with a specific focus on the advertising prices, expenses of issuing the newspaper or magazine, cover rationale, use of colors, advertising space in websites, etc. This book can be then considered as a study of newspaper advertisements, examining and explaining both advertising in newspapers and in magazines, highlighting the advantages, features and disadvantages of each.

Allan, S. (2015). *Introduction*, *Journalism Practice*, 9(4), 455-464.

Stuart Allan rethinks the importance of amateur content in Swedish newspapers' online and print editions, the influence of camera phones' proliferation, and trust of citizens in news photographs, on the occasion of the South Asian tsunami of 26 December 2004. During that moment the term "citizen journalism" quickly gained currency, with news organisations finding themselves in the



awkward position of being largely dependent on "amateur content" to tell the story of what had transpired on the ground that day in the most severely affected areas. The recent 10-year anniversary prompted some news organizations to re-examine their own reportorial priorities, not least with regard to how the tsunami transformed the way they related to members of the public who, unintentionally finding themselves in the wrong place at the right time, retained the presence of mind to bear witness: "news organisations should consider the tsunami story as the seminal marker for introducing citizen journalism into the hallowed space that is professional journalism".

Rashti, J. A. (1978). *Al-Asas al-'Ilamiyya li-I Naziriyyat al- I'lam*, Egypt, Dar al-Fikr al-'Arabi.

Since World War II, there has been a major shift in human life that many attribute to the so-called mass communication revolution. The technical means of human communication have undergone a major transformation in a short period of time not exceeding thirty years. The improvement that has taken place in the modern world on the means of communication and the spread of those means in the various countries of the world near the people and has far-reaching effects and long-term effects on their aspirations and hopes and linking countries vary in the degree of progress, which made the people of the world look at each other through large historical gaps. This book focuses on the Development of Media Trends and Recent Trends (Meaning of communication research, Evolution of scientific research) with a comparative The evolution of media research in the United States of America and the evolution of media research in Egypt.

Orihuela, J.L. (2004). *Los 10 Paradigmas de la e-Comunicación*. In: Salaverría, Ramón; Sádaba, Charo (eds.). *Towards new media paradigms. Content, producers, organisations and audiences*. Pamplona: Ediciones Eunat, pp. 129-135. ISBN: 8477681503

The Internet has disrupted many of the paradigms that until now have helped understanding the processes of public communication in mass media. In this article the authors propose to systematise the ten changes of paradigms that give rise to e-Communication, the new media landscape that emerges with the Network: the user as the axis of the communicative process, the content as the identity vector of the media, the universalisation of multimedia language, the demand for real time, the management of information abundance, the disintermediation of communicative processes, the accent on access to systems, the different dimensions of interactivity, hypertext as a grammar of the digital world and the revaluation of knowledge over information.

Salaverría, R. (2019). *Periodismo digital: 25 años de investigación. Artículo de revisión*. *El profesional de la información*, v. 28, n. 1, DOI: 10.3145/epi.2019.ene.01

In 1994, the first web online media outlets were introduced in several countries around the world. Twenty-five years later, digital or online journalism is a confirmed reality and common practice in professional and academic circles. Based on an extensive bibliographic review, this article examines the main areas of academic research related to digital media at the global level in the last quarter of a century. It shows the lines of research on the history of journalism on the Internet, the forms of digital media, their languages and economic challenges. It also reviews the most widespread research theories and methods. The analysis confirms that research on digital journalism is a strong, ongoing discipline, despite the fact that several methodological and thematic challenges will need to be addressed in the next few years.

Steensen S., Ahva L. (2015). *Theories of Journalism in a Digital age*. *Digital Journalism* (3:1), 1-18, DOI 10.1080/21670811.2014.927984

This special issue introductory article is important since maps out contemporary notions of theory in journalism studies. What becomes evident in this fourth wave is that digitisation has brought a need to reassess the theories with which we make sense of journalism. There is a lack of knowledge concerning the extent to which journalism studies today is framed, on the one hand, by emerging theories and perspectives and, on the other hand, by modifications or adaptations of old theories - but also what constitutes the theoretical trends within the interdisciplinary domain. To fill this knowledge gap, the authors have conducted an analysis of more than 9000 metadata keywords and 195 abstracts found in the first 14 volumes (2000-2013) of the two most internationally acknowledged journals dedicated to journalism studies: *Journalism - Theory, Practice and Criticism* (Sage) and *Journalism Studies* (Routledge/Taylor & Francis). The findings indicate that there has been a move towards greater theoretical awareness in journalism studies since 2000 and that the variety of theoretical approaches has increased.

## Cross-Media Journalism

Bastos, H., Zamith, F., Reis, I., & Jerónimo, P. (2013). *Convergência jornalística nos média em Portugal: Um estudo exploratório*. Atas do III Congresso Internacional de Ciberjornalismo - A Convergência (pp. 4-37). Porto: Faculdade de Letras - Universidade do Porto.

(Available at:

[https://www.academia.edu/3069330/Convergência\\_jornalística\\_nos\\_média\\_em\\_Portugal\\_-\\_Um\\_estudo\\_e\\_exploratório](https://www.academia.edu/3069330/Convergência_jornalística_nos_média_em_Portugal_-_Um_estudo_e_exploratório))

This exploratory study investigated the process of adaptation of the mainstream Portuguese media to the challenges of convergence. The main objective was to provide a first framework of the levels of journalistic convergence in the country's main newspapers, radio and television. For this purpose, structured interviews were conducted with twelve journalists with positions of leadership in their newsrooms. The aim was to obtain information on levels of professional polyvalence, integrated production and multiplatform distribution. The results pointed to low convergence levels in all the analysis variables by that time (2013).

Bastos, H. (2016), *Os ciberjornalistas portugueses em 2016: uma aproximação a práticas e papéis*, In Reis, A., Zamith, F., Bastos, H., & Pedrosa, P., *V Congresso Internacional de Ciberjornalismo: Ciberjornalistas 3.0 : Livro de Atas = V International Conference on Online Journalism : proceedings*. (pp. 6-25). Observatório do Ciberjornalismo.

This article reports the findings of a survey of Portuguese online journalists (N=80) working at mainstream print and broadcast media as well as online-only media. The study indicates basic, professional and occupational characteristics of these professionals. The results show that Portuguese online journalists are young, trained in communication and have professional experience in journalism. They have job stability, are sedentary and mainly occupied with news writing. They feel pressured by constant deadlines and unappreciated by peers, but in general are satisfied with their job.

Díaz-Noci, J. (Coord.) (2003). *Manual de redacción ciberperiodística*. Barcelona: Ariel. ISBN: 8434412977

This book collects a number of articles about digital communication and journalism, hypertextual technology and theory and models of journalism hypertext. Other articles are dedicated to media

language on the network and its interpretation in addition to several analysis of interpretative, dialogical and argumentatives genres.

Gehlen, M.A. (2019). *As práticas de Jornalismo de Dados em Portugal*. Universidade Fernando Pessoa

(Available at: <http://hdl.handle.net/10284/7375>)

Data journalism has been defined as a journalistic technique that uses computational and scientific tools to calculate, edit, publish and circulate journalistic products on a variety of platforms, increasing the investigative capacity of journalists, predominantly from databases. This study aimed to describe and characterise the practices of data journalism in Portugal, focusing on raising the current productive routines and pointing out the most significant changes promoted by the technique. As a methodological course, the five journalists who worked with data journalism in Portugal were interviewed. Pioneers are still active in the use of the technique in the country. As results, characteristics were identified on three specific analytical axes: in the productive routines, in the contents produced, and in the new demands of knowledge and skills of journalists. Although the results indicate significant changes in the dynamics of work and in the contents resulting from the technique, the most emblematic modifications refer to the new knowledge, new skills and the necessary training for a performance with data journalism.

Felle T., Mair J., Radcliffe D. (2015). *Data Journalism: Inside the global future*. Bury St Edmunds, UK: Abramis Academic Publishing.

Recent advances in digital technologies are allowing data journalists to find and tell stories in new and visually exciting ways, often working in collaboration with developers, statisticians and designers. It's a new frontier for many newsrooms, but not without its own teething pains. The 2015 British General Election was supposed to be the data election, but did big data really play a role in deciding the outcome? Is data journalism really the way of the future, or is it creating technologically informed elites and reinforcing journalists' role as gatekeepers? *Data Journalism* is a collection of essays on the emerging area of data journalism: journalism based on algorithms, and often automation, is one of the most innovative sectors on the international scene. The book is divided into 30 short chapters from journalists, developers and scholars divided into 6 thematic sections, each introduced by one of the curators.

Khalil, M. I., (2002), *Intij al-lughati al-'Ilamiyyati fi-l-nusus al-'Ilamiyyati*, Cairo, Dar al-'arabiyya lil-nashar wa al-tawuzi'.

Media Production includes a series of topics that explain and explain how language is employed within a media message. It is based on a methodology that explains and clarifies the theoretical foundations governing the production of this language as a level of the modern era. The first chapter of this book is addressed to identify the concept of the language of the media and the various elements that contribute to its formation. The second part of this study provides an explanation of the concept of journalistic writing styles and the third one discusses the meaning of journalistic language. In the following chapters the use of metaphor in the writing of opinion articles and the role of media in building public opinion trends, are widely analyzed.

Lottie Jangdal, Asta Cepaite-Nilsson, Elisabeth Stúr (2019). *Hyperlocal Journalism and PR: Diversity in Roles and Interactions*. In *Observatorio (OBS\*)*. Vol 13, N 1.

(Available at <http://obs.obercom.pt/index.php/obs/article/view/1278>)

Hyperlocal media has repeatedly been framed as a potential saviour of local journalism, but the democratic and civic role that often is ascribed to hyperlocals is not obvious or uncomplicated. The hyperlocals' vulnerable economic situation makes them dependent on free content, for example material produced by local councils or organisations. This paper investigates the role of hyperlocal media entrepreneurs and their interaction with local councils and other stakeholders. It examines how the hyperlocal media entrepreneurs supply their communities with news in places of a media void, and how they perceive their role in their communities. Findings from this qualitative study show that the media entrepreneurs view their news production as an important part of the local community. They provide a forum for debate and information for citizens, local governments and organisations. Their service also includes a channel for local events relevant for the community. The interactions with the local governments vary, as well as the hyperlocal entrepreneurs' evaluation of how the information provided by the councils can or should be handled. The relation between hyperlocal media entrepreneurs and local governments is a complex process, including both interrelated and contradictory goals.

Machin D., Polzer L., (2015). *Visual Journalism*. London, Uk & New York, NY, USA: Palgrave.

This book covers a wide range of examples taken from contemporary media and is based on first hand experiences of professionals working in the field. Moreover, the volume is a combination of theoretical categories – necessary to frame the topic – and a vast knowledge deriving from practice: in fact, the book is written by two authors, a university professor David Machin and a journalist Lydia Polzer. Throughout this book, by examining the underlying principles of this visual work, along with its changing nature, the authors aim to demonstrate its central importance. In contemporary print, it is now often the case that content is collected and shaped to fit a newspaper or webpage that has a clearly formed visual identity. In fact the written and spoken part of journalism, across different media, is communicated simultaneously by how it is presented visually.

Mancini, L., & Vasconcellos, F. (2016). *Jornalismo de Dados: Conceito e categorias*. *Revista Fronteiras – estudos midiáticos* 18 (1).

(Available at <http://revistas.unisinos.br/index.php/fronteiras/article/view/fem.2016.181.07>)

In this article, the authors discuss possibilities of classification of Data Journalism practiced in Brazil. After observing how the quantifiable data are present in journalistic narratives on news sites like O Globo, Folha de São Paulo and Estado de São Paulo, this article proposes a classification that indicates two possible directions: Data Journalism, that is, reports in which the data guides the construction of the narrative; and Data, that is, publications that use data without them being the focus of the narrative. Methodologically, the research monitored 48 online newspapers during 5 months and analysed 2.296 news pieces, in which the authors were able to observe the main skills needed to produce data journalism: investigative competences (data search and treatment), interpretative competences (how to tell the story and show the relations between the data) and communicative competences (data visualisations as a way to facilitate the understanding of the story).

Mezza, M. (2015). *Giornalismo nella rete. Per non essere sudditi di Facebook e Google*, Roma, Donzelli.

The book deals with the transformation of journalism by social networks and explains how nowadays the newspaper form tends to become a single undifferentiated flow of news managed only by the social media. Mezza proposes a very well documented recognition of the most current dynamics in the world of journalism, going against the simplistic interpretations, which tend to

passively emphasize the digital role. According to the journalist: "It is a transformation that inevitably will have an impact on the professional figures of the editorial machinery and also on the cultures that must become a minimum requirement in the profession". The volume aims to provide the essential tools for not being subject to the algorithm. Only an in-depth knowledge of the dynamics that characterise digital tools, but also consumer practices, will allow journalists to become "analysts, illustrators, controllers and architects of the algorithm".

Ribeiro, N.C., Resende, F. (2017). O jornalismo convergente e a reconfiguração do trabalho nas redações da imprensa portuguesa/ *The convergent journalism and the reconfiguration of work in portuguese newspaper newsrooms*. In (Observatorio, Vol 11, No 4). Universidade Católica Portuguesa, Portugal.

In recent years, the production of content for multiple platforms has become a reality in most newsrooms, establishing new working methods and practices. In the present article, the authors try to understand how this modernisation is being operationalized in the Portuguese press, focusing on the changes observed in the production routines and how journalists adapt to these same transformations. The research sought to understand how the journalistic community perceives the changes taking place and how they are being incorporated into their daily work. Through the application of a questionnaire survey, directors and editors of the general and specialised press at the national and regional levels were interviewed to understand how they evaluate the practices of convergent journalism within newsrooms. The results show that there is still a greater appreciation of the printed edition compared to editions produced for digital media. However, it is already evident the importance of new routines and editorial practices, as well as the encouragement that is given to journalists to adhere to new habits related to convergence journalism.(Available at <http://www.scielo.mec.pt/pdf/obs/v11n4/v11n4a08.pdf>)

Silva, M. T. D., Brites, M. J., Figueiras, R., Santos, S. C., Amaral, I., Marôpo, L. S. B., Pacheco, L. (2017). Audiências e cross-media: estudo de padrões de consumo de notícias em Portugal/ *Audiences and cross-media: study of news consumption patterns in Portugal*. In *Estudos em Comunicação* nº 25, vol. 1, 177-199 Dezembro de 2017.

(Available at <http://ojs.labcom-ifp.ubi.pt/index.php/ec/article/view/287>)

The digital practices that stem from the ubiquity of the media and their use have enabled the combination of multiple platforms in the consumption of news. In this article, the authors have tried to identify media repertoires (patterns of use of news media) in Portugal in order to understand how the media preferences of the audience are constructed and how news consumption integrates their daily habits. They developed an analysis of news media consumption patterns based on a mixed approach of qualitative and quantitative methods based on the Q Methodology (Davis & Michelle, 2011), based on a sample of 36 participants. The analysis of news consumption patterns allowed identifying and analyzing seven media repertoires based on the use, relevance and usefulness attributed by the subjects to the news media. The results reveal hybrid profiles of media consumption and a trend towards news consumption in a mobile and multiplatform logic, although traditional media continue to play a determining role in the media repertoires in Portugal.

Silva, M. T. D., Brites, M. J., Figueiras, R., Santos, S. C., Amaral, I., Marôpo, L. S. B., ... Pacheco, L. (2017). Between traditional and social media: News repertoires in Portugal. *Participations - Journal of Audience and Reception Studies*, 14(2), 283-300.

(Available at

<https://novaresearch.unl.pt/en/publications/between-traditional-and-social-media-news-repertoires-in-portugal>)

This article describes the multiplicity of news usage practices in Portugal revealed in the international Q-methodological study of news consumption, "cross-media news repertoires as democratic resources." (for more information, see the special issue 'Introduction' by Nossek, Adoni, Perusko and Schrøder, 2017). The participants' perception of values experience within cross-media landscapes is analysed, and seven repertoires are identified as result: quality media lovers (R1); broadcast media consumers (R2); television news addicts, press consumers and social media avoiders (R3); news snackers (R4); online based-media and social media addicts (R5); online newspaper lovers and radio news avoiders (R6); and television, press and social/online-based media consumers (R7). Portugal, despite being qualified by Hallin and Mancini (2004) in the polarised pluralist model, which also characterises countries such as Spain, Greece and Italy, is moving on from the preference for traditional media, especially television, and increasing use of social media, which constitute the salient features of the Portuguese national news repertoires nowadays.

Scolari, Carlos A. (2013b). *Narrativas transmedia. Cuando todos los medios cuentan*. Barcelona: Deusto. ISBN: 9788423413362

This book aims to target speaks to the scriptwriter, producer or audiovisual creator as well as to journalists. In this book Scolari tries to answer the following questions: How transmedia narratives are produced? How are transmedia narratives used in fiction? How are transmedia narratives consumed? How branding merchandising and transmedia narratives are matched and developed? In other words, this book tries to analyze and present new frontiers and challenges of transmedia narratives

Sousa, V. S. N. A. e (2018). *O poder dos dados no jornalismo digital: o caso do jornal Expresso*. Instituto Politécnico de Coimbra. (Available at <http://hdl.handle.net/10400.26/27858>)

This report of Sousa's six months internship in Expresso Digital helps to understand the ongoing processes of change of journalism in Portugal. The phenomenon, driven by data journalism, was observed through the readings, the interviews and the questionnaires, gathered in this report. It explores the changes that the integration of data journalism generates in this newsroom, in the productive routines of its journalists and on the readers' perception. As a consequence, it also helps to show its effects on journalism identity and credibility, as it enhances and promotes multimedia stories powered by data discoveries. It also explores some possible impacts on readers confidence about the stories they are reading.

Westlund, O. (2013). *Mobile News: A review and model of journalism in an age of mobile media*, *Digital Journalism*, 1(1), 6-26, DOI: 10.1080/21670811.2012.740273

The paper explores the production of mobile news, by discussing and synthesizing the findings of the contemporary literature found in the nexus of journalism and mobile media. It is thematically organised into four substantive sections. The first reports on the ways that legacy news media have embraced and developed mobile news publishing, from both an industry and organisational perspective. The second discusses literature on the potential emergence of mobile journalism, focusing on editing practices for mobile news platforms as well as how both journalists and citizens utilise mobile technology in news reporting. The third discusses the main findings and presents a

model of journalism. The fourth and final section highlights important areas for future research into journalism in an age of mobile media. This article offers a review of mobile technologies and news media, focusing on how citizens use mobile devices to record and make videos, as well as communicate through texting and social media; this often leads to interactions with news media during important events.

## War Journalism

Cozma, R., & Kozman, C. (2015). The Syrian Crisis in the News: How the United States' elite newspapers framed the international reaction to Syria's use of chemical weapons. *Journalism Practice*, 9(5), 669-686.

Drawing on scholarship on framing, sourcing, and war journalism, this article explores how The New York Times and The Washington Post covered the international reaction to Syria's use of chemical weapons against its own citizens in August 2013. The analysis found that stories in the months following the event focused primarily on diplomacy efforts and stopped paying attention to the ongoing civil war. Despite that, conflict framing was still dominant. The stories were generally thematic and richly sourced. The analysis lends support to the literature on the relationship between sourcing and framing as well as to the indexing hypothesis.

Hazboun, I., Ron, Y., & Maoz, I. (2016). Journalists in times of crisis: Experiences and practices of Palestinian journalists during the 2014 Gaza war. *The Communication Review*, 19(3), 223-236.

This study explores the experiences and practices of Palestinian journalists working for Palestinian media outlets during the 2014 Gaza war. Findings, based on data gathered from 10 in-depth interviews, indicate that the practices of Palestinian reporters and editors who covered the 2014 Gaza war were shaped by their personal experiences during the war and by a strong motivation to represent the Palestinian narrative, perspective, and suffering in the conflict with Israel.

Zubkova, E. (2015). *Russia After the War: Hopes, Illusions and Disappointments, 1945-1957: Hopes, Illusions and Disappointments, 1945-1957*. Routledge.

The years of late Stalinism are one of the murkiest periods in Soviet history, best known to us through the voices of Ehrenburg, Khrushchev and Solzhenitsyn. This is a sweeping history of Russia from the end of the war to the Thaw by one of Russia's respected younger historians. Drawing on the resources of newly opened archives as well as the recent outpouring of published diaries and memoirs, Elena Zubkova presents a richly detailed portrayal of the basic conditions of people's lives in Soviet Russia from 1945 to 1957. Zubkova brings out the dynamics of postwar popular expectations and the cultural stirrings set in motion by the wartime experience versus the regime's determination to reassert command over territories and populations and the mechanisms of repression. Zubkova interpretation of the period establishes the context for the liberalizing and reformist impulses that surfaced in the post-Stalin succession struggle, characterizing what would be the formative period for a future generation of leaders: Gorbachev, Yeltsin and their contemporaries.

## Citizen Journalism

Grayson, L. (2015). Citizen Photojournalism. *Journalism Practice*, 9 (4), pp. 568–579. [Available at: https://doi.org/10.1080/17512786.2015.1030142](https://doi.org/10.1080/17512786.2015.1030142)

This paper explores the specific genre of citizen photojournalism (CPJ). In recent years there has been a consistent growth in citizen-produced journalistic content appearing in mainstream media outlets. These same technologies that are transforming the practice of many employed and freelance journalists are also giving citizens the tools to contribute to news media publications. Citizen eyewitness images have become a routine feature of mainstream news coverage and are being embraced as a major contribution to the visibility of crisis events around the world. Terms such as convergent journalism, citizen journalism and user-generated journalism are all widely used in an attempt to define this growing phenomenon.

## Photo-Journalism

Nilsson, M. & Wadbring, I. (2015). Not Good Enough? Amateur images in the regular news flow of print and online newspapers. *Journalism Practice*, 9(4), 484–501.

(Available at <https://doi.org/10.1080/17512786.2015.1030135>).

This study examines the general frequency of amateur content, the gatekeeping process and the opinions of editors making decisions about images for publication in the online and print editions of four Swedish newspapers. It is important to begin by pointing out that the overall number of photographs published in the print editions of the newspapers included in our study has increased dramatically over time. However, and most important for our study, amateur photos play a very limited role in printed newspaper content and that opinions in the newsroom about amateur images vary from a lack of interest to a stated need for them in the regular news coverage. In conclusion, the findings invalidate predictions in the literature of a near-paradigmatic rise of amateur content in the mainstream news media.

Pogliano, A. (2015). Evaluating News Photographs. *Journalism Practice*, 9 (4), 552–567.

(Available at <https://doi.org/10.1080/17512786.2015.1030141>)

Public trust in news photography and the value of news photographs for citizenship are questions directly related to the role played by journalism in democratic societies, but at the same time, these crucial issues are empirically underdeveloped. Moreover, in recent years the rise of digital media and the phenomenon of citizen photojournalism have produced a new wave of doubt as to the capacity of news photography to maintain that valuable store of trust that it was able to build up in its many decades-long relationships with its different publics. Since in comparison with the large number of theoretical studies, there are relatively few empirical studies, this paper aims to investigate the relationships between news photography and its publics based on an ethnographic research project conducted on a sample comprising 120 young Italians, regarding reader assessment of news photographs of global crisis events. The principal results indicate that the distinction between citizen and professional photographs does not in itself lead to distinctions in terms of value and trust, nor in the erection of specific moral barriers.

Vobič, I., & Tomanić Trivundža, I. (2015). The Tyranny of the Empty Frame. *Journalism Practice*, 9(4), 502–519. (Available at <https://doi.org/10.1080/17512786.2015.1030137>)

This study explores the notion of the “tyranny of the empty frame” within a specific case study from the two leading Slovenian newspapers, Delo and Dnevnik. By adopting newsroom observation and in-depth interviews with online journalists working for Delo and Dnevnik, Vobič and Tomanić Trivundža investigate paradoxes associated with the imperative of providing each news item with



at least one photograph. Despite often being faced with a desperate search for “any image,” online journalists at both institutions are reluctant to use citizen-produced photographs— their use appears to be an aberration rather than a norm. Instead, they frequently resort to using what they refer to as a “symbolic photograph” to overcome the lack of visual material originating from the reported event. This move from indexical–iconic nexus to metaphoric visual communication signals challenges to the dominant paradigm of press photography. At the same time, the authors suggest that we should not view the phenomena of citizen photojournalism as a radical break with the past but as the latest developments in a series of interrelated processes, intellectual projects of modernity, such as ocularcentrism, journalism, capitalism and the nation state.

## Journalism Techniques

Massoud, S. (2018). Technical Standards for Electronic Journals, Theoretical Study. *Journal of Research and Communication*. Zaytouna University, 2 (3), 147- 163

This study examines technical standards for the design of the electronic pages by examining the interface page. The researcher relied on the descriptive approach, which was done through following the electronic newspapers and comparing them with the technical standards that must be based on them. The researcher relied on books, references and previous research to collect data and information. Results of the study include that some electronic newspapers do not contain all the characteristics of the electronic newspapers such as: coherent texts, interactivity, multimedia. In addition, many of the newspapers included pages that included errors in regards to the access to the information, as well as the big proportion of unused spaces in the page with a different proportion of those areas from one newspaper to another.

Salaverría, R. (2005). *Redacción periodística en Internet*. Pamplona: Eunsa

Journalists who face the exercise of the profession in cybermedia require new expressive skills to take advantage of the possibilities of the Network. This manual explains the most novel writing techniques for the composition of hypertext journalistic content, from the non-linear structuring of the news to the multimedia composition. A useful tool, in short, for those who are not content with writing on the internet and want to become journalists who know how to write for the internet.

## Journalism in Libya

AA.VV. (2013). *Libya media assessment: one year later. An Assessment of the Media Landscape and Consumption Patterns*, Altai Consulting.

(Available at:

<http://www.altaiconsulting.com/wp-content/uploads/2016/03/Altai-Consulting-Libyan-Media-One-Year-Later.pdf>

This report is a collection of the most informative results from a research conducted across Libya’s 22 districts between February and April 2013. Overall, the project involved interviewing 3.196 randomly-selected Libyans with a 65-question questionnaire, together with 26 Paired Interviews and 40 Key Informant Interviews covering most of the influential television, radio and publications outlets.

Media consumption pattern analysis shows that frequently-consumed satellite television and internet are the most important sources of information, and to a lesser extent, radio and publications. With a quarter of the population online every day, internet consumption is much higher than expected, especially for Libyan youth living in urban areas. When browsing the web, Libyans spend most of their time on Facebook, and to a lesser extent on video sharing websites or instant messaging online services. Newspapers remain poorly consumed and find their biggest readership amongst middle-aged and older Libyans living almost exclusively in Tripoli and Benghazi. This has been one of the first papers focusing not only on classic media but also radio, and mostly interesting on Social media and related consumption. The performed interviews on the field reflect an innovative methodology and provide new insights.

Ghani, A. (1988). Newspaper Journalism in Libyan Jamahiriya, *The Serials Librarian*, 15:1-2, 207-220.

This writing outlines the history of Arabic newspapers, and the beginning and development of Libyan newspaper journalism. Publication policy under the "Green Book" theories of Gheddafi are discussed. A bibliography of current Libyan newspapers is appended.

Ejaia, M. (2015). The Employment of Topographic Elements in the Presentation of Political Content. *Journal of the Faculty of Arts and Media, Misurata University*. 1. 35 – 61.

This research was applied on a number of Libyan paper newspapers during the research period, from 01/01/2013 to 31/12/2014. Two newspapers representing two different sectors of Libyan newspapers were selected. The two newspapers are (February Newspaper), representing the public sector, and (Libya Al-Jadeeda) newspaper, representing the private sector of journalism. Some of the research results outline that the two newspapers have followed the same publication procedures. Also, the two newspapers have relied on the internal pages in publishing the news and used more headlines in the first page. In addition, images were highly used as a main element in highlighting political news. However, it is noticeable that the two newspapers did not use colors significantly, and only followed the style of presenting the content accompanied with images in black and white. Even more, the use of the topographical elements was used differently according to the different geographical area of the political content presented by the newspapers concerned with this study.

Elareshi, M., Gunter, B. (2012). Patterns of news media consumption among young people in Libya, *Journal of African Media Studies*, 4 (2), 173-191.

The purpose of the study was to investigate patterns of major local and non-local news suppliers operating across a range of media – broadcast and print - and relationships between Libyan undergraduate students' consumption of different news media platforms. The spread of new news media sources (TV, radio, and print) in Libya has created a new type of news product that transcends national boundaries. The findings indicated that there were distinct news consumption-related population sub-groups defined in part by news platform (TV vs. radio vs. print) and in part by type of news supplier (local vs. international TV news operations). Interestingly, the paper highlights future research lines as follows: "future research could investigate different demographics' perceptions of news media. This should include different classes from young adults to adults. Also, it would be worthwhile to study the effects of international media, such as Al Jazeera TV, on local media. As various local media tend to use new media, it would be meaningful to explore the effects of new media on traditional ones. Thus, it

seems interesting to consider the difference between new satellite TV channels and old ones in terms of programmes”.

Elareshi, M. (2014). *News Consumption in Libya: A Study of University Students*, Cambridge, Cambridge Scholar Publishing.

Apart from a detailed historical reconstruction of the birth and evolution of Libyan media landscape, in this book it is possible to find a very interesting chapter (the number 5) focused on the quality and credibility of new sources and taking into consideration the assumption that: “credibility can also be seen as the most important element that relates to news consumption, which plays an important part in many human interactions”. This book examines the perceptions of surveyed students towards specific TV news services regarding quality and credibility on these news sources. It reports whether students see news coverage on these named TV services as a credible source of news, and which news sources are regarded as the most credible. The book investigates, at large, how recent changes have begun to affect the news landscape in Libya with a specific focus on the two major pan-Arab TV services, Al Jazeera TV and Al Arabiya TV, and the indigenous Libyan Al Jamahiriya TV and Al Libiya TV.

El Issawi, F. (2013). *Transitional Libyan Media Free at Last?*, Carnegie Endowment paper.

(Available at: [https://carnegieendowment.org/files/transitional\\_libyan\\_media.pdf](https://carnegieendowment.org/files/transitional_libyan_media.pdf))

The Libyan media has transitioned from an extremely closed and manipulated sector to one that is more or less open following the country’s 2011 revolution. However, more than a year after the overthrow of the regime of Muammar Qaddafi, Libya’s media sector is still lacking in vision. This paper analyses the evolution of the Libyan media landscape before the so-called revolution, and during it, by providing new perspectives on its future. Relevant findings of the study can be summarised as follows:

- 1) The poor professional skills of Libyan journalists continue to undermine efforts to build a new media sector.
- 2) There is a divide between journalists from the Gaddafi era and the new wave of “revolutionary journalists”.
- 3) Private media outlets are flourishing, but they suffer from weak structures, opaque funding, and a lack of regulatory frameworks.
- 4) With Gaddafi removed from his position, Libyan journalists face new forms of control exerted by militias, armed factions, and Islamic extremist groups. Journalists now engage in new forms of self-censorship.

Eshteivi, I. (2019). *The Processing of Electronic Newspapers to the Political Issues in Libya: Analytical study*, Research paper published in the scientific conference (Media strategy in light of the current societal transformations of the Libyan and Arab society). Sirte University. 59-78

The research examined a sample of the Libyan newspapers, namely Al-Marsad and Al-Mutawaset newspapers, in fifteen issues per newspaper. The content of the published articles concerning the political issues during the study period from 01/02/2018 to 15/02/2018 was mainly analysed. The author used the content analysis form as a tool for collecting data and information. The research concluded with a number of results, the most important of which is that Al-Marsad publishes press articles negatively on issues related to the Parliament House and the interim government.

Whereas, a neutral trend towards these issues was clearly seen in Al-Mutawaset. The results also indicated that newspapers rely on the emotional style more than social methods in dealing with political issues. Finally, the results showed that the two newspapers did not care about the activities that raise the political awareness and aim at uniting the country under one government, but merely publishing the news and interpreting it.

Ghejam, A. (1990). Mass Communications in the Libyan Jamahiriya. *Journal of Black Studies*, 20(3), 324-334.

This article is one of the few articles dealing with the media in Libya from an historical perspective. This allows the reader to have a different perspective and facilitate the understanding of nowadays evolution. This article can be considered as the basis for nowadays understating of Libyan media landscape by highlighting the difference with the past and understanding its evolution.

Hweio, H. (2018). The Libyan Revolution and Women's Participation in Politics and Media. *African Conflict & Peacebuilding Review* 8(2), 63-92. Indiana University Press.

This article deals with women participation in Libya after the so-called revolution with a specific focus on and gender roles. This article examines women's participation in the public sphere, and most notably the way social and cultural factors affect their participation in politics and media.

## 7. Baseline survey findings

All the Libyan partners of the PAgES consortium contributed baseline information to outline key opportunities and challenges for the establishment of a Master course in cross-media journalism in Libya. The key research question driving this section of the report was: *What are the main opportunities and challenges at your university for the establishment of a joint master course in cross-media journalism?*

The survey sought to capture current practices at the time of completion (early 2019) and also to identify the future goals of the participating institutions. In particular the partners were asked to provide:

- An institutional overview;
- Training needs for the training of trainers component of the project;
- Legal and administrative requirements and procedures for the activation of a first level professional Master course in cross-media journalism in your university and in your country;
- General aspects of the scientific and thematic areas to be considered for the master course.

The following pages summarise the responses to the baseline survey and findings.

As the first step of our analysis, we asked the four Libyan universities to provide us with relevant statistics about the number of students, in order to be able to classify them in terms of size and consequently act accordingly regarding PAgES needs, impact and future sustainability. The table below shows the number of undergraduate and postgraduate students at the four Universities:

University	Nr of undergraduate students	Nr of postgraduate students
University of Misurata	16.534	892
University of Sirte	10.000	247
University of Tripoli	85.000	3.000
University of Zawia	32.147	1.630

*Data reported in the table have been directly provided by each university and are related to 2018.*

Out of a total population of **450.883 undergraduate students in Libya (last ministerial data available is 2013)**<sup>10</sup>, the PAgES partner universities represent more than 30% of the total student population in the country. Regarding postgraduate students, the total number of postgraduate students is 9.299 (last ministerial data available is 2018)<sup>11</sup> and the PAgES partner universities represent 62% of the population of postgraduate students in Libya. UoT is the biggest university in terms of number of students enrolled, and among the oldest Universities in the country, as well University of Zawia and Misurata University count on impressive numbers compared to the rest of other Universities in the country.

The most spoken languages for teaching and learning are English and Arabic, while only one University out of four indicated Arabic as the most commonly spoken language for teaching and learning. Using English as language for the Training of Trainers and for Master Courses is commonly accepted.

<sup>10</sup> For undergraduate students last data provided by the Ministry is 2013.

<sup>11</sup> For postgraduate students last data provided by the Ministry is 2018.

The post-crisis transition is perceived as an opportunity. The political and institutional crisis is indeed providing new opportunities for local Universities to have more freedom to develop their huge potentials. For example, Libyan Universities are experiencing an increased mobility of staff and a growing number of Master graduates and PhD candidates, as well as an increased number of conferences. Generally speaking, it is possible to observe a revitalisation of the Libyan Higher Education system (e.g. new faculty, departments and innovative curricula), and new related needs are emerging (e.g. the need to introduce new technologies for teaching and develop research capacities).

University	Existing courses on Journalism	Nr. of students and teaching staff
University of Misurata	Yes. Dept. of Journalism at the Faculty of Arts and Media since 2014 (founded in 2003 under the Faculty of Arts)	13 professors 53 students 63 graduates
University of Sirte	Suspended	/
University of Tripoli	Dept. of Journalism at the Faculty of Arts and Media teaches courses at graduate and undergraduate levels	20 professors 10 junior members of teaching staff 721 students
University of Zawia	Dept. of Journalism at the Faculty of Letters teaches courses at undergraduate level	14 professors  4 junior members of teaching staff  117 students

According to the opinion of Libyan partners, PAGES is a new and innovative initiative in the Libyan Higher Education system. Despite the huge interest of the four involved Universities, in fact only the University of Tripoli (UoT) has established projects in the same field and domain, such as the recently defined plan to open a public Opinion Research Unit (ORU) at the Faculty of Arts and Media and to organise a National Academic Conference on media studies for academic institutions in order to coordinate their work.

All the four Universities have connections with the Journalism environment, and they have a big interest in developing more of these connections. The University of Misurata has its own University Radio (Radio 106), while the University of Tripoli has had a University radio since 2014. Students specialising in Broadcast journalism get most of their training at this radio station. At this very moment several ongoing agreements and/or Memorandum of Understanding (MoU) are ongoing with local /regional/ international media. University of Misurata has an agreement with Misurata FM, while the University of Sirte counts 26 agreements and MoUs with local, regional and international institutions/organisations. At national level, the University of Tripoli has an MoU with the National TV of Libya, plus other agreements with local Radio stations (e.g. WAAD Radio), and ongoing cooperation with Libyan 218 TV stations. All these connections will allow the PAGES partners to involve key stakeholders, and keep them informed and involved about the project developments, as well as consult them for the design of the training and of the master course.

The baseline questionnaire allowed us to identify opportunities and challenges for the establishment of a new master course in cross-media journalism. Needs and challenges are presented in the table below, but as an additional comment to it, it is possible to say that (despite some evident lacks of equipped lecture halls, of books/scientific articles and access to international journals, and the lack of continuous professional development) there are huge opportunities to be exploited by the PAGES project, and the most important of these is the positive attitude to overcome difficulties and challenges. Partners have, on several occasions, demonstrated to be reliable and with a strong willingness to overcome the evident problems of the country. This is indeed the main strength of the project.

Opportunities:	Challenges:
<ul style="list-style-type: none"> <li>- Great value</li> <li>- More qualified academic staff in the field of journalism and cross-media journalism</li> <li>- More opportunities for academic staff and graduates</li> <li>- Joint work, internationalisation opportunities</li> <li>- Readiness (faculty members, students, infrastructure)</li> <li>- Positive attitude to overcome difficulties and challenges</li> </ul>	<ul style="list-style-type: none"> <li>- Lengthy procedure for the approval</li> <li>- Tech issues (e.g. weak internet connection)</li> <li>- Lack of equipped lecture halls</li> <li>- Lack of books/scientific articles and access to international journals</li> <li>- Lack of continuous professional development</li> <li>- Develop teaching and training materials in Arabic for students</li> <li>- Possible resistance to retrain professors</li> <li>- Reorient students toward this prospective</li> </ul>

## Outline of the perceived training needs for the training of trainers component

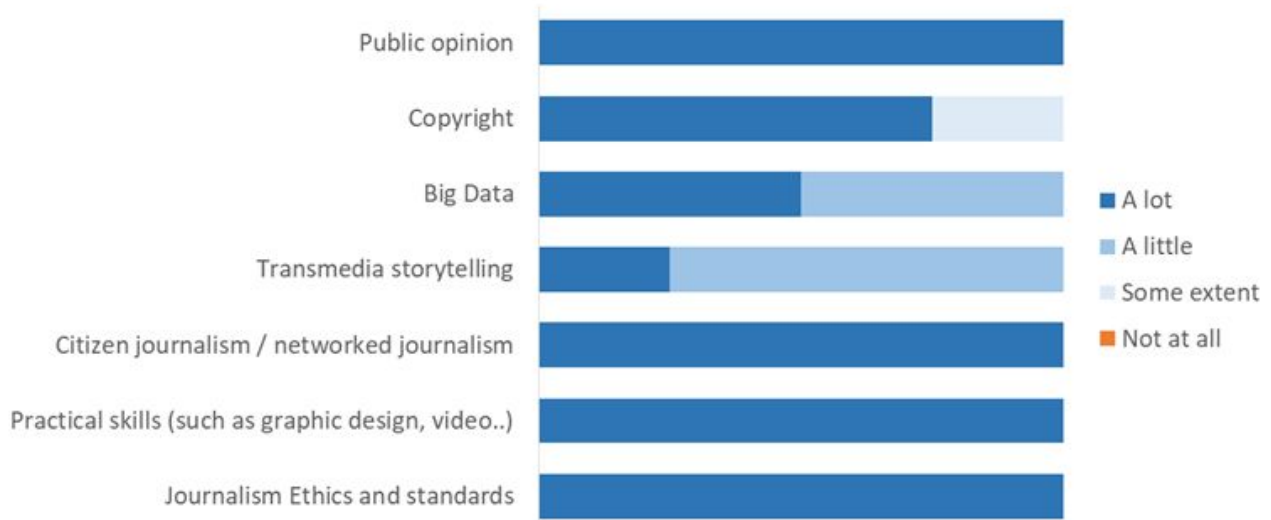
Through the baseline survey, Libyan Universities have expressed their perceptions about the most effective pedagogical approach for training professors, who will later teach in the PAGES Master Course, and their perceived needs in terms of teaching methodologies and practices.

Results show that the teachers' training should focus on **practical training**, interactive and collaborative, and in a workshop-style fashion. This should be complemented by **study visits** to European Universities in order to get inspired by similar courses. Being exposed to international experiences is indeed among the most important needs, and this shall be done through **online training**.

The most relevant content of the teachers' training have been identified as follows:

- Classroom management (dealing with large groups);
- Assessment and evaluative methods;
- Educational Technologies;
- (use of) Equipment;
- Research methodology.

With reference to the content of the Master course in cross-media journalism, Libyan partners have assessed the relevance of a number of key topics which may be included in the new Master course:



Each Libyan partner university also defined fundamental **subjects** to be included in the PAgES Master course:

- **University of Zawia:** Methodology, Media theories, Public opinion, Practices in media editing, New media, Educational media, Planning and administering media, Statistics, Journalism's topics, Mass media subject in English language.
- **University of Tripoli:** Cross-media work, cross-media analysis, cross-media discourse, audience research, media policy, online media, public opinion polls, media economics, program production at cross-media level.
- **University of Sirte:** Research Methodology, Electronic Journalism, Journalism Editing, Citizen Journalism, Public Opinion, Journalism Ethics and standards
- **University of Misurata:** Analysis and criticism, Media strategies, English language, Public Opinion, Information Technology.

During the discussion, Libyan partners further explored their answers and tried to understand their vision of the new Master, but also generally speaking of Journalism itself, with particular regard to the most relevant competences required to a XXI century journalist in the Libyan context. As in past experiences with journalism in North Africa, it is interesting to note how much importance is dedicated to ethical behaviour, professionalism and neutrality as some of the main skills to be acquired. Obviously, on the basis of the already mentioned Libyan situation, digital skills (e.g use of new technologies, data processing and analysis) and foreign languages knowledge have been considered as crucial elements in the development of young professionals. Moreover, from a student development perspective, professors from the four Universities recognised the need to provide enough and adequate skills in theoretical and practical knowledge, plus developing research competences. All the representatives of the four Universities underlined the crucial role that journalism can play in the country. A correct development of journalism in Libya can contribute to achieving the goal of social peace and political stability.



## 8. Case Studies of relevant initiatives

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### Synopsis

The following paragraphs briefly summarise each of the following case studies:

#### Master in Journalism offered by IULM

IULM Master in Journalism is in its XVIII edition. It is recognized from its birth by Journalists' Order: in Italy this is almost the only way to become professional journalists. The master's degree in Journalism alternates between lectures and field experience in two fully operative editorial environments: IULM and Mediaset ([https://www.mediaset.it/corporate/chisiamo/storia\\_en.shtml](https://www.mediaset.it/corporate/chisiamo/storia_en.shtml)). Within the University Campus students work on multimedia, and on site at Cologno Monzese they experience a completely digital television production line. This goal of the Master is to train students to become journalists. Students whose initial capital is the ability to start all the different specializations in the field with a proper set of journalism skills. This is possible because the degree programme offers a combination between theory and practice to work as a journalist. Thanks also to views within the profession by teachers and guests who are journalism practitioners.

#### Master in New Interactive Media and Multimedia Journalism offered by the University of Granada

The Master in New Interactive Media and Multimedia Journalism is a five year old master program, providing various subjects that lead students to understand how they can be professional journalists: how to comply with technology techniques and acquire new skills leading them to critically approach, analyze and evaluate media performances. The educational path is finally integrated with professional practices in companies linked to the identified profiles. The Master has a hybrid identity, research and professional, motivated both in the need to provide postgraduate training in journalism and audiovisual communication sector, and in offering advanced professional training in the multimedia communication sector, from a common hybrid and interdisciplinary approach, at the intersection between Communication Sciences, Information Sciences and Computer Science.

#### Master in Journalism offered by the University of Tripoli

Since the academic year 2001/2002 the University of Tripoli has been engaged in a postgraduate program in journalism at the M.A. level. However, this program has been designed across the same lines of undergraduate studies where divisions exist among print media, broadcast journalism and public relations. Advertising is somehow deemed part of the PR field. Even though the M.A. degree is offered in journalism, i.e. without particular specialization in any specific area of study, the course work as well as the M.A tend to lump together learning materials which attempt to encompass all three areas with special focus on the area of undergraduate specialization.

**International Journalism and Society - The Role of the Media in the Modern World, offered by the London School of Economics and Political Science**

The LSE course is distinguished by the topics covered and the high levels of academic research into modern journalism, as certified by QS World University Rankings. This course differs from others in that it covers fewer subjects but in more depth and it provides a solid grounding in key aspects of journalism, which core principles correspond to the themes of the lectures. Its strength is the critical analysis of the role of journalists in the contemporary era and its socio-cultural consequences. Participants in this course emerge with a better understanding of the shifts taking place in the practices, forms and processes within the news media and their consequences for the role of journalism in contemporary society.

**Erasmus Mundus Master in Journalism, Media and Globalisation**

This Erasmus Mundus programme is a collaborative venture originated from collaboration in research and teaching between eight European and non-European universities: Aarhus University (Denmark), Danish School of Media and Journalism (Denmark), University of Amsterdam (The Netherlands), Hamburg University (Germany), City University London (United Kingdom), Swansea University (United Kingdom), Pontificia Universidad Católica de Chile (Chile), University of California, Berkeley (United States), and University of Technology Sydney (Australia). This programme explores the practice and performance of journalism and the media in the ever-changing environment brought by globalisation, modernisation, commercialisation and professional developments. The final aim is to enable students to acquire knowledge of European journalism and its scholarly study in a global perspective, including the political, economic, and historical contexts that affect the reporting of Europe; journalism practices and media contexts as well as disciplinary approaches and theoretical approaches.

**Master in Journalism (War and International Human Rights) offered by the University of Lincoln**

This course aims to offer a challenging postgraduate programme of study with the opportunity to gain hands-on experience in print and online media, radio, and TV. It is designed to provide a professional education in journalism, which allows students the chance to develop the practical and intellectual skills necessary for careers in the media and in other relevant sectors in Libya and beyond. The course is designed to appeal to those who are concerned with human rights and issues relating to war and peace, and who are looking for the opportunity to develop the journalistic skills necessary to communicate this to a wider public. This program is offered in full-time duration (12 months), and also in part-time duration (24 months). Teaching is conducted in a variety of ways such as seminars, lectures, workshops, and individual tutorials. Students will have the opportunity to develop skills to work as individuals and as members of a group to produce essays and projects. Modules include: Advanced Research Methods, Essential Reporting, International Human Rights (Journalism), Journalism Production, Law and Institutions, Specialist Journalism Production, War and the Media and a final project or dissertation.

**Master in Digital Media, Communication and Journalism offered by Aristotle University of Thessaloniki**

The English-taught MA in Digital Media, Communication and Journalism is an intensive one-year long post-graduate program (90 ECTS) designed to combine in-depth specialization with students' freedom to select a set of courses that best matches their research and professional interests. The program adopts an interdisciplinary perspective to the key forms and practices of communication and journalism, and is addressed to graduates of various academic backgrounds, as well as to already employed professionals, media practitioners and researchers, who wish to upgrade their knowledge and skills in response to the changes in contemporary media. Interestingly the Master offers 3 different pathways that students can select in order to better fit with his/her interests.

- 1) The pathway 'Digital Media, Culture and Communication'
- 2) The pathway 'European Journalism'
- 3) The pathway 'Risk Communication and Crisis Journalism'

**Professional Master Course in cross-media Journalism in Tunisia offered by IPSI, the University of Sousse and the University of Sfax**

The Professional Master Course in cross-media Journalism in Tunisia focuses on digital innovation and research caters to experienced and new journalists who want to improve their skills in multimedia and digital innovation. Also, for other people who want to be involved in staff teaching in journalism and multimedia studies. The master course program covers some principal axes such as theory (research project) and professional practice. The program of the master course is divided into four semesters:

- First semester: It is a common course on many branches of Journalism such as sciences of information, Production of journalism I, Redaction I, Cyber Journalism I.
- Second semester: It contains the same subjects: Production of journalism II, Redaction II, Cyber Journalism II. Audio-visual Production.
- Third semester: It contains the same subjects: Production of journalism III, Redaction III, Cyber Journalism III. Audio-visual Production.
- Fourth semester: Professional internship and report of internship or realization of a project.

**Master in Multimedia Journalism offered by the Lebanese American University**

The MA in Multimedia Journalism is focused on digital innovation and research caters to both experienced journalists aiming to elevate their multimedia and digital innovation skills and to newcomers to the journalism profession and media research field, as well as those seeking a career in university-level teaching in media studies or preparation for doctoral studies. The MA offers a regional and global scope, focusing on Arab media and society, and instilling principles of freedom of the press, objective and responsible journalism, global citizenship, and civic engagement. One of the key aspects of this case' success is its balanced mix of theory and professional practice in digital journalism. While there are other graduate media programs in the country, they are either overly theoretical with no practical components, or tend to be outdated and focus on obsolete media practices. This is where the department of Communication Art's vision to "reinvent communication" translates into the new MA in Mass media Journalism. What is interesting though students will develop skills in scientific research to generate rigorous studies while they have a pedagogical training.

## Master in Journalism by IULM in collaboration with Mediaset

Completed by Vania Baldi, University of Aveiro

### Case study overview

**Type of initiative:** Master course

**Organisation responsible for the initiative:** Università di comunicazione e lingue | IULM and Mediaset

**Country:** Italy

**URL:**

<https://www.iulm.com/wps/wcm/connect/iulmcom/iulm-com/study-at-iulm/one-year+masters+degrees/journalism>

### History and goals of the initiative

IULM Master in Journalism is in its XVIII edition. It is recognized from its establishment by the Journalists' Order: in Italy this is almost the only way to become professional journalists.

The master's degree in Journalism alternates between lectures and field experience in two fully operative editorial environments: IULM and Mediaset ([https://www.mediaset.it/corporate/chisiamo/storia\\_en.shtml](https://www.mediaset.it/corporate/chisiamo/storia_en.shtml)). Within the University Campus students work on multimedia, and on site at Cologno Monzese they experience a completely digital television production line.

The goal of the Master is to train students to become journalists. The degree programme offers a combination of theory and practice to work as a journalist.

During the first year, the students follow courses such as editing and writing for journalism, the history of journalism, visual communication and graphic information processing, journalism and publishing law. The second year is devoted to an in-depth study of the various sectors of specialization and the creation of a multimedia publishing project.

During the two-year period, students also attend two training courses in the newsroom (newspapers, magazines, online newsrooms, radio, television) lasting for two months (first year) and for three months (second year). A final thesis is foreseen as the conclusion of the training path.

Number of CFU/ECTS credits: 120

Maximum number of admissions: 15

### Key aspects of the initiative

Journalism today is still based on its founding values of independence, accuracy, responsibility, but making information has changed. Content lives on different platforms that are used simultaneously, and journalists must be able to work for newspapers, magazines, radio, TV, web, multimedia channels. After two intense years of lectures, labs and field experience, students know news, newsrooms, social media management, digital distribution of high journalistic content, as well as publishing companies and market needs, aware of their social responsibility. Training period is conducted in collaboration with national media.

IULM Master in Journalism has two fully operative editorial environments: university campus and Mediaset digital newsroom. Also university classrooms are well-equipped with tv and radio studios and all the labs lead to editorial products (web, magazine, radio and t.v.)

### Lessons Learnt and Transferability Opportunities

The potential of this initiative is its openness to the various forms of multimedia journalism in both its theoretical and practical aspects. Moreover, the faculty is made up of university professors as well as journalists. In addition to lectures, the program provides students with seminars and workshops with professionals from the world of the media (from main newsrooms to leading companies such as Google or Facebook) in order to put theory into practice. In this way, “knowledge” and “know-how” become the two pillars of an education that will turn students into open-minded professionals with critical thinking skills and high creative intelligence. Indeed, these very qualities are what innovative companies are looking for today, in multimedia communications. Regarding cross-media perspective, IULM Master can count on video-journalism, photo-journalism, data journalism and infographics. Nevertheless, not enough cross-media professors are available and this aspect should be improved.

## Master in New Interactive Media and Multimedia Journalism by the University of Granada

Completed by Mohammed Idriss, University of Sirte

### Case study overview

**Type of initiative:** Master Course in Journalism

**Organisation responsible for the initiative:** University of Granada

**Country:** Spain

**URL:** [https://masteres.ugr.es/newmedia\\_periodismomultimedia/pages/info\\_academica](https://masteres.ugr.es/newmedia_periodismomultimedia/pages/info_academica)

### History and goals of the initiative

The Master in New Interactive Media and Multimedia Journalism it is a five year old master program, having the following objectives:

1. To train students in advanced methodological principles of research in the fields of audiovisual communication through new media, multimedia journalism, providing at the same time skills in data analysis techniques and expertise in specific policies and legal framework of the emerging multimedia hypersector;
2. Provide the student with theoretical foundations and practical training in the writing of multimedia and transmedia scripts, as well as in principles and techniques of production, production and audiovisual postproduction with special emphasis on multimedia and transmedia environments, combining these skills with theoretical-practical knowledge about applied marketing to communication in new media and statistical analysis techniques;
3. Offer students an optional complementary training in a wide spectrum of relevant facets of the communicative-audiovisual and informative-journalistic professional activity, articulating in an integral way the different disciplines involved (digital and precision journalism, infographics, documentation, programming, radio creation, documentary and reportage, videogames, advertising, etc.) thus pointing to the new profiles that are outlined in the labor market through such training and hybrid and innovative practices;
4. Complete the experience and training of the courses integrating the master's degree with professional practices in companies linked to the identified profiles, as well as through a supervised investigation, applied to some relevant aspect or practice within the scope of creation and journalistic and audiovisual production in interactive environments and multimedia / transmedia.

### Key aspects of the initiative

The Master in New Interactive Media and Multimedia Journalism provides various subjects that lead students to understand how they can be professional journalists. The subjects in this master program are very clear. Students will be able to comply with technology techniques and will acquire new skills leading them to critically approach, analyze and evaluate media. Moreover, students will learn about information based on artificial intelligence techniques. Nevertheless, this programme uses learning by doing or teaching by practice such as, interview, writing news and reporting etc. This programme teaches the students in Ethics of the journalism also. This programme can inspire the creation of internship opportunities such as exchange of students between the EU and Libya, and can help students after their graduation to find/ have

a job in their market career and should focus on engagement of educators to improve their teaching method. Thus, this Master is divided into 4 semesters. This program will allow postgraduate students and lecturers to publish their research paper with high impact journals, to improve the standard of research.

### Lessons Learnt and Transferability Opportunities

In terms of techniques for teaching students or exchange students to other universities for internship or practical teaching methods, this experience appears to be relevant for the Libyan case. Moreover, it offers opportunities for lecturers and students to improve their skills and knowledge by publication of research papers.

## Master in Journalism by the University of Tripoli

Completed by Prof. Ali M. Farfar, Faculty of Arts & Media, University of Tripoli

### Case study overview

**Type of initiative:** Master in Journalism, University of Tripoli

**Organisation responsible for the initiative:** University of Tripoli

**Country:** Libya

**URL:** [www.uot.edu.ly](http://www.uot.edu.ly)

### History and goals of the initiative

Since the academic year 2001/2002 the University of Tripoli has been engaged in a postgraduate program in journalism at the M.A. level. However, this program has been designed across the same lines of undergraduate studies, where divisions exist among print media, broadcast journalism and public relations. Advertising is somehow deemed part of the PR field. Even though the M.A. degree is offered in journalism, i.e. without particular specialization in any specific area of study, the course work as well as the M.A. theses tend to lump together learning materials, which attempt to encompass all three areas with special focus on the area of undergraduate specialization.

Although it happens a lot that university graduates of journalism get involved in practical fields which are not necessarily compatible with their academic specialisation, they tend to compensate for that with training courses or on-the-job training to reorient their practical formation, so that they could succeed in their newly acquired jobs. Furthermore, this problem is not only related to the outputs of academic journalism programs. Divisions among print media, broadcast journalism and public relations tend to create the wrong impression in the heads of many undergraduate students that they should confine their education and training to their specific area of specialization and get rid of the academic "burden" of the other two areas. This makes it difficult to assume cross-media approaches and be qualified as cross-media journalists.

### Key aspects of the initiative

There have been several attempts to review and re-evaluate the existing M.A. program in journalism by the respective Committee of Graduate Studies at the Department of Journalism. Unfortunately, such attempts have so far failed due to bureaucratic hurdles and the tendency of some faculty members to stick to the established way of graduate practice, as it is for some of them more familiar and well known.

Reviewing the minutes of the meetings of the Committee of Graduate Studies at the Department of Journalism, University of Tripoli, the following factors seem to be of particular importance:

- Thinking, teaching and training out of the established box of the existing program.
- The need to validate existing undergraduate and graduate programs to assure their quality.
- The need to upgrade the academic performance of educators and trainers in cross-media journalism.
- The importance of establishing audience research units to enhance developing programs that are more fit for the mass public as well as special target audiences.
- Creating a pan Libyan academic committee in journalism education to develop and coordinate academic formation in journalism.



## Lessons Learnt and Transferability Opportunities

Crisis journalism during the crisis situation in Libya (2011-2019) shows that the type of journalism practiced during this period of Libyan history needs not only to be corrected but also in many cases to be overcome especially those forms of hate speech, journalistic violence and irresponsible media outlets. This means that at the academic level one needs to establish a new media culture of peace and tolerance. Existing crisis-ridden Libyan media constitute an integral part of the crisis in Libya and, thereupon, they cannot participate in solving the ongoing crisis in Libya.

One of the main issues from the cross-media perspective is to keep separated print media, broadcast journalism and public relations. This element may create the wrong impression that students should confine their education and training to a specific area of specialization and get rid of the academic "burden" of the other two areas. This would make it difficult to assume cross-media approaches and be qualified as cross-media journalists.

## International Journalism and Society - The Role of the Media in the Modern World<sup>12</sup>

Completed by Bianca Terracciano, Sapienza University

### Case study overview

**Type of initiative:** Three-week intensive programme, Summer School course

**Organisation responsible for the initiative:** The London School of Economics and Political Science (LSE)

**Country:** United Kingdom

**URL:** <https://www.lse.ac.uk/study-at-lse/Summer-Schools/Summer-School/Courses/Secure/International-Relations-Government-and-Society/IR245>

### History and goals of the initiative

The LSE course is distinguished by the topics covered and the high levels of academic research into modern journalism, as certified by QS World University Rankings. The level of this course is 200, or to better say, an equivalent to intermediate level university courses. The lectures introduce summer students to critical topics in the study of journalism based on a number of themes and courses that are taught as part of the MSc degree in the Media and Communications department at LSE.

The course structure entails 18 hours of classes and 36 hours of lectures, taught by leading academics, including Professor Charlie Beckett, who was an award-winning senior journalist with the BBC and who runs the LSE's international journalism think-tank, Polis.

The students are valued with two types of assessments, formative and summative, which require one essay of 1500 words each, plus, in the latter case, two hour final examination (worth 75% of the overall final grade).

Participants in this course emerge with a better understanding of the shifts taking place in the practices, forms and processes within the news media and their consequences for the role of journalism in contemporary society. They obtain 3-4 credits (US) or 7.5 ECTS points (EU).

### Key aspects of the initiative

This course differs from others in that it covers fewer subjects but in more depth, and it provides a solid grounding in key aspects of journalism, which core principles correspond to the themes of the lectures. Its strength is the critical analysis of the role of journalists in the contemporary era and its socio-cultural consequences.

The key themes selected are:

- 1) The changes made by blogs, YouTube and Twitter to the way that politicians communicate and the way that they are reported.
- 2) The empowerment of the citizens thanks to social media.

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<sup>12</sup> We particularly thank Dr. Omar Al-Ghazzi from LSE for having supported PAGES project by providing incredible support in reviewing this case and providing his inputs.

- 3) Disruptive News in the Networked Era: the significance of WikiLeaks and Ed Snowden as a challenge to mainstream politics and mainstream media. WikiLeaks and Snowden represent a sustainable model for radical journalism?
- 4) Fake news, filter bubbles and echo chambers: the keywords of the post-truth era. Journalists and citizens have to deal everyday with the crisis in public information. What are the instruments to improve information quality and to protect the audience from fake news? Is the correlation between disinformation and populism a real thing?
- 5) The role of the cycle of sensitivity in journalistic reflection on the representation of suffering.

### Lessons Learnt and Transferability Opportunities

Regarding the Lybian context it is relevant to focus on the consequences of the role of journalism in contemporary society from an ethical point of view, reflecting on emotional news and constructive journalism. Under this perspective topics like the representation of suffering, reporting terror and migration, disruptive news in the networked era are crucial for the PAgES project.

For example, it would be interesting to reflect on the topic proposed by Dr. Omar Al-Ghazzi in one of his lectures, in which Arab world is presented as a productive context where consider the differences between narratives about digital media's impact on politics versus the practices of how people actually use them.

So it would be interesting to retrace this theme proposed by LSE professor Dr. Al-Ghazzi, selecting social media posts and analysing them to see how narratives about social media's political influence over the Arab world fluctuate between fostering democratic activism to enabling terrorism, or understanding how authoritarian governments frame digital media content about the war. This peculiar type of on-field analysis can help students to better understand the mechanisms behind the relation of journalism/fake news/ populism/political fragmentation.

It could also be interesting to add the following readings in the new Master:

- Al-Ghazzi, O. (2014). "Citizen Journalism" in the Syrian Uprising: Problematizing Western Narratives in a Local Context. *Communication Theory*, 24(4), 435-454.
- Papacharissi, Z., & de Fatima Oliveira, M. (2012). Affective news and networked publics: The rhythms of news storytelling on Egypt. *Journal of Communication*, 62(2), 266-282

Another thing we can learn from LSE is the attention to cultures and practices of foreign correspondents which have the responsibility to narrate war, incidents of violence and human rights abuses in conflict situations. It is a huge form of influence and they surely have a role that pertains to technology, political economy, ethics and geopolitics. For Libyan future journalists it is very important to acknowledge the increasing role of emotions in news and the way that journalists are abandoning classic ideas of objectivity. What are the responsibilities of the news media when reporting on terror events and ideologies of extreme violence? What language should they use? What is their impact on essential topics like identity and race?

Essential subjects to be included in the PAgES Master Programme: Arab media system in an international context, Journalism and the question of authoritarianism, Emotion, violence and reporting, Critical social media & digital journalism studies.

With this in mind, PAgES has the duty to disseminate the idea of constructive journalism as a way to resolve problems and to educate the audience by framing issues and telling stories in new ways.

Based on the experience of LSE teaching methodology, it could be interesting to introduce in the new master some guest lectures to get in touch with different points of views, like a scholar or a leading media practitioner giving students insights into contemporary cutting edge news media. The seminars will

encourage students to think and act like a journalist facing all the dramatic ethical and technological challenges of reporting the complex and dangerous world we live in.

In terms of assessment procedures, formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and students to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress.

In terms of pedagogical innovations, we recommend to transfer the following.

- Simulation activities: for instance consider how different actors/users would approach media from different points of interest
- Readings/activities that address the trauma of living through war
- Framing interactions between educators and students as knowledge exchange, rather than lecturing about how things are/should be
- Critically assessing stories/videos and thinking about what journalists did right or wrong
- Critically assessing the Twitter feed or Facebook posts of a journalist and think about what went right/wrong

## Erasmus Mundus Master in Journalism, Media and Globalisation

*Completed by Diego Checa Hidalgo, University of Granada*

### Case study overview

**Type of initiative:** Joint Master

**Countries:** United Kingdom, Netherlands, Germany, Denmark

**URL:** <http://mundusjournalism.com/>

### History and goals of the initiative

This Erasmus Mundus programme is a collaborative venture originated from collaboration in research and teaching between eight European and non-European universities: Aarhus University (Denmark), Danish School of Media and Journalism (Denmark), University of Amsterdam (The Netherlands), Hamburg University (Germany), City University London (United Kingdom), Swansea University (United Kingdom), Pontificia Universidad Católica de Chile (Chile), University of California, Berkeley (United States), and University of Technology Sydney (Australia). In 2004 these universities established the Mundus Journalism Consortium in order to apply for European Union funding. Their goal was to develop an educational programme as a response to the growing need for journalism candidates who are able to think and act across boundaries of nations, cultures and knowledge. Their application was successful and the Consortium was granted the Erasmus Mundus label in 2005.

Since 2005 the Mundus Journalism Consortium has been offering the 2-year Master's programme: Journalism, Media and Globalisation. This programme explores the practice and performance of journalism and the media in the ever-changing environment brought by globalisation, modernisation, commercialisation and professional developments. The programme aims to prepare students for the challenge of working in the new global information society by giving participants the intellectual tools for a new and better understanding of reporting global challenges.

In particular, this Master (MA) aims to enable students to acquire knowledge of European journalism and its scholarly study in a global perspective, including the political, economic, and historical contexts that affect the reporting of Europe; journalism practices and media contexts; disciplinary approaches and theoretical approaches. Furthermore, it aims to familiarise students with the key contemporary issues and debates in the area of European journalism and to provide them with the analytical skills and techniques to make sense of them and assess the merits of different approaches and theories. Nevertheless, students are prepared for employment in a wide range of contexts and it enables students to be reflective practitioners and consumers of media content. Finally, this MA develops the research skills of students to prepare for related studies at a higher level (PhD).

The Erasmus Mundus MA in Journalism, Media and Globalisation provides students with a first year of study at Aarhus University and a second year in another European university to specialise in one of four distinct areas of journalism: War and Conflict, Business and Finance, Media and Politics, or Journalism and Media Across Cultures. Selected candidates study a semester at non-European countries in partner institutions. Teaching and learning aim to facilitate the progressive development of independent learning among students to at least the point where they can successfully complete individually a piece of original research at the appropriate postgraduate level. The learning outcomes of the scheme are focused on the development of student capabilities in the areas of critical analysis, research, development and

presentation of arguments, development of journalistic skills, knowledge and understanding of the field, and communication and collaboration. It is felt to be constitutive of the postgraduate learning experience where students are exposed to a variety of teaching and assessment approaches. It has a track record of more than 500 successful alumni from more than 100 different countries.

### Key aspects of the initiative

The Erasmus Mundus MA in Journalism, Media and Globalisation teaching and learning approaches aim to facilitate the progressive development of independent learning among students to at least the point where they can successfully complete individually a piece of original research at the appropriate postgraduate level, whether it is presented in the form of journalistic or academic project. This MA employs a wide variety of teaching approaches: lectures, workshops, group and individual presentations, self-directed learning and tutorials. Research-led teaching and learning is seen as embedded in the exchange of knowledge; and understanding derived, on the one hand, from research undertaken by staff and, on the other hand, from the responses of students informed by a variety of cultural and practitioner experiences. The objective is to provide both staff and students with a positive learning experience founded on an acknowledgement of research as a primary mechanism for advancing knowledge and understanding; the relevance of the historical, economic, and political context of the development of the field; scholarship, debate and interrogation of research methods, approaches and findings. At the same time, the programme also benefits from the experience of teachers who are journalism practitioners.

The overall learning outcomes of the MA are focused on the development of student capabilities in the areas of critical analysis, research, development and presentation of arguments, development of journalistic skills, knowledge and understanding of the field, and communication and collaboration. This MA has different modes of assessment: essays, research papers, journalistic pieces, literature review, group and individual projects, oral presentations and unseen examinations.

The responsibility for ensuring the day-to-day educational quality lies with a number of management bodies related to the Erasmus Mundus Journalism Consortium, including the Board of Studies, Programme Management, Examination Board, Advisory Board and the Student representatives. The Board of Studies is responsible for ensuring that the programme meets the highest academic standards and European laws. It consists of two senior members from each EU university and one member from each of the non-EU universities. The Programme Management consists of the educational directors, who are responsible for the ongoing management, the maintenance of programme quality and for ensuring a high standard student performance. The joint Examination Board ensures the quality of examinations; establishes guidelines for marking and awarding results in exams, grants exceptions and impose sanctions in the event of academic misconduct. The Advisory Board of media professionals meets with the Board of Studies to provide insights and views from the profession in the development of the curriculum in relation to the employability of the graduates. Student representatives are current students who advise the programme management on students' interests and concerns. They are also members of the Educational Committee. In addition, there is a Programme Coherence Committee actively reassuring the coherence of the programme as a whole. Finally, a senior external examiner oversees quality assessment of the overall MA structure

This MA considers necessary to seek input actively from students. This is done primarily through the completion of student response forms at the conclusion of each semester. The responses are seen by members of the teaching staff and/ or by the External Examiner. In addition, they are discussed annually with the staff/student panel, which is deployed more generally as the main mechanism for student feedback. The Consortium shall employ a variety of methods and procedures, dependent on national

circumstances, for evaluating and improving the quality and standards of learning such as annual reviews, student evaluations, and formal or informal consultations between students and staff.

The programme is accredited regularly by international and national accreditation agencies. This MA has three Higher Education accreditations. It has an European Erasmus Mundus accreditation since 2005 and it has an accreditation granted by NVAO (De Nederlands-Vlaamse Accreditatieorganisatie) in the Netherlands (2015) and another accreditation granted by ACQUIN (Akkreditierungs-, Zertifizierungs- und Qualitätssicherungs-Institut) in Germany (2016).

On successful completion of the course, students receive a certification of knowledge, being awarded a joint Master's (MA) degree from the institutions where they started and ended the course. The title of the degree is Master of Arts in Journalism, Media and Globalisation. Graduates receive their diploma at a ceremony or degree congregation, organised by the specialism university. The degree certificate and/or transcripts issued include reference to the collaborative nature of the degree and include the name of each institution involved in the teaching.

An aspect of particular importance for most MA programmes is job market access. Erasmus Mundus Journalism graduates have entered the job market in institutions spread around the globe, including: Dow Jones Newswires, Wall Street Journal, Deutsche Welle, Bloomberg London, The Asian Banker (Singapore), The Kathmandu Post, and the Bhutan Broadcasting Service Corporation. Some alumni have founded their own business operations or non-profit organisations.

Students and researchers from the Erasmus Mundus Journalism Consortium also participate in and meet at various conferences, such as the International Communication Association (ICA), the International Association of Media and Communications Research, the European Communication and Education Research Association (ECREA), the World Journalism Education Congress, the European and Nordic Journalism Training Associations, the Journalism Education & Research Association of Australia and The Future of Journalism conference at Cardiff University. At these conferences students occasionally also participate to present their work. These conferences are actively used to discuss new partnerships and possible contacts with the job market.

This MA does not offer its own internship positions regularly. In the Year 2 it may include an optional internship period. However, Mundus Journalism students use the summer period between the first and second year of their studies for internships to gain more professional experience, either in Denmark or in the country of their specialism university. Students previously found internships at content-writing companies, newspapers, a press agency and NGO's.

The Erasmus Mundus MA in Journalism, Media and Globalisation offers mobility opportunities. It comprises two parts: Year 1 consisting of coursework at Aarhus University / Danish School of Journalism (Denmark) where selected students may take 30 ECTS (instead of second semester in Aarhus) at one of the non-European partner institutions, each of which offer particular subjects. The partner universities are the University of Technology Sydney (Australia), Pontificia Universidad Católica de Chile (Chile), and University of California at Berkeley (United States); Year 2 consisting of coursework and dissertation work is carried out at one of the four specialism universities: Multimedia, Business and Reporting in the City University London (United Kingdom); War and Conflict in Swansea University (United Kingdom); Media and Politics at the University of Amsterdam (The Netherlands); and Journalism and Media Across Cultures at Hamburg University.

Erasmus Mundus legislation determines tuition fee for the whole two-year Mundus Journalism Masters programme. The tuition fee is €9.000/€18.000 for the whole two-year programme for EU/non-EU nationals

respectively. As the Mundus Journalism programme is selected by the EU to receive Mundus scholarships (€34.000/€47.000) for EU/non-EU nationals respectively, the Mundus Journalism Consortium is able to offer a number of scholarships for the programmes. All Mundus Journalism students, who do not receive an Erasmus Mundus scholarship, can apply for an Erasmus+ stipend (€250 monthly) for the second year of the Mundus Journalism studies. Each year this MA programme receives around 500 applications and admits 80-90 students. There are 18 Erasmus Mundus scholarships for the 2019-21 programme, so around 20% students will receive scholarships, while 80% will be self-funded students. Only applicants being superior in all categories can expect to be offered admission as scholarship students. Students who already have a 2-year MA-degree cannot be granted a Mundus scholarship.

The Erasmus Mundus MA in Journalism, Media and Globalisation has received positive reviews by the EU Erasmus Mundus Master's expert panel. According to the expert panel it gives a chance to deepen journalistic knowledge and gather comprehensive experience about different European cultures; it is well-structured and has comprehensive and convincing learning outcomes; it can offer outstanding research activities due to the Consortium's widespread connections.

This MA has the following admission requirements to be admitted:

- Applicants must have completed a bachelor degree in a relevant field of study before the course starts. Subjects within Bachelor's programmes in Arts/Humanities and Social Sciences are by default considered to be relevant;
- Applicants must have an IELTS Band score of minimum 7.5 if they are not native English speaker because the MA programme is taught in English;
- Applicants must have at least three months of journalistic experience.

### Lessons Learnt and Transferability Opportunities

A joint degree involving 5 European universities is a significant challenge in terms of coordination and management. It requires a consolidated consortium sharing similar interests, goals and trust. However, building a robust consortium with complementary universities allows to offer a wide educational experience to the students.

The European Union is a relevant source of funding for Higher Education programmes and this MA in Journalism, Media and Globalisation benefits from it. This case shows the positive outcomes of being awarded with the Erasmus Mundus accreditation in terms of scholarship opportunities and Erasmus+ monthly stipends. This funding would allow students to afford the cost of living and mobility between the different universities while they are enrolled in this programme.

This case is a successful example of an MA programme due to its high demand. Having more than 400 applications from all over the world, every enrollment period enables a competitive recruitment process to select the best candidates. It is also relevant to highlight the diversity of those students, coming from many different countries. This situation contributes to enriching the teaching-learning process and it facilitates the creation of a global network after they graduate.

Language is a significant issue in every education programme. In the case of this MA in Journalism, Media and Globalisation the common language of instruction is English. This choice facilitates access for many students who would not know other less common languages such as Dutch, German and Danish. Education in English will also facilitate access to the world job market. If this programme is transferred to an Arab country this is an issue to be taken into account: type of students expected, teachers and staff available to take part in the MA, access to the job market.



## Master in Journalism (War and International Human Rights) by the University of Lincoln

Completed by M. Belied, A. Elyas, E. Elghoul, M. Abdulsalam, A. Safar, Misurata University

### Case study overview

**Type of initiative:** Master degree programme

**Organisation responsible for the initiative:** University of Lincoln

**Country:** United Kingdom

**URL:** <https://www.lincoln.ac.uk/home/course/joupeama/>

### History and goals of the initiative

The University of Lincoln offers a Master (MA) graduate degree programme in Journalism (War and International Human Rights) as part of its courses offered by the School of English and Journalism. This MA in Journalism (War and International Human Rights) focuses on the study of war reporting, international human rights and the role of journalism in conflict resolution – all areas are of specific relevance to the Libyan current state of post-conflict instability, and potentially can contribute to enhancing local and national capabilities in developing Libyan expertise in peace-building in the country.

This course aims to offer a challenging postgraduate programme of study with the opportunity to gain hands-on experience in print and online media, radio, and TV. It is designed to provide a professional education in journalism, which allows students the chance to develop the practical and intellectual skills necessary for careers in the media and in other relevant sectors in Libya and beyond. The course is designed to be appealing to those who are concerned with human rights and issues relating to war and peace, and who are looking for the opportunity to develop the journalistic skills necessary to communicate this to a wider public. This program is offered in full-time duration (12 months), and also in part-time duration (24 months).

Teaching is conducted in a variety of ways such as seminars, lectures, workshops, and individual tutorials. Students have the opportunity to develop skills to work as individuals and as members of a group to produce essays and projects. Modules include: Advanced Research Methods, Essential Reporting, International Human Rights (Journalism), Journalism Production, Law and Institutions, Specialist Journalism Production, War and the Media and a final project or dissertation. Some modules are shared with other programmes in Journalism, which provides opportunities to interact with students from other courses.

Assessments are a mixture of essays, presentations, portfolios of journalism, broadcast media packages and timed examinations. It should be noted that assessments can be varied from time to time, to reflect changes in good practices in both academic and vocational disciplines. The University of Lincoln's policy on assessment feedback aims to ensure that academics will return in-course assessments to students promptly, usually within 15 working days after the submission date.

### Key aspects of the initiative

The academic programme (Initiative) covers all technical and academic aspects it is designed to pursue. However, the programme appears to be designed as a global, generic programme that can be applicable in

general terms. Thus, it is recommended that tailor-made-adjustments and additions are made to accomplish the aims and objectives of this initiative, with the added value of being relevant to the Libyan case while remaining true to its core global academic appeal.

Particular considerations should include:

- Putting into consideration the regulatory framework of postgraduate studies in Libya, particularly in regard to admissions, assessments and contribution of teaching staff.
- Putting into consideration the English language level required for admission, in addition to the level of competencies needed for dealing with and handling the latest technological skills relevant to the programme where potential Libyan students might be at a disadvantage.
- Looking at the Libyan context, it is believed that there is an urgency to focus on topics related to strengthening the culture of integrity and respecting human rights and their legal and moral dimensions, necessary to be considered into regulating the media sector. Also, topics related to the role of Journalism in detecting and exposing fake news and propaganda while bringing much needed focus to serving local communities can be of direct relevance.
- Taking into consideration the limited exposure and experience in investigative journalism in Libya, it is believed that shedding the light on the role of investigative journalists and their vital role in times of conflict and war can be added as a module or an intensive workshop. Topics that focus on the skills of investigative journalism, especially in preparing deep reports and lengthy journalistic investigation, would be most relevant, bearing in mind issues of accuracy, protection of sources and the skills required to carry out journalistic investigative work to the full.
- Taking into consideration that the duration of study at a master's level in Libya is more geared towards 24 months rather than 12 months' period. It would be more suitable, however, to consider this longer duration in line with the English language level expected of students. This timeframe can also be necessary to develop and enhance key transferable skills of potential students in areas such as communication and other discursive skills, using teaching and learning methods offered with a focus on self-learning, in addition to extra-curricular seminars and workshops.
- Putting into consideration the current challenges of securing central/local funding in Libya, it is highly recommended that full/partial funding by external donors is pursued. Other forms of funding support are also encouraged such as discounts on tuition fees, scholarships, grants and merit-based competition for fully funded places of study for exceptional candidates.
- In regard to career prospects, it is recommended that an early initiative is considered in setting up a joint framework with potential employers/beneficiaries in direct relevance to the outcomes of this program. This may include signing MoUs/agreements with the competent central/local authorities, media outlets, higher education institutions, etc. to commit to the framework as receivers, particularly among distinguished students and those who are joining the program as current practitioners.

## Lessons Learnt and Transferability Opportunities

This initiative comes in a very timely and strictly relevant context in Libya and the whole of the MENA region today. Considering the Arab Spring's enfolding waves of events, the three global themes of conflict, human rights and journalism are well featured throughout the outlined curriculum of this master's programme. The programme's design appeals to those who are concerned with human rights and issues relating to war and peace, and who are looking for the opportunity to develop the journalistic skills necessary to communicate this to a wider public.

That being said, it is important to recognize both transferable elements as well as local specificities in such an initiative. Most certainly, knowledge, skills and insights to be gained after completing this MA programme will serve as an asset in paving the way for graduates of this programme to pursue their journalistic ventures in multiple dimensions. Transferring such assets into local and national practice will be the main desired outcome of this initiative. Institutionalizing such practice will then constitute the new norm and will create far reaching impacts on society and governance generally. It is important to recognize this potential impact of change at the very onset of this initiative. Providing a platform for shared experiences and common thematic topics in the Arab World, in line with the context of this initiative, may help accelerate transferability opportunities among its potential beneficiaries.

Finally, the program provides an advanced model in the field of graduate studies for HEIs. It also provides the opportunity to academicians and professionals in the field of journalism, who are interested in topics of war, conflicts and international human rights, to improve their skills and their professional output, which necessarily leads to enhanced opportunities in terms of societal development.

## Master in Digital Media, Communication and Journalism by Aristotle University of Thessaloniki

Completed by Marco Di Donato, UNIMED

### Case study overview

**Type of initiative:** Master Course

**Organisation responsible for the initiative:** Aristotle University of Thessaloniki

**Country:** Greece

**URL:** <http://media.jour.auth.gr/ma-program-structure/>

### History and goals of the initiative

The English-taught MA in Digital Media, Communication and Journalism is an intensive one-year long post-graduate program (90 ECTS) designed to combine in-depth specialization with students' freedom to select a set of courses that best matches their research and professional interests. The study program consists of two course terms and a third one dedicated to the research and writing of a 20.000 words long dissertation (30 ECTS). For the completion of the program students must take a total of six (6) courses (60 ECTS) including: a (1) core course, at least three (3) elective courses related to the preferred pathway, up to two (2) optional offered by the other two pathways.

Entry requirements:

1. A degree in one of the following disciplines: Journalism, Communication, Political, Social & Cultural Studies, Economics, European/ International Studies, History, Anthropology, Psychology, Sociology, Philosophy, History of Arts & Foreign Languages.
2. Sufficient command in English, at least C1 (CEFR). If English is your first language, or your first degree was in English, you meet automatically language prerequisites.
3. Two Reference Letters recommending your professional and/or academic/research abilities.

The program adopts an interdisciplinary perspective to the key forms and practices of communication and journalism, and is addressed to graduates of various academic backgrounds, as well as to already employed professionals, media practitioners and researchers, who wish to upgrade their knowledge and skills in response to the changes in contemporary media.

School of Journalism and Mass Communication awards up to a total of 3 scholarships annually.

In addition, every academic year, 1 scholarship is awarded to the student that has the top overall grades, upon the completion of the 1st study semester. This scholarship takes the form of a fee-waiver for the remainder of his/her studies, i.e. are equivalent to the amount of € 2.000. In the event that the student awarded the scholarship has paid the tuition fees in advance, a refund of the aforementioned amount is received.

Another option of financial support for the Master Studies is the Erasmus+ Master Loans, which is being established in cooperation with the European Investment Fund (Part of the EIB Group) offered to higher education students from any Erasmus+ program countries.

## Key aspects of the initiative

The structure of the English-taught MA program has been designed with a view to combine in-depth specialization with students' freedom to select a set of courses that best matches their research and professional interests. Interestingly the Master offers 3 different pathways, that students can select in order to better fit with their interests:

- 1) The pathway 'Digital Media, Culture and Communication' focuses on the new nexus between media, culture and society forged in the digital age. Specifically, it addresses the impact and implications of the digital transformation, with particular emphasis to the fields of media/cultural industries, connective media and civil society;
- 2) The pathway 'European Journalism' focuses on the role of the news media and journalism in the emergence of a European public sphere. Combining a cross-national comparative approach to European journalistic and news cultures with a hands on coverage of current European issues, the pathway explores the complexities and challenges regarding the reporting on Europe and the European Union;
- 3) The pathway 'Risk Communication and Crisis Journalism' focuses on the ways media and public, private or non-governmental organisations communicate about present, emerging, and evolving risks. Combining the methodical engagement with the rich theoretical and case study research literature with a hands on coverage of current crises and emergencies, the pathway explores the best practices in dealing with the issues of peace and war, environment, science and public health.

According to the University statistics, this Master seems to be very attractive for non-EU students as most of the applicants come from non-EU countries, mainly USA, Turkey, Russia, India and China. This is because of the internationalization flavor of the Greek University and in particular of its School of Journalism. According to Gregory Paschalidis (Professor of Cultural Studies and Director of the English-taught Master of Arts in Digital Media, Communication and Journalism at the Aristotle University of Thessaloniki) "the Erasmus contracts with a wide range of Journalism and/or Communications Schools abroad, and are active in the European Journalism Teaching Association. The presence of a sizeable cohort of foreign students – both on undergraduate and postgraduate level – the regular presence of Visiting Professors from abroad, as well as the international Summer School in Global Journalism we organize with the cooperation Deutsche Welle, provides us with live, active bridges with the international academic and professional community". (Part of an interview published here: <http://www.greeknewsagenda.gr/index.php/interviews/media-greece/6777-paschalidis>)

It is interesting to note the presence also of a Peace Journalism Laboratory, whose goal is to promote and to spread awareness to young people on the globalized information and communication society by facilitating research activities and by disseminating new research insights within this field. The Laboratory is directed by Christos Frangonikolopoulos who is also the Director of the Master of Arts (MA) in Digital Media, Communication and Journalism.

It is interesting to note the presence also of Jean Monnet chair, that also through various publications and workshops, brings together academics, students and journalists, combining lectures and seminars with training and practical issues. The head of the chair is, again, Christos Frangonikolopoulos. For more information about prof. Frangonikolopoulos please have a look here: <http://auth.academia.edu/ChristosFrangonikolopoulos/CurriculumVitae>

The School of Journalism also organizes (in cooperation with Deutsche Welle Akademie, University of Zagreb, Beijing Foreign Studies University, Center for Media and Information Literacy at Temple University,

Xi'an Jiaotong-Liverpool University, Media Literacy Institute, Proof organisation, National and Kapodistrian University of Athens, and University of Novi-Sad, yearly Summer Schools such as the “Thessaloniki Summer School on International and European Journalism (July 2018)” and “New Trends in Media and Journalism: Media 4.0 – communicating, verifying and reporting the Global and Digital World (July 2019)”, providing a different set of pedagogical opportunities for students. In 2019, emphasis will be in communication, disinformation, verification and Mobile Journalism. The intensive multi-disciplinary training course aims to provide in-depth knowledge and robust skills on important topics and evolutions in media and communication. Participants in this course will emerge with a better understanding of the latest academic research, policy, market and professional trends in the focused area, as well as develop a network of colleagues to share their experiences, ideas and points of views. Please have a look here <http://www.joursummerschool.org/>

### Lessons Learnt and Transferability Opportunities

Regarding pathway 1 and considering the Libyan case, it can be of interest to transfer the learning objective “Expertise in successfully transitioning an organization to digital” as well as “Skills in digital content production”. In particular the course “Digital audiovisual content production and publishing | DIM 110 <http://media.jour.auth.gr/digital-audiovisual-content-production-and-publishing-dim-110/>” where students work hands-on in the laboratory, produce content and make it presentable over various platforms, such as broadcast TV channels, media sharing services (Youtube, soundcloud, etc.), live streaming services (UStream, etc) or social networking (Facebook, Google+, etc) and microblogging (Twitter). Regarding Digital Media it is noteworthy to mention the course in Digital Media and Storytelling in Travel and Tourism I DIM 109 <http://media.jour.auth.gr/digital-media-in-travel-and-tourism-dim-109/> or even the course on Multimedia Journalism: Authoring for interactive media | DIM 111 <http://media.jour.auth.gr/digital-media-authoring-non-linear-and-interactive-storytelling-dim-111/c> aiming at providing students with the essential theoretical knowledge and technical skills on multimedia projects implementation and management, using state of the art production, editing and authoring techniques. Moreover, PAgES partners can be inspired by the course on Digital tools in New Media | DIM 102 <http://media.jour.auth.gr/digital-tools-in-new-media-dim-102/> where the technological evolution, the digital convergence, as well as, the Internet and its services are examined.

Full list of courses provided is available here: <http://media.jour.auth.gr/digital-media-culture-and-communication/>

Regarding pathway 2 and considering the Libyan case as well as the PAgEs capacity building scheme, it can be of interest to transfer the learning objective “Appreciation of the variety of European journalistic cultures and the heterogeneity of the European media landscape”. Additionally, it would be of interest to get inspired by the course “Web Journalism ethics | EUJ 206 - <http://media.jour.auth.gr/web-journalism-ethics/>”, where students approach the evolution of traditional journalism ethics’ concepts (e.g. objectivity etc.) in the framework of “Digital Convergence”, and explore how alternative media and citizen journalism practices are shaping web journalism ethics.

Full list of courses provided is available here: <http://media.jour.auth.gr/european-journalism/>

Regarding pathway 3 (the most relevant for the PAgES project), it can be of interest to transfer the learning objectives “Appreciation of the challenges and parameters of independent reporting in the diverse field of risk/crisis journalism” and “Acquisition of key investigative, analytical and reporting skills regarding the covering of crises/risks/emergencies issues from an independent, scrupulous and socially responsible point of view”. Additionally, it would be of interest to get inspired by the courses:

- Peace Journalism | RIC 302 - <http://media.jour.auth.gr/peace-journalism/>

The course seeks to introduce students to the concept of peace, conflict and violence, and analyze the role that media/journalists can play in conflict resolution and peace-building. Through a number of case studies, it examines how journalism can create opportunities to consider and value non-violent responses to conflict.

- Reporting War & Crises | RIC 307 - <http://media.jour.auth.gr/reporting-war-crises/>

The course aims to introduce the students to the techniques of journalism in reporting war and crises and offer the necessary conceptual and practical tools to understand the rapid changes in the field.

- Images of Emergency: The Politics of Documentary | RIC308 - <http://media.jour.auth.gr/images-of-emergency-the-politics-of-documentary/>

The course charts this development by combining consideration of technological and cultural changes with an investigation of the diverse narrative and rhetorical strategies employed by contemporary documentary filmmakers in their effort to define the emergency agenda of world public opinion.

Full list of courses provided here available:

<http://media.jour.auth.gr/risk-communication-and-crisis-journalism/>

## Professional Master Course in cross-media Journalism in Tunisia

Completed by Ali Tarmal, University of Zawia

### Case study overview

**Type of initiative:** Master Course

**Organisations responsible for the initiative:** University La Manouba, University of Sousse, University of Sfax

**Country:** Tunisia

**URL:** [www.emediaproject.eu/](http://www.emediaproject.eu/)

### History and goals of the initiative

The master course in Journalism focused on digital innovation and research addresses experienced and new journalists who want to improve their skills in multimedia and digital innovation. Also, for other people who want to be involved in staff teaching in higher journalism and multimedia studies. The staff at the Multimedia and Journalism Department at the University of Zawia master program prefer to adapt Tunisian case of Master because it is close to our society and responds to our needs in the field of journalism.

The program of the Master course is divided into four semesters:

- First semester: It is a common course on many branches of Journalism such as sciences of information, Production of journalism I, Redaction I, Cyber Journalism I.
- Second semester: It contains the same subjects as Production of journalism II, Redaction II, Cyber Journalism II, Audio-visual Production.
- Third semester: It contains the same subjects as above, Production of journalism III, Redaction III, Cyber Journalism III, Audio-visual Production.
- Fourth semester: Professional internship and report of internship or realization of a project.

### Key aspects of the initiative

The Master course program covers some principal axes such as theory (research project) and professional practice.

After finishing the two years study, the students will be involved into work equipped with advanced skills, and they can put into practice all the knowledge gained during the master course. They will be able to:

- Write reports
- Using all multimedia, platforms and all other materials, which can help in their work
- Design and Innovating journalistic forms
- Analysing and writing scientific research following digital methodology
- Managing a community of a brand on social media
- Creating interesting content for different platforms
- Apply theoretical frameworks in research and professional practice.

### Lessons Learnt and Transferability Opportunities

The Master course in Multimedia journalism will help to improve the landscape of journalism in Libya. Having a strong base in theory and practice will equip the new generation of journalists in Libya to change



the picture of real life in our society. It is also essential to create PhD studies in the field of journalism at the Libyan partner universities. Below some additional considerations coming from ZU scientific team:

1. Theoretical and practical parts are essential for the Master Course
2. It is essential to have collaborations with local media and include it in any educational program
3. Level of English should be improved for both students and teaching staff
4. The selection of students for the Master program should be based on interviews by a scientific committee, which should include teaching staff and professional journalists
5. Ethics is the basis for everything, teaching staff has to stress on it and on reliance on facts
6. Internal training and external study visits are essential for students and teaching staff.

## Master in Multimedia Journalism by the Lebanese American University

Completed by Simona Pezzano – IULM University and Ali Tarmal Zawia University

### Case study overview

**Type of initiative:** Master Course

**Organisation responsible for the initiative:** Lebanese American University (LAU) Department of Communication Arts

**Country:** Lebanon

**URL:** <http://comm.lau.edu.lb/MA>

### History and goals of the initiative

The MA in Multimedia Journalism is focused on digital innovation and research, addressed to both experienced journalists aiming to elevate their multimedia and digital innovation skills and to newcomers to the journalism profession and media research field, as well as those seeking a career in university-level teaching in media studies or preparation for doctoral studies. The MA offers a regional and global scope, focusing on Arab media and society, and instilling principles of freedom of the press, objective and responsible journalism, global citizenship, and civic engagement. The MA in Multimedia Journalism requires a total of 31 credits, distributed accordingly to core and elective courses.

The MA degree offers two tracks, a research and a professional track:

- 1st year: Students take common courses on multimedia journalism, digital innovation, data journalism, and media research methods. Elective courses include web development for media professionals, global media literacy, and advanced digital illustration techniques, among others.
- 2nd year professional track: additional professional courses, submit a journalistic project, undergo a professional internship.
- 2nd year research track: attend theoretical and research-oriented courses, they should complete a research apprenticeship, end with a thesis.

Both tracks are required to: complete a teaching apprenticeship, in collaboration with the Department of Education for a co-taught course in media pedagogy, that qualifies them to teach university-level media courses.

Assistant Professor of Multimedia Journalism Claudia Kozman said that, despite the two tracks having distinct objectives, there are commonalities. The goal is to equip students with digital skills, engaging them in digital innovation and learning data journalism to create innovative journalistic stories, while giving them a strong base in theory and research, for teaching university-level journalism and pursuing Ph.D. Studies. Research is a distinctive component of the program, considering the rising global interest in Arab media.

### Key aspects of the initiative

1) Pedagogical innovations & teaching methods. The program integrates into its teaching methods the four pedagogical pillars of the Department of Communication Arts: research, theory, professional practice and critical inquiry. At the completion of the program, students will be able to:

- PLO1: Report, write, edit and publish using text, pictures, audio, video, and data to tell multimedia stories effectively at a professional level.

- PLO2: Design, produce and assess professional-level multimedia content and innovate journalistic forms.
- PLO3: Design, implement, analyze, write and publish scientific research, using qualitative, quantitative, mixed and digital research methodologies and various data forms.
- PLO4: Discuss various theoretical traditions within journalism and media studies.
- PLO5: Apply theoretical frameworks in research and professional practice.
- PLO6: Understand the intersection between news, digital innovation, computer programming, and media design in today's evolving journalism and media field.
- PLO7: Achieve a high level of media literacy by discerning the cultural, economic, and political contexts that affect news media and digital production processes in the Arab region and globally.
- PLO8: Apply university-level pedagogical approaches and methods in journalistic teaching and curricular development.
- PLO9: Demonstrate requisite theoretical, research and pedagogical knowledge and skills for doctoral studies in the field.

2) Facilities and equipment. There is a Lab (the SFA Lab 1102) for audio and video post-production. The facility includes 21 PCs with the latest audio/video editing software, such as Adobe cc 2017, Avid Media Composer, and Black Magic Da Vinci. A TV Studio with a master control room is present and is located in the basement of the Fine Arts Department which includes 3 smart classrooms, a screening room that accommodates 30 students, 2 isolated audio recording studios, 7 editing facilities (PC) and 2 MAC editing suites. It has 2 storage areas. A Journalism Lab, which includes 26 Imacs with the latest research, design and editing software and laser colour printers.

3) Internship opportunities. The MA provides two different tracks, a professional and research one, and for both tracks students should take part in a professional internship or research apprenticeship during the second year. In addition, all students must complete a teaching apprenticeship course.

4) Study abroad. Students get the chance to study abroad, since LAU has different agreements for exchange programs with other universities such as:

- Salzburg Academy on Media and Global Change (3-week summer abroad program in Salzburg)
- The Danish School of Media and Journalism
- Utrecht University, Netherlands

### Lessons Learnt and Transferability Opportunities

One of the key aspects of this case' success is its balanced mix of theory and professional practice in digital journalism. While there are other graduate media programs in the country, they are either overly theoretical with no practical components, or tend to be outdated and focus on obsolete media practices. This is where the department of Communication Art's vision to "reinvent communication" – as its motto says – translates into the new MA in Mass media Journalism. What is interesting is that students will develop skills in scientific research to generate rigorous studies while they have pedagogical training.

Regarding the PAGES project, it is possible to consider the following transferability opportunities and lessons to be applied:

- Create a Multimedia Journalism Lab, which covers multimedia production skills for learning how to combine video, audio, photos, text, and info-graphics into innovative news stories for various digital platforms;

- Create a Data Journalism Lab, an intensive lab which covers basic data-driven research, storytelling and reporting techniques. Students learn how to find stories in data, clean, organize, and represent them visually;
- Digital Innovation: approach journalistic story production through design thinking, using speculative scenarios to create innovative media forms;
- Web Development for Media Professionals covering databases, set up and management of websites on servers and Content Management Systems (CMS), integration of user tracking and web analytics, and basic editing of HTML, Javascript, and Cascading Style Sheets (CSS);
- Arab and International Media: introduce course subjects on how media systems interact with the political, social, and cultural particularities of the Arab world;
- Media Research Methods: students have to learn how to critically read and practically design and implement research projects using quantitative, qualitative, and mixed methodologies and data collection, sampling, analysis and interpretation techniques.

## 9. Summary of interviews with experts

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In realising the ambition of the PAgES project, a number of experts in the field of journalism, cross-media communication and journalism education, have been interviewed in order to gain qualified opinions on the topic of cross-media journalism. Qualitative insights have been considered under the following seven themes:

1. Empower new journalists with adequate skills for detecting fake news and deconstruct extremist messages on multiple social media platforms: investigative journalism;
2. The crucial role of visuals and the growing importance of visual journalism;
3. Ethics guidelines and related courses aspects;
4. Journalists and journalism as peacekeepers: the role of Peace Journalism;
5. Digital skills and equipment: rooms for improvements;
6. Write, report, market: the mobile-first strategy;
7. Citizen-Journalism: risks and opportunities.

### **1) Empower new journalists with adequate skills for detecting fake news and deconstruct extremist messages on multiple social media platforms: Investigative journalism**

According to Yusuf Omar<sup>13</sup>, the journalist has to keep learning and improving its abilities in dealing with new technology solutions that can be adopted in a creative and cheap way by the agent, in its ways in dealing and creating better stories. On the same line Beatriz Buarque<sup>14</sup> when she mentions the gaps that traditional media has in covering the nowadays dynamics of information in cross media platforms. For the interviewee, journalism nowadays is about accuracy (suggestion: using data mining), engagement (suggestion: emotional and techniques, such as videogames) and creativity (suggestion: design thinking and storytelling in multiple platforms and language formats such as audio, video and texts). And she extended that problem also to the universities and the modes of how journalism is still being taught. A way which seeks mainly the “who” and the “lead” of the news according to a certain form of story guidance to the “truth”. Mohammed Jibril bin Taher<sup>15</sup>, underlined the investigative press and its role in investigating the news and beyond the news and tracking the facts thoroughly. On the same page the comment of Francesco Zambelli<sup>16</sup> when he underlined that technical preparation must go hand in hand with training on the source credibility, fact checking and fake news. There are journalists specialized in debunking (attempt to expose or discredit claims believed to be false, exaggerated, or pretentious) and new experiments dedicated to this phenomena are increasing in the world. Nevertheless, it is still very difficult to eliminate fake news even because fake news always existed in the history of journalism. According to him, nowadays it is even more difficult because the process of creation of fake news is, let’s say, more spontaneous and less controlled, by also using common people profiles and social media users. It is not always easy to stop its spread all around the world. Journalists must be able to orientate themselves in this incredibly fragmented scenario.

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<sup>13</sup> Postgraduate in journalism and media at Rhodes University. Mobile Journalist at CNN based in London.

<sup>14</sup> Journalist graduated at the Federal University of Rio de Janeiro with more than ten years of experience in the newsroom and a Distinction Degree – MA in International Relations and Security (University of Westminster).

<sup>15</sup> Assistant professor at Misurata University

<sup>16</sup> Editor and Founder of InPrimis initiative.

## 2) The crucial role of visuals and the growing importance of visual journalism

In Claudio Jampaglia<sup>17</sup> opinion we should give to images the same respect, identity and reflection and work that we give to words. Claudio Jampaglia explored the evolution of the role of images, especially for tabloids, during the last years. Images were used only to cover a gap. While in magazines the photos were very accurate, used with an idea, such as in *The Newyorker* for instance. Then Jampaglia started to work with documentaries and with web documentaries, and in these experiences he realized how much images have grown in importance. In the same line went Yusuf Omar. During his trips he used to collect photos, videos, records and started using all the cheap solutions disposable to transform them into information and spread that information through the internet. Yusuf Omar made photos, gifs, blogs and used different perspectives to disseminate through digital platforms like Twitter, Snapchat and Instagram. For Yusuf, the journalist is entering an era where he/she cannot be just a writer or a cameraman anymore. Francesco Zambelli therefore recommends to include in the set of new skills to be provided the fact checking (especially in a crisis situation such as in Libya), and especially the fact checking on the usage of images (i.e. Instagram) and videos (i.e. Youtube), on the different types of social media writing-types and related rules (i.e. hashtag). Photoshop and editing video softwares management are crucial in this regards, as recognized by Abdallah Hussein Elgamodi<sup>18</sup>.

## 3) Ethics guidelines and related courses aspects

Abo Baker Mostafa<sup>19</sup> pointed out that journalists should adhere to the ethical aspect of their profession. The ethic point has been raised also by other Libyan colleagues when discussing the future of Journalism in Libya. This is the case of Mohammed Ali Alfughi when he pointed out three direct ethic themes, that must be considered among the top priority for any training course related to journalism and new journalists:

1. Transfer the truth to the reader;
2. Self-censorship of journalists;
3. Commitment to objectivity when publishing topics;

In this sense it is necessary for journalism, as underlined by Domingo Sánchez-Mesa Martínez<sup>20</sup>, to preserve its trust and independence, especially during the funding crisis that is actually undergoing both in Europe and the MENA region. Muftah Mohammed Belaid<sup>21</sup> explicitly affirmed that “the press has become a guard for the legislative, judicial and executive authorities, especially during crises”. Even a proper methodological course on how to perform journalism profession and on how to do research in the journalistic field must be provided to Journalists, said Mohamed Abdalhamid Gharbawy<sup>22</sup> from Zawia University. The risk of getting lost (voluntary or not) in the fragmented and highly politicized Libyan scenario is very high, and only by providing a solid training on ethic related topics the risk of media polarization can be reduced and hopefully avoided. Even the development of courses on critical thinking, as underlined by Ali Tarmal, can be understood in this sense, as a tool to strengthen new journalists in the XXI century. Especially in a crisis situation, particularly under stress, as recalled by Abdallah Hussein Elgamodi, a correct management of the stress caused by the war conditions can allow the journalist to stick with its

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<sup>17</sup> Journalist, Radio Popolare, Milano (Italy)

<sup>18</sup> Lecturer and Freelance photographer from Zawia.

<sup>19</sup> Journalist expert in Misurata city

<sup>20</sup> Full Professor in Comparative Media Studies, and Academic Coordinator of the Master's Degree in New Interactive Media and Multimedia Journalism at the University of Granada. He also currently directs a research project on Transmedia Narratives entitled Nar\_Trans 2.

<sup>21</sup> Associate Professor, Faculty of Arts and Information at Misurata University.

<sup>22</sup> Professor of Political Science, Faculty of Letter at Zawia University.

ethics commitments. In this sense he recommends including courses on “neutralism” and “conflict sensitivity”.

#### 4) Journalists and journalism as peacekeepers: the role of Peace Journalism

This topic has been raised by different partners and it is highly interrelated with the **Ethics guidelines and related crucial aspects** discussed above. Milood al-Omrani<sup>23</sup> informed on how much the removal of Gheddafi police system contributed to opening new opportunities for Libyan journalists and generally speaking for online activism and Libyan society at large. Sánchez-Mesa stresses the need to vindicate the role of journalists in a moment in which polarization, lack of dialogue and fake news produce political instability, as well as a crisis of trust and coexistence. In this regards journalists seems to have multiple dimensions for easing crisis and help the society in dealing with it:

##### *Informative dimension*

- Gathering information on current issues of public concern and report it correctly;
- Responding to and following up on issues of interest for citizens;
- Dealing with new technologies provide solutions that can be adopted in a creative and cheap way creating better stories;
- Correctly informing citizens in order to ease the societal/individual decision making process;
- Journalism plays a crucial role in informing people during a crisis.

##### *Problem solving dimension*

- Raising public awareness of the ways of coping with the crisis and its consequences;
- Accuracy and providing the public with detailed facts about the crisis in order to eventually find alternative solutions;
- Debunking of propaganda by regimes or political parties/movements;
- The rapid dissemination of truly facts to confront rumours that occur during crises;
- Fighting the symbiotic cycle of hate delivered by extremism: every ideology that preaches the supremacy of a group in comparison to others due to their culture, religion, colour, gender or sexual preferences.

##### *Science Diplomacy dimension*

- Working on the causes of the crisis and its dimensions;
- Alternative and independent voices have their say, challenging the dominant, one-sided narrative of hegemonic power;
- Creating opportunities for society at large to consider and to value non-violent responses to conflict (e.g. Peace Journalism);
- Citizen-Journalism highly influences the decision-making process by forcing politicians to be reliable for their actions.

In order to achieve its role, Journalism teaching must be associated with human rights and democracy studies, as underlined by Abdallah Ismail Al-Wafi<sup>24</sup> and, in another interview, by Mohammed Jibril bin Taher, when he constantly insisted on the integration of courses such as journalism in society, and journalism and human rights as part of the curriculum.

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<sup>23</sup> Master Student of journalism at Zawia University

<sup>24</sup> Staff member of the Journalism Department at Zawia University

### 5) Digital skills and equipment: rooms for improvements

By quoting the exact words of Rasha Faek<sup>25</sup> “most of the Libyan journalists I have worked with have a great enthusiasm to work and report. Still, they need more training in writing, editing, and photography. Also, many of them need some equipment and digital skills to provide more professional stories”. Khaled Gulam<sup>26</sup> from UoT, underlined the necessity for all digital improvements and equipment purchasing, to be integrated in the already ongoing initiatives at Libyan level and to represent an upscale of existing laboratories, and for introducing new teaching methodologies. It is interesting to read, in this regard, the students point of view, especially the ones of Misurata University. A number of Master students were interviewed (Nada Altaeb, Abdulali Abdulali, Abdulghani Esweesi) which praised the university encouraging environment in terms of prepared halls with the means of presentation, and the availability of scientific books in the library. They also talked about the matching of the University's courses with the courses at the local, regional and international levels, and confirmed the positive impact of their courses in the real and academic aspects of their lives. Again, there is no need to start from scratch but rather to enrich the already existing scenario. Additionally Ali Tarmal explained that digital skills must be provided in the field of IT (from beginner basics to advanced techniques) with particular attention to cyber security and on how to stay safe online.

As one of the most innovative proposals from the equipment specific point of view, the University of Aveiro suggested creating an ambience for practical experience using Virtual Reality (C.A.V.E.) that would be a great add by simulating on-field activities.

Moreover, professors from Libya, as Mohamed Abdalhamid Gharbawy, also asked for an update on already ongoing courses by introducing new methodologies and pedagogical instruments for the benefit of both students and professors.

### 6) Write, report, market: the mobile-first strategy

According to Rasha Faek view, with Facebook and other social media providing new pathways to journalism, the modern audience does not expect to work hard to find the news. Today's digital journalists must be able to write, report and market their stories. So, news will have to go to readers; they don't have to come to us. Therefore, web video could be a possible way out. Also, with an increasing number of people accessing news through mobile devices, news organizations must adopt a “mobile-first” model - or risk becoming irrelevant. Still, to produce impactful digital journalism, reporters, developers and designers all have to work together to create quality content that also will engage an audience. This is the same aim of Yusuf Omar when he described Mobile Journalism. For him, “Mobile journalism is a way of living, his phone works for him as a “weapon” always ready to shoot. He never knows when and where a good story is going to happen. It can take place on holidays, in the streets, anywhere an injustice can happen. Mobile journalism can be represented as “glasses” he is using during the interview “with the camera attached”. New forms of communications require new techniques, to encourage and guide creativity. And, as underlined by the University of Sirte, attention should be also given to journalism languages in order to properly reach the reader.

### 7) Citizen-Journalism: risks and opportunities

Professional journalism and citizen journalism have been recognized to be two different approaches to journalism, with the latter representing a huge opportunity for the former. Professional Journalists,

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<sup>25</sup> Managing Editor at Al Fanar Media, Amman (Jordan).

<sup>26</sup> Journalist and Assistant Professor. Head of Media Department at the University of Tripoli



according to Milood al-Omrani, must approach citizen journalism with an open mindset. If not, citizen journalism will appear as a direct competitor instead of being a resource. How to manage this resource in a reliable way is the real question. On the other hand, he was not the only one to refer to the fierce competition between the press and the media in the age of the Internet. Also Mohammed Jibril bin Taher distinguished between the citizen's press or the amateur press and the journalist's professionalism in conveying, writing, transmitting news and abiding by the ethics of the profession. Professional journalism must be able to understand citizen journalism and use it in a correct, proper, ethical way. In this sense, according to Zambelli, the Syrian case can represent a good example to get inspiration from. Citizen-journalism, in the case of Syria, has been a very useful “tool”. Many citizen-journalists have been recruited by big newspapers in order to arrive at places totally isolated by the rest of the world. In line with Libyan colleagues, Zambelli underlined how the real challenge has been so far to put in a journalistic view the news coming from a citizen who (in theory) is not prepared for this job, neither (most probably) directly involved in a conflict. This was the reason why, for example, some big press companies decided to create a dedicated team in order to check all the information coming from Syrian citizen-journalists and evaluate technically the reliability of these information (checking for example the metadata inside their camera and the point of view of the contents). A dedicated training on this aspect (e.g. social community management) seems to be very welcomed by Libyan colleagues.

## 10. Forward looking: the training framework

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As this study has shown, journalism and journalism related educational programmes can play a crucial role in contributing to peace building processes for the benefit of society at large. This study recognises the role of journalists as a key actors in local societies: while their skills and capacities need to be updated according to new digital requirements, their role seems to be unchanged. The case studies highlight the growing benefits of integrating traditional and new media approaches in journalism and journalism education, placing high emphasis on ethics and professionalism.

The case studies, profiling practices within the Euro-mediterranean region and beyond, have included different types of courses on journalism from different countries allowing to integrate different perspectives. The analyzed cases inspired all the partners in including new courses and subjects in the new PAGES Master, for the benefit of professors capacity building action and offering a quality education to future students.

Further, in realising the ambition of the PAGES project, research results have been translated into training proposals for the capacity building process of Libyan professors, in the view of setting up a new Master Course in Cross-Media Journalism. The training needs and related motivations have been considered under the following three themes:

<p><b>1. Journalism theories</b>  <b>Ethics, teaching innovation and research methodologies</b></p>	<p>The starting point of all the future training of PAGES must be focused, according to the analysed resources and interviews and case studies, on Journalism theories, with particular attention directed to ethics, teaching and research methodology. Both Libyans professors and European experts recognized the necessity to set up solid bases in the field of ethics, and to promote a deep understanding of Journalism ethics for future Libyan journalists, particularly considering political, social and</p>
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	<p>other forms of pressure they are suffering. Moreover, for the future sustainability of PAgES activities and for its impact, it is crucial to enhance Libyan professors capacities in terms of pedagogical approaches and research capacities.</p>
<p><b>2. Journalism practices</b>  <b>Use of new technologies, new media management, technical skills</b></p>	<p>All the consulted sources and the absolute majority of interviewed experts recognized that XXI century journalists skills must include both theoretical and strong technical capacities. New media must be managed properly, used at the maximum potentiality. Social media must be carefully used and capacities are required for their analysis as sources.</p>
<p><b>3. Cross-media perspectives</b>  <b>Mobile journalism</b></p>	<p>Mobile journalism can represent a cross-media solution for an under equipped country such as Libya. All Libyans professors recognized the need to improve the equipment of journalism laboratories and to put it at the disposal of students. This will require, as mentioned above, an upgrade of their technical skills. Mobile journalism has been also widely used by citizen-journalism and a proper knowledge of this resource will allow students to be able to properly manage also citizen-journalism sources.</p>

## Appendices

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The Appendices contain the tools used to collect the data for this report. These are:

- Appendix 1: Baseline survey
- Appendix 2: Case Study Nomination Form
- Appendix 3: Sample Case Study Template
- Appendix 4: Bibliography Review Template
- Appendix 5: Peer-review Template

### Appendix 1: Baseline survey

#### A. Partner Information

<b>Name of your Institution:</b>	
<b>Name of the person filling out this form:</b>	
How many undergraduate and postgraduate students does your university have?	
What cities does your university have campuses in?	
Which are the languages most commonly spoken at the institution for teaching and learning?	

**A1.** What have been the most important changes for academic staff at higher education institutions in your country the last five years?

**A2.** Does your university have courses on journalism? If so, please give details (number of professors involved, student enrolled)

**A3.** Please tell us about any ongoing or future projects that you or any of your colleagues are working on, to do with journalism (other than PAGES)

**A4.** Does your institution have a University radio and/or newspaper? If so, please give details

**A5.** Please indicate any ongoing agreement/Memorandum of Understanding with local /regional/ international media.

**A6.** What are the main opportunities for the establishment of a new master course in cross-media journalism at your university?

**A7.** What are the main challenges for the establishment of a new master course in cross-media journalism at your university?

## **B. Training of Trainers**

*Aim: outline training needs for the training of trainers' component of the project*

**B1.** Are educators required to participate in professional training programmes as part of their career progression? If not, are there any rewards for participating in trainings?

**B2.** According to your perception, which is the most effective pedagogical approach for training professors in your university?

**B3.** According to your perception, what are the needs of educators in terms of teaching methodologies and practices?

**B4.** We are interested in finding educators who will validate the project training of trainers' framework before the delivery. Do any members of staff in your institution have a particular interest in this? If so, please provide names and the kind of work that they are doing, if they are happy for you to share this.

### C. Master Course procedures

*Aim: outline the legal and administrative requirements and procedures for the activation of a first level professional Master course in cross-media journalism in your university and in your country*

**C1.** Which type of validation is requested for a Master Program to be approved in your university (only local, at the University; at the Ministry level; is there any central scientific board?)

**C2.** Which are the academic or national governing bodies in charge of the approval of new professional master courses? Please describe the administrative procedures in terms of annual deadlines both for the approval and for the activation, actors involved, type of information to be submitted, etc.

**C3.** In your university, how long does it take for a Master Program to be approved?

**C4.** In your university, which documents are requested for the validation process?

- Detailed didactic plan [YES/NO]
- Official agreement among Universities [YES/NO]

- Budget plan [YES/NO]
- Scientific board [YES/NO]
- List of teachers involved [YES/NO]
- Other (describe)

**C5.** According to your experience, how long does it take, usually:

- to establish and sign cooperation agreements among universities for the joint delivery of the Master Course programme?
- for the promotion stage and the enrolment of students?

**C6.** Is there any break-even, or a minimum number of student requested?

**C7.** Does your university use credits, and how they are / can be converted into ECTS – European Credit Transfer System? (please detail the recognition features in terms on number of hours of lesson, individual study, lab, internship, etc)

**C8.** What type of exams are mandatory?

- Final exam [YES/NO]
- After any semester [YES/NO]
- After any didactic module [YES/NO]
- Other (describe):

**C9.** Is the internship/stage mandatory? [YES/NO]

**C10.** What is the estimated fee per year (please note that only the first year of the Master will be offered during the lifetime of PAGES project, and students might have to pay for the second year)

## D. Master Course content

*Aim: outline general aspects of the scientific and thematic areas to be considered for the master course.*

**D1.** According to your perception, what subjects do you consider fundamental to be included in the PAgES Master course?

**D2.** To what extent the following subjects are relevant to be included in the Master course?

Subjects	Not at all	A little	Some extent	A lot
Public opinion				
Copyright				
Big Data				
Transmedia storytelling				
Citizen journalism / networked journalism				
Practical skills (such as graphic design, video making, editing, social media strategy, etc)				
Journalism Ethics and standards				
Other (describe)				

**D3.** What are the most relevant competences required to a XXI century journalist in the Libyan context?



## Appendix 2: Case Study Nomination Form

Section 1. Background detail about the initiative
Title of the initiative described by the case study
Contributor/s of the case study (name of the authors writing the case study and University/Institution)
Data sources used for the case study (e.g. interviews with staff and students, course documentation, websites, publications, including blogs and tweets, disseminating the initiative)
Type of initiative (e.g. Master Course, Joint Master Course, Intensive study programme, ...)
URL of initiative
Country/ies
Name of the organisation/institution behind the initiative
Type of organisation: (e.g. university, consortium of universities, public body)
Funding: Who is providing the financial resources (if any) required for the initial development and subsequent functioning of the initiative?

**Section 2. Introduction to the case: brief history and goals of the initiative**

Description of the initiative analysed by the case study, covering its history, goals and approach.

*(Recommend approx. 500 words)*

### Section 3. Key aspects of particular importance

Description of relevant aspects such as key people involved in the design and development of the initiative, underpinning pedagogy, motivations to be involved etc.

*(Recommend approx. 1500 words)*

Authors can decide which aspects from this list are particularly relevant to each case. These are just factors that authors might want to explore, but they are free to ignore or choose to focus on a few of them depending on how relevant they are for each of the initiatives under examination:

#### Things you may wish to consider:

- Pedagogical innovations & teaching methods
- Funding model
- Incentives for engagement of educators
- Quality assurance mechanisms
- Assessment of learning outcomes
- Certification or accreditation of knowledge
- Use of Technologies
- Response to massification and large class teaching
- Job market connection
- Internship opportunities
- Mobility opportunities

### Section 4. Lessons Learnt and Transferability Opportunities

Including for example, engagement, challenges, successes, key beneficiaries, opportunities for community building, mechanisms for evidencing engagement and/ or achievement of learning.

*(Recommend approx. 200 words)*

## Appendix 3: Sample Case Study Template

<b>Section 1. Background details about the initiative</b>
Title of the initiative described by the case study
Contributor/s of the case study (name of the authors writing the case study and University/Institution)
Data sources used for the case study (e.g. interviews with staff and students, course documentation, websites, publications, including blogs and tweets, disseminating the initiative)
Type of initiative (e.g. Master Course, Joint Master Course, Intensive study programme, ...)
URL of initiative
Country/ies
Name of the organisation/institution behind the initiative
Type of organisation: (e.g. university, consortium of universities, public body)
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<b>Section 2. Introduction to the case: brief history and goals of the initiative</b>
Description of the initiative analysed by the case study, covering its history, goals and approach. <i>(Recommend approx. 500 words)</i>

<b>Section 3. Key aspects of particular importance</b>
--------------------------------------------------------

Description of relevant aspects such as key people involved in the design and development of the initiative, underpinning pedagogy, motivations to be involved etc.

*(Recommend approx. 1500 words)*

Authors can decide which aspects from this list are particularly relevant to each case. These are just factors that authors might want to explore, but they are free to ignore or choose to focus on a few of them depending on how relevant they are for each of the initiatives under examination:

**Things you may wish to consider:**

- Pedagogical innovations & teaching methods
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- Job market connection
- Internship opportunities
- Mobility opportunities

#### **Section 4. Lessons Learnt and Transferability Opportunities**

Including for example, engagement, challenges, successes, key beneficiaries, opportunities for community building, mechanisms for evidencing engagement and/ or achievement of learning.  
*(Recommend approx. 200 words)*

## Appendix 4: Bibliography Review Template

**What:** books, scientific articles, journals special issues

**Period:** 2013-2019

**Subjects:** Cross-media Journalism, Networked Journalism, Citizen Journalism, Data Journalism, Crisis and War Journalism, Experiences in Higher Education dedicated to Journalism

Author, Title, Issue (in APA Style, see <a href="https://www.apastyle.org">https://www.apastyle.org</a> )
Review (max 300 words), including: (1) Short Description of the contents; (2) The innovative aspect of the article/books; (3) Two key-words.

*Copy tables as necessary*

Titles of books/articles/journals in Arabic should be reported both in Arabic (original title) and eventually translated into English, please do not transliterate.

## Appendix 5: Peer-review Template

<b>Peer-review of:</b> Title of the initiative		
<b>Criteria with indicative review prompts</b>	<b>Yes/No</b>	<b>Reviewer Comments</b>
Expected analysis adequately covered		
Content is relevant and informed by research and/or current practice		
Content is of good quality (readability, references, no missing sections or unexplained arguments)		
The analysis includes lessons learnt and transferability opportunities		
The analysis provides clear information in a form that is useful to the reader		
Overall, the case analysis meets acceptance criteria		
What questions come to mind when you read the case study? Are there any suggested actions that could be implemented to help enhance the case study?		
<b>Peer-review completed by</b> Name of reviewer: Date of review:		

This report “Journalism in Libya: a Cross-Media Perspective” is the result of a collaborative work conducted by the PAgES project partners, with the support the Erasmus+ programme of the European Union. The report is composed of four main sections: Annotated Bibliography, Baseline survey findings, Case Studies of relevant initiatives, Summary of interviews with experts, and a conclusive summary Forward looking: the training framework where research results have been translated in training proposals for the capacity building process of Libyan professors in the view of setting up a new Master Course in Cross-Media Journalism.

This study shows that journalism and journalism-related educational programmes can play a crucial role in contributing to peace building processes for the benefit of society at large. It recognizes the role of journalists as key actors in local societies: while their skills and capacities need to be updated according to new digital requirements, their role seems to be unchanged, highlighting the **growing benefits of integrating traditional and new media approaches in journalism and journalism education, placing high emphasis on ethics and professionalism.**

