Description of EDST 565El: Scholars Go Public

It is through the media that most people come to their understanding of research. Creating media and engaging with journalists is a way to engage children, youth and adults in issues of importance to them. It can involve participants in not only talking about the problem, but also proposing ideas and collective action for how to improve a situation.

This course will be delivered both online and face-to-face.

It will be co-taught by Michelle Stack and Genevieve Creighton.

The objectives of this course are to facilitate your:

1. Analyses of media coverage on issues related to equity and social justice in diverse fields (e.g. education, Indigenous studies, health, social work, social sciences and humanities sustainability) of importance to you;

2. Use different approaches to storytelling to talk about your research or research on a topic of interest to you;

3. With the assistance of mentors (journalists and academics who create media and engage journalists) produce and share an Op-Eds, podcast, video, blog etc;

4. Learn about different ways to use social media to expand conversations about issues of interest to you.

COURSE FORMAT

This class is a collaborative space. The first month is online. From July 4th to July 8th we will meet for an intensive face-to-face class. The goal: a publishable product. You could publish as your own blog, or an Op-ed that is sent to a local, provincial or national news outlet, radio interview on a local station etc.

Module 1: Principles of Journalism and Storytelling

Online May 30-June 10, 2016

Participants will gain an understanding of key debates concerning academic-journalist engagement, knowledge transfer, and media coverage related to social justice issues. Basic principles of newsworthiness will be covered and different strategies for research-storytelling including op-eds, blogs, podcasts, video, and photovoice. During week 2 of the module participants will be assigned a small group and begin to work on their project. Mentors will be assigned based on the background and needs of participants, which the instructors will assess through a survey to students.

Module 2: Pitching a tory, storyboarding, Draft #1, Who is your audience?

Online June 13-27, 2016

This module will be focused on learning strategies for engaging the media to facilitate media engagement. Participants will be exposed to a variety of approaches including data visualization, photovoice, theatre and documentary film. Participants will identify the audience for their media product (e.g. front line health workers, educators, social workers, general public, refuges, policymakers, students etc) and workshop a first draft with other participants and instructors. Through online webinars they will have the opportunity to learn from journalists and academics who are recognized as public scholars. Participants will be encouraged to seek feedback from their intended audiences. In the first week of module 2, participants will pitch a story, develop a storyboard/outline and submit a strategy to mentors for feedback.

Module 3: Participate in plenary and small group discussion on key debates. Work on and present media product

Face to Face, July 4-8, 2016

Each morning will include a plenary session that will introduce and open for debate five different "key debates" in media reporting on underrepresented and misrepresented issues. Participants will finalize their media product.

At the conclusion of the week, participants will have the opportunity to workshop their products at an event open to the public.

Module 4: Sustaining an online community of practice, reflection, and dissemination plan

Post-Institute Follow-Up

Students will have access to a portal to allow them ongoing opportunities for collaboration in media engagement and to facilitate the development of a cross disciplinary Community of Practice. Students will be invited to enter all media-related products onto the portal.

Note this course is part of a research project, which students can choose to participate in or not in. In other words, you can be a student in the course and not participate in the research.

For more information contact

Michelle Stack at michelle.stack@ubc.ca

Website: michellestack.ca

Or Genevieve Creighton at gcreighton@cfri.ca

http://genevievecreighton.com/