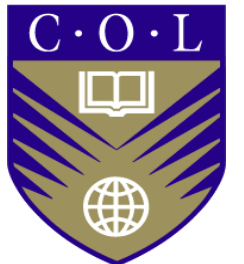


COURSE OVERVIEW

Inclusive and Ethical Reporting

A joint initiative of the Commonwealth of Learning (Canada) and
Global Rainbow Foundation (Mauritius)



Course Aims

Welcome to this 7–week short course on **Inclusive and Ethical Reporting**

The course introduces strategies and guidelines for sensitive and ethical reporting about persons with disabilities in media messages. The course seeks to facilitate sensitive interaction between professional communicators and persons with disabilities.

Your main task will be to produce a 450–600-word newspaper article or a 3–5-minute audio story that demonstrates and reflects the main principles learnt in this course.

By the end of this course, we trust that you will appreciate your critical role in making disability inclusion and equality a reality in media practice.

Course Rationale

Media plays a significant role in influencing and shaping public perceptions. Media coverage of people with disabilities often reinforces stereotypes and promotes discrimination. Journalists have the power to challenge negative perceptions of people with disabilities, foster respect for their rights, and promote the portrayal of people with disabilities as productive and equal citizens of our society. Media professionals need to be critically aware of and sensitive to their representation of diverse people groups. This course provides a forum for professional networking and new skills in interaction with persons with disabilities.

Course Learning Outcomes

On successfully completing this course, you should

1. know the disability community as a complex and varied demographic.
2. be aware of prevailing attitudes and perceptions of persons with disabilities and how media contributes to these attitudes.
3. appreciate how media representations impact the rights of persons with disabilities.
4. know approaches, guidelines, and strategies for representing persons with disabilities that comply with UN Conventions for the Rights of Persons with Disability.
5. appraise media texts for inclusivity and positive representation of issues related to persons with disabilities.
6. display inclusive and positive approaches to your reporting of issues related to persons with disabilities.

Participant Support

Course facilitators will be available to assist you each week. Their role is to support you in the following ways:

1. Ensuring that you are keeping pace with the content of the course;
2. Answering queries that you might have while going over the course content;
3. Guiding you through activities and assignments, if applicable;
4. Participating in chats where you will be interacting with your peers.

Technical Support

You will also be provided with technical support should you encounter any difficulty navigating the course.

Course Structure

The course is divided into 4 units:

UNIT 1 – Introduction to the disability Community 2 Weeks

UNIT 2—Media Portrayal of People with Disability 1 week

UNIT 3—The Power of Words: Reporting on Persons With Disabilities 1 Week

UNIT 4—Sensitivity in Digital Reporting 3 Weeks

Each weeks activities should require approximately 3 hours of work

Week 1

UNIT 1 Introduction to the Disability Community

Unit Learning Outcomes

At the end of this unit, you should be able to

1. explain the nature of disability.
2. discuss the factors that contribute to disability.
3. describe the groups and sub-groups in the disability community.
4. outline the individual nature of the disability experience.

Unit Content

1. The nature of disability
2. The community of people with disabilities: Groups and Subgroups.
3. The Person with a disability as an individual.
4. The Rights of Persons with Disabilities: UN Convention on the Rights of Persons with Disabilities

Week 1

UNIT 1 Introduction to the Disability Community

Unit Activities



Interactive Lesson – People with Disabilities

In this lesson, persons with disabilities share their experiences as individuals and as a community.



Assessment

Forum Post– Experiencing Disability

In the discussion forum, you will

1. describe an experience (yours or that of a family member or friend) with a temporary or permanent disability and the challenges faced.
2. comment on the forum posts of two other participants.

Week 2

UNIT 1 Introduction to the Disability Community

Unit Activities



Interactive Lesson – Understanding Disability

In this lesson, you explore disability as a health and environmental condition.



Assessment

Forum –Reflection and Discussion

In this forum, you will share your reflections. Your discussions should be guided by the following questions:

1. Has the material viewed so far modified your understanding or perspective of disabilities?
2. Can journalists be environmental facilitators or barriers for persons with disabilities?

You may raise any other pertinent question or observation for discussion in the forum. You must make **at least two posts** in order to successfully complete this task.



Quiz – This week’s task ends with a quiz on the material covered in UNIT 1.

Week 3

UNIT 2 Media Portrayal of People with Disability

Unit Learning Outcomes

At the end of this unit, you should be able to

1. discuss how media representations serve or undermine the rights of persons with disabilities
2. appraise media texts for inclusivity and positive representation of persons with disability.
3. outline approaches, guidelines, and strategies for representing persons with disabilities that comply with UN Conventions for the Rights of Persons with Disability

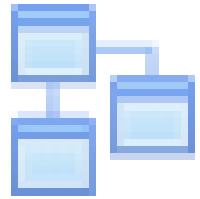
Unit Content

1. Representation of people with disabilities in the media.
2. Issues regarding disability in the news.
3. Media features of people with disabilities.
4. Guidelines for representing persons with disabilities

Week 3

UNIT 2 Media Portrayal of People with Disability

Unit Activities



Interactive Lesson – Media Portrayal of People with Disabilities

In this lesson, you explore the pervasive media stereotypes of people with disabilities and guidelines for more inclusive reporting.



Assessment

Forum – Media Portrayal of People with Disabilities

In this forum, you search the web for 3 news reports about disability issues or persons with disabilities. You will share your findings in the forum and assess these reports for compliance with guidelines for inclusive reporting.

Week 4

UNIT 3 The Power of Words: Reporting on Persons with Disabilities

Unit Learning Outcomes

At the end of this unit, you should be able to

1. revise the language of media messages to improve their depiction of persons with disabilities.
2. use appropriate terminology in reporting or presenting information about persons with disabilities.

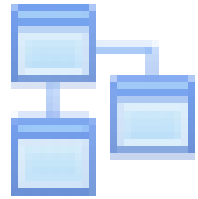
Unit Content

1. Language as “action.”
2. Recommended words/phrases to represent people with disabilities.
3. Editing for inclusivity and appropriateness.
4. Common terminologies used to represent persons with disabilities in news media.

Week 4

UNIT 3 The Power of Words: Reporting on Persons with Disabilities

Unit Activities



Interactive Lesson – Words - Reporting on Persons with Disabilities

In this lesson, you explore the importance of language in reporting on disability issues and persons with disabilities.

Assessment

Editing Activity - The lesson ends with two short exercises that require you to improve language use in a media story or script.

Weeks 5 -7

UNIT 4 Sensitivity in Reporting

Unit Learning Outcomes

At the end of this unit, you should be able to

1. use digital technologies sensitively and effectively in interviewing a person with a disability.
2. display appropriate representational practices in interviewing a person with a disability.
3. follow guidelines for promoting the positive portrayal of persons with disability.

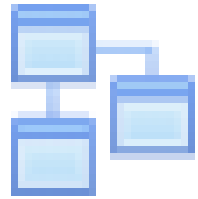
Unit Content

1. Strategies for sensitive and inclusive digital coverage of persons with disabilities
2. Video recording persons with disabilities
3. Writing about Persons with Disabilities: News Reports, Features, Interviews
4. Video/Audio Recording Strategies: Representing Persons with Disabilities

Week 5

UNIT 4 Sensitivity in Reporting

Unit Activities



Interactive Lesson – Sensitivity in Reporting

In this lesson, you explore strategies and guidelines for interviewing and reporting on persons with disabilities.



Final Assessment (Choose One)

In this forum, you will discuss your story ideas with other participants and course facilitators.

The story assignment is as follows:

Interview a person with a disability and write a story for

- a newspaper or magazine (450-600 words)
- **a podcast or radio broadcast (3 – five minutes)**

Week 6

UNIT 4 Sensitivity in Reporting

Unit Activities

Offline activities: You will **research** and **write** your story for submission in Week 7.



Forum –

In this forum, you may report on work in progress. Facilitators will be available to give guidance.

Week 7

UNIT 4 Sensitivity in Reporting

Unit Activities



Forum – Presenting your stories

In this forum, you post the following:

1. Your stories, or a link to your stories,
2. A 3-minute video recording in which you comment on what you learnt about the process of inclusive and ethical reporting during this course and how it influenced your story.

Week 7

UNIT 4 Sensitivity in Reporting

Unit Activities



Feedback

Course Evaluation

Remember to complete the course evaluation.

