media numeric

D6.3 - Report on the Training and Coaching Workshop with Stakeholder Board Members
(Paris, September 5–6, 2022)

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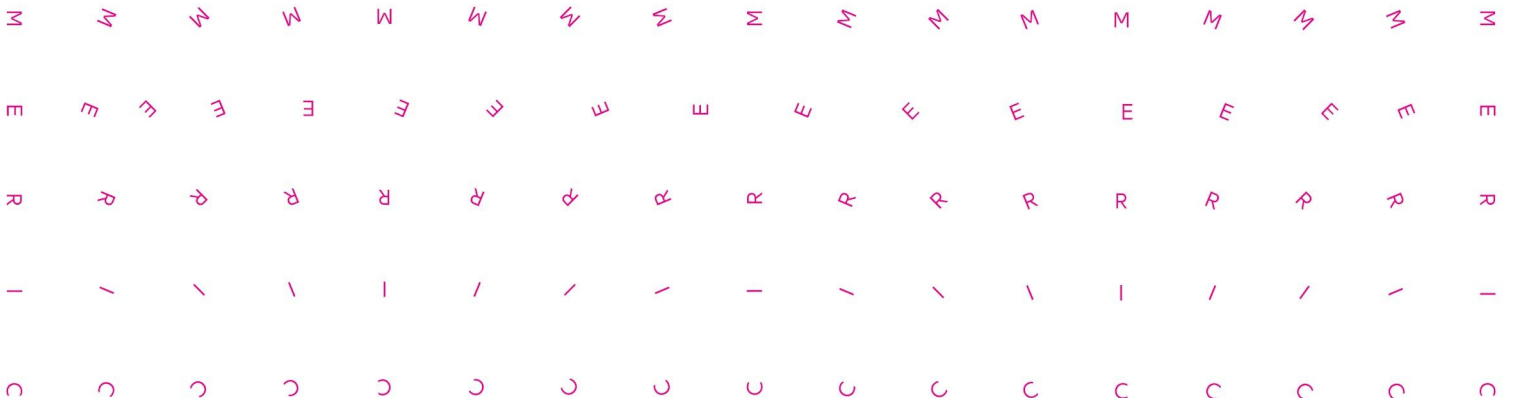
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1. Executive Summary

This report is a presentation and synthesis of the "Training and Coaching Workshop" (WP6 - D6.3) that was organised in Paris on September 5 and 6, 2022, at the headquarters of Agence France-Presse. It was written in close collaboration with Sten-Kristian Saluveer, Founder & CEO, Storytek Venture & Innovation Studio, and author of the 'MediaNumeric Paris Work Session: Results for Dissemination and Exploitation" (WP7)

After two on-site training sessions with students in Paris and The Hague, and a third and last one to come in Warsaw in February 2023, the goal of the workshop was to bring together staff professionals and researchers, selected from the Stakeholder Board, to help in crafting the online iteration of the MediaNumeric course.

Eighteen participants took part in the workshop. Among them were twelve members of the MediaNumeric alliance (Netherlands Institute for Sound & Vision, Inholland University, Centrum Cyfrowe, SWPS University, Storytek, AFP, and INA) and six members of the MediaNumeric Stakeholder Board.

The six members of the MediaNumeric Stakeholder Board were selected to represent a wide range of expertise: academics, digital experts, archive specialists, and content creators. By combining different expertises in one room, the aim was to make sure the end product (i.e., the online course) answers market needs.

The workshop was structured around brainstorming exercises to map and discuss potential improvement actions and new initiatives to improve the quality, significantly increase the impact and exploitation of the project during the second half of its implementation, and to successfully launch the online iteration of the project.

The deliverable gives an overview of the planning and execution of the working session, the agenda and the methodology including design thinking tools, as well as further actions and conclusions from the work session for the consortium, especially regarding communication and exploitation (WP7) and the further work plan towards the MediaNumeric Online course.

2.   Introduction

The Coaching and Training Workshop took place over 1.5 days in Paris. Both members of the MediaNumeric consortium and of the Stakeholder Board took part in the seminar.

MediaNumeric establishes strong relations between institutions representing HEIs (INH, SWPS), media industry (AFP, Storytek), and cultural heritage institutions (NISV, FCC), with INA representing both the education and archival domain. The Stakeholder Board, gathering 24 recognised experts and professionals in the media, heritage, data and training domains, broadens the industry relations with the project.

By engaging Stakeholder Board members in a series of brainstorming exercises, the main aim of the workshop was to list the minimum requirements for the MediaNumeric online course, to be deployed in October 2023.

The main goals of the MediaNumeric data-driven journalism and data storytelling online course is to be hands-on (adapted to the needs of the industry and its evolution), as well as free and openly available.

To prepare for the workshop, a questionnaire was sent to the members of the Stakeholder Board in which they were asked to share their thoughts on the form the MediaNumeric online course should take. Questions, for example, included: What are their preferred online courses currently available; What they believe to be the skills essential to data-driven journalism; Whether there are missing tools in the current MediaNumeric teaching modules, to name a few.
A synthesis (see Annex) of the answers to the questionnaire was written ahead of the Paris workshop as a starting point for engaging the Stakeholder Board members present at the working session.

The participants of the workshop were divided into 3 groups, each composed of representatives from the different sectors of the MediaNumeric project (journalism-based content creators, academics, archivists, digital/data experts). The exercises offered as prompts for the working session helped answer questions such as: Who should the online course be for? How asynchronous should the online learning experience be? Should students receive a certificate for completion of the course? Should additional modules/topics be added to the online course?

At the end of the workshop, consensus was found around the answers of the main questions however, answers to additional questions needed continued attention.

Section 3 of this report focuses on the workshop agenda and methodology, giving an overview of the participants, including both from the Alliance and the Stakeholder Board side. It then presents the meeting agenda developed by the Alliance during summer 2022, as well as gives a summary of

the key activities carried out according to the agenda. The methodology for the working session, including the application of three design thinking tools, is then described. Sections 4, 5, and 6 present the outcomes of the application of the tools and the discussions during the working session, as well as key action items for the Alliance regarding the future activities of the Medianumeric online course.

3. Workshop Agenda and Methodology

3.1 Participants

Participants of the Paris workshop were composed of :

❖ **Six** members of the MediaNumeric Stakeholder Board :

● Gijs Van Beek - co-founder of **Textgain** (NL)
● Helen Shaw - CEO of the digital media company **Athena Media** (IR)
● Sven-Ove Horst - **Erasmus University Rotterdam** - Department of Media and Communication (NL)
● Peter Rippon - Editor of **BBC Online Archive** (UK)
● Marcin Malicki - CEO at **Netwizor**, Wirtualna Polska (PL)
● Marco Rendina - **Cinecittà - Istituto Luce** (IT)

❖ **Twelve** members of the Medianumeric Consortium:

● Johan Oomen, Rachel Somers Miles, Laura Schotte - **NISV** (Netherlands Institute of Sound and Vision) (NL)
● Natalia Berger, Susannah Montgomery - **Inholland** (NL)
● Bruno Masi and Clément Malherbe - **INA** (Institut National des Archives) (France)
● Marie Hospital, Delphine Ramond from the international news agency - **AFP - Agence France-Presse** (France)
● Sten-Kristian Saluveer - **Storytek** (Estonia)
● Maja Drabczyk - **Centrum Cyfrowe** (Poland)
● Kuba Piwowar - **SWPS** (Poland)

3.2 Agenda

The Training and Coaching Workshop took place on September 5 and 6, 2022.
The agenda was as follows:

MONDAY 5 SEPTEMBER	TUESDAY 6 SEPTEMBER
13:30 Kick-off and Icebreaker Facilitated by Sten Kristian Saluveer (Storytek) 14:00 Overview of the project + Q&A Johan Oomen (NISV) - MediaNumeric Project Leader 14:30 Overall goals and outcomes (30 min) Maja Drabczyk (Centrum Cyfrowe) 15:00 Audience: Who are we teaching? (15 min) Kuba Piwowar (SWPS) 15:15 - 15:30 - BREAK 15:30 Content and Methodology: What are we teaching? Natalia Berger (Inholland) 16:00 Format: How do we teach? (15 min / 15 min Q&A) Susannah Montgomery (Inholland) 16:30 Visibility: How do we attract users? (30 min) Laura Schotte (NISV) 17:00 Recap and Q&A Rachel Somers Miles (NISV)	09.30 Icebreaker and warm up // go through curricula // booklet from The Hague Facilitated by Sten Kristian Saluveer (Storytek) 10.00 - 11.30 Exercise: Key characteristics of the online course. Who is it for?What content should it have? What are the minimum requirements for the online course? Work in groups // Facilitated by Kuba Piwowar (SWPS), Natalia Berger (Inholland), Susannah Montgomery (Inholland) 11.30 - 12.30 Presentation of the results and consensus Merge results from three brainstorming groups and vote for the best features and ideas Led by Johan Oomen (NISV) 12.30 - 14.00 - LUNCH (Buffet served on site) 14.00 - 15.30 Business models and exploitation for the online platform? What are the core services? What are the best use cases for the course? How to get users? How to promote the course? How long should we maintain it? How do we track its success? Who are the key partners? What commitments should those partners take? Work in groups, and at the end vote for results. Led by Sten Kristian Saluveer (Storytek) 15.30 - 16.00 - BREAK 16.00 - 17.00 Recap of the key ideas, formats, outcomes of the event. What are the priorities and commitments for the project and for the Stakeholder Board. Action points Led by Johan Oomen (NISV) 17.15 - WORKSHOP WRAP

The first afternoon was dedicated to an overview of the MediaNumeric project: its achievements, challenges and next actions. The objective was to update the Stakeholder Board members taking part in the workshop on the progress of the MediaNumeric project.

Training and Coaching workshop, Agence France-Presse, Paris, 5 September 2022

To launch the workshop, **Sten-Kristian Saluveer**, from Storytek, member of the MediaNumeric Consortium, "broke the ice", asking each participant about their "superpower"? Super skills ranged from "jazz drummer", "very good cook", "super daddy of 5" to "sailor" and "seeing in the dark"!

Once the ice was broken **Johan Oomen** of NISV (Netherlands Institute of Sound and Vision), project lead for MediaNumeric, went back to the <u>origins of the project</u>. He reminded that the jumping off point for the formation of the MediaNumeric project is to highlight what archives can do for journalists, and more specifically for the new generation of journalists. This generation should take advantage of the story-telling potential of audiovisual archives, while being aware of how technological developments encourage the spread of inaccurate and misleading information. The MediaNumeric project application was submitted to the EU commission in February 2020, on the eve of the pandemic, and the project was launched in January 2021.

Maja Drabczeyk, from Centrum Cyfrowe (Poland), then outlined the <u>overall goals and outcomes</u> of the MediaNumeric project. Maja stressed that the reason for this workshop was to combine different expertise in one room so the end product of the MediaNumeric online course really "answers the needs of all involved". The key outcomes are about being directly in touch with what is happening in the journalism industry, setting the methodology priorities and figuring out how we should run the online course to make it effective and efficient.

<u>Who are we teaching</u> is the question **Kuba Piwowar,** from Polish university SWPS, answered in the presentation that followed. Kuba explained that after a series of consultations of experts (within D2.1 the Needs Analysis Report conducted for the project), *"all partners agreed upon the following profile of the target group: third to fourth-year BA students and first-year MA students in media, journalism and creative industries curricula".* Kuba indicated that so far 31 students have been trained on site (in Paris and The Hague), less than initially planned because of last minute Covid defections, and 20 more students will attend the third and last on-site training course planned in February 2023 in Warsaw.

Natalia Berger, from Inholland, went on to explain <u>what we are teaching</u>. Natalia reminded that the MediaNumeric teaching program was designed on the basis of 56 expert interviews, summed up in the Needs Analysis report. These experts were asked what the essential knowledge, skills and tools for the search and exploration of data, creative storytelling, fact-checking and debunking disinformation are. The results were then translated into the 3 teaching modules: search and exploration of data, telling stories with data, tracking and debunking misinformation.

Susannah Montgomery, from Inholland, then introduced the next presentation: <u>How do we teach</u> Susannah explained that the online version of the MediaNumeric course "will not be a direct translation of the previous on-site editions". The online course will not offer ECTS points, and video or audio materials for the online adaptation will be recorded specifically for the online course. On the format of the online course, Susannah stressed that we were not planning to opt for "synchronous" online learning method (i.e: virtually attend classes each week via live lectures), which is less flexible and requires more human interaction than asynchronous learning. The Paris workshop will help decide how asynchronous the MediaNumeric online course should be, what minimum requirements will be needed to attend the course, and whether students should receive some kind of certificate for completion of the course.

The final first day presentation on <u>how we attract users</u> was introduced by **Laura Schotte** from NISV. More specifically, the question was "how do we attract users for the online course?". The MediaNumeric project already has communication tools such as its website hosted on EUScreen (https://blog.euscreen.eu/medianumeric/), a Twitter account (@MediaNumeric), videos (lectures, student testimonials) hosted on Vimeo. Those tools can be used to promote the online course but others such as "cold calling" key university programmes, hosting events/pitches at universities could be added. At this point, some stakeholder members taking part in the workshop also

suggested creating a Tik Tok, Instagram and LinkedIn account, and a MediaNumeric alumni Facebook group (to promote discussion between members).

On the second full day, participants were divided into three groups to engage in different types of brainstorming exercises in order to help shape the development of the MediaNumeric online course. The methodology of the exercises is described in the next main section.

Group 1 (yellow): Gijs van Beek (Textgain), Johan Oomen (NISV), Natalia Berger (Inholland), Marco Rendina (Cinecittà - Istituto Luce), Marie Hospital (AFP)

Group 2 (red): Sven-Ove Horst (Erasmus University), Peter Rippon (BBC), Bruno Masi (INA), Susannah Montgomery (Inholland), Rachel Somers Miles (NISV), Sten-Kristian Saluveer (Storytek)

Group 3 (orange): Clément Malherbe (INA), Maja Drabczyk (Centrum Cyfrowe), Marcin Malicki (Netwizor), Kuba Piwowar (SWPS), Helen Shaw (Athena Media), Laura Schotte (NISV)

3.3 Methodology of the workshop

3.3.1 Questionnaire to Stakeholder Board members

Ahead of the Paris workshop, a questionnaire was sent in July 2022, to 22 members of the MediaNumeric Stakeholder Board, who were selected to represent a wide range of expertise: academics, journalists and content creators, digital experts.

Of the Stakeholder Board, 11 members completed the questionnaire:

- Gijs Van Beek - co-founder of **Textgain** (NL)
- Helen Shaw - CEO of the digital media company **Athena Media** (IR)
- Yvonne Ng - audiovisual archivist at **Witness**
- Sven-Ove Horst - Erasmus **University Rotterdam** - Department of Media and Communication (NL)
- Peter Rippon - Editor of **BBC Online Archive** (UK)
- Louise Broch, Archivist and Researcher at **DR**, **Danish Broadcasting Corporation** (Denmark)
- Sally Reynolds, Co-founder of **ATiT**, audio-visual and information technologies company (Belgium)
- Virginia Bazán-Gil, **RTVE** (Spain)
- Jasmijn van Gorp, Assistant Professor of Audiovisual Data and Digital Humanities **Utrecht University** (NL)
- Marcin Malicki, CEO at **Netwizor** (PL)
- Marco Rendina, **Cinecittà - Istituto Luce** (IT)

The questions were as follows :

1. What are the most exciting courses or online resources for you professionally in the fields of storytelling with data and digital verification, both in data journalism but also for media and creative business masters students?
2. Why do you think that they work well?
3. What is the one most important skill or knowledge base participants should walk away with so that this course is valuable for their future careers?
4. Could you name five core baseline skills that a student needs to learn during the course in order to achieve that goal?
5. What kinds of resources should we make available online in order to reach this outcome?

6. How should we put together this knowledge base? What are the absolute minimum requirements?

7. Looking at the current on-site content (that you can find here), are there topics, materials, or tools that are missing? If yes, which ones?

8. In your opinion, what is the most effective method of training in an online environment? How much should we stress the role and potential of archives and use of archival data in the course? (The involvement of national archives is a specificity of the MediaNumeric project.)

9. Would you agree to contribute to the MediaNumeric online iteration of the course on the understanding that it would not take more than a few hours of your time in the coming six months?

10. If yes, in what way would you be able to contribute, i.e. teaching, participating in the teaching, writing an article, providing a case study, recording a podcast or webinar, etc?

Below offers a synthesis of the questionnaire answers (a more detailed synthesis can be found in the Annex):

- Stakeholder Board Members recommended a series of online courses such as [Coursera](), [Harvard](), [Bellingcat online workshops](), [Digital Methods](), [NYT]() data visualization projects, [Inma.org](), [BIQdata](), [The Google News Initiative Training Center]().
- According to the Stakeholder Board members, the fundamental skills a student in data journalism and fact-checking should walk away with are:
    - How to gather data
    - How to clean data (how to separate data noise from valuable information)
    - How to analyse data
    - Data criticism
    - How to identify trustworthy data sources
    - Understand the threats and harms of data (specially to vulnerable populations)
    - Basic skills in handling numbers in spreadsheets
- Many Stakeholder Board members insist on the need to use good existing examples of storytelling with data and fact-checking, as well as the necessity of interactive exercises. Most recommend also offering a variety of different formats (audio, video, print) illustrating storytelling with data. And the importance of providing data sets for the students to work with.
- The role and potential of archives and the use of archival data in the course is actively encouraged by most Stakeholder Board members. This is significant considering the involvement of national archives and the opportunities they afford data-driven journalism is a specificity of the MediaNumeric project.

- Finally, most Stakeholder Board members suggest that the online course should be live and time specific, and to make students work in groups. This option however will not be incorporated for the MediaNumeric online course due to the scope of the project. It will be offered as an "asynchronous" learning approach.
- Most Stakeholder Board members are very positive about the content of the current onsite editions of the MediaNumeric programme. They find it "very well thought out, nicely explained in steps", "covers a wide range of topics", "comprehensive". To make it even better some suggest to add more cases around cutting edge contexts such as NFTs, crypto projects, and to use more AI such as images recognition or speech recognition.

Out of the eleven members that replied to the questionnaire, six also participated in the Paris workshop and hence took part in brainstorming exercises along with the consortium partners.

3.3.2 Innovative brainstorming exercises

Three different innovative brainstorming exercises, prepared by **Sten-Kristian Saluveer** from Storytek, were proposed to the workshop participants. The methodology of the exercises is described in more detail at the Deliverable 7.1 (WP7) which relates the methodology and its outcomes to the exploitation strategy of the MediaNumeric project. The results of the exercises were also documented at the interactive canvas on a Whimsical ideation platform.

The **first exercise** helped to define who the online course is for, what content it should have and what are the minimum requirements for joining. Each of the three participating groups worked on post-its and white paper boards to list their ideas and suggestions.
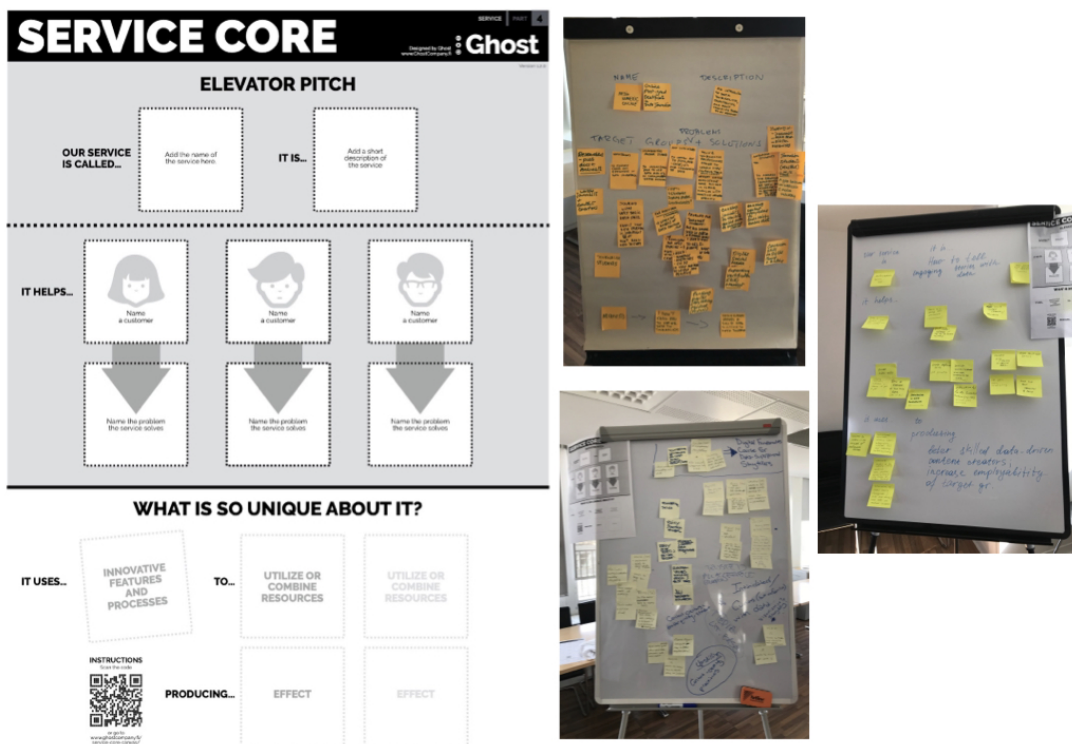
Photos illustrating the format of first brainstorming exercise

The **second exercise helped** define the following questions:

- Who, apart from the students who will take the course, can benefit from it?
- Who will be the drivers of the online course, pushing the project forward?
- Who can be the ambassadors of the project that can take the message of the project out into the world and help with its dissemination?
- Who, besides the EU, could be the funders of the online course?
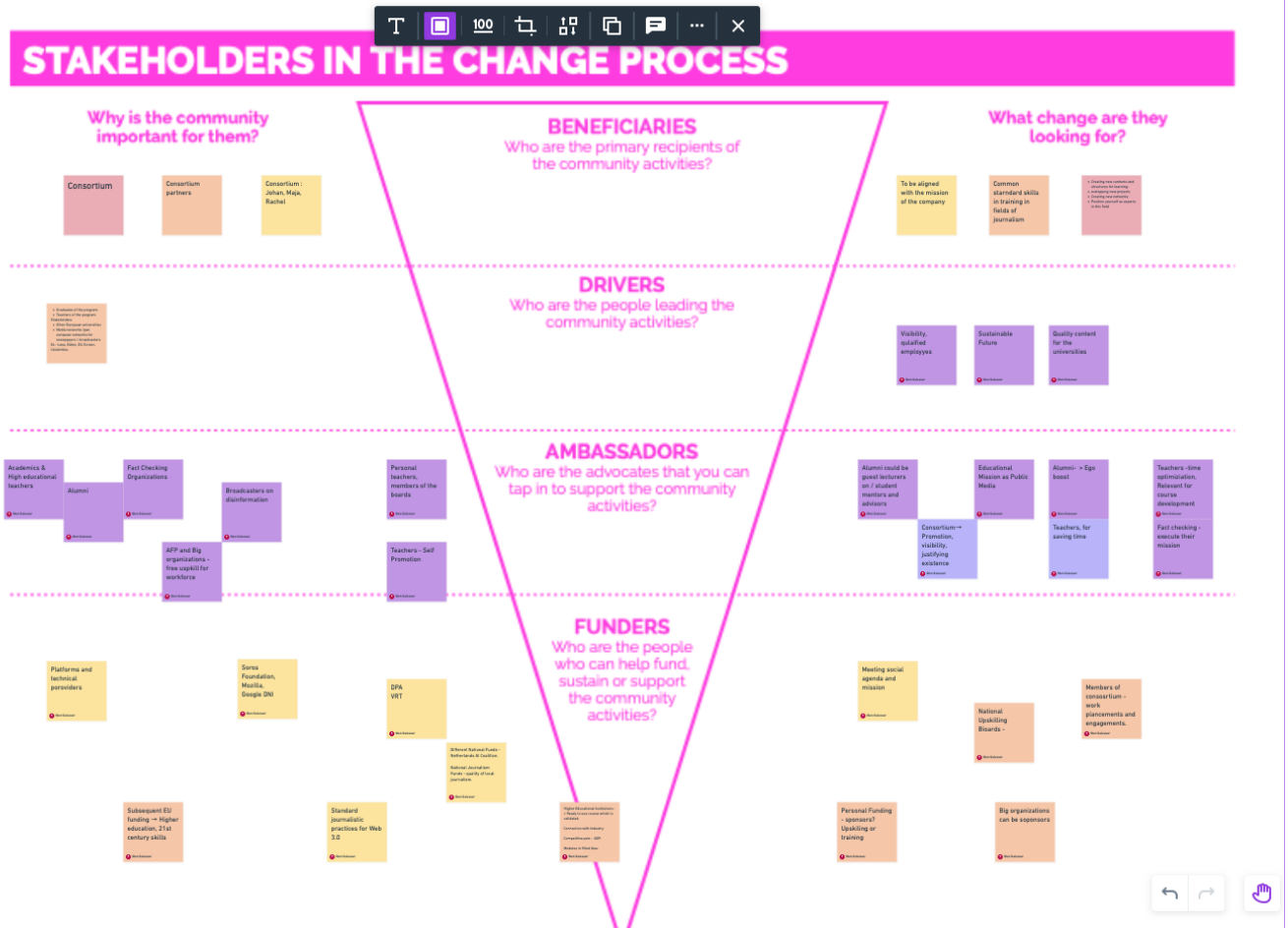

Illustration of the second brainstorming exercise on a virtual whiteboard site

Each group worked separately and the results of the brainstorming were typed in the Whimsical collaboration application, a virtual online whiteboard.

The aim of the **final exercise was** to reflect on the format the online course should take, which technical solutions we should opt for, and which examples to follow? Again, each group worked separately before sharing their answers on the virtual whiteboard.
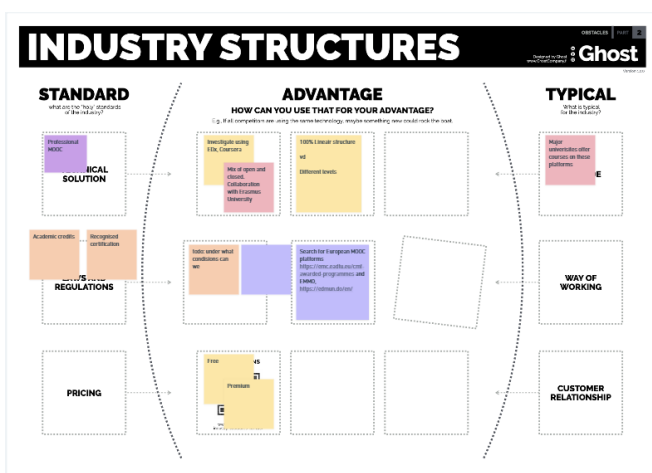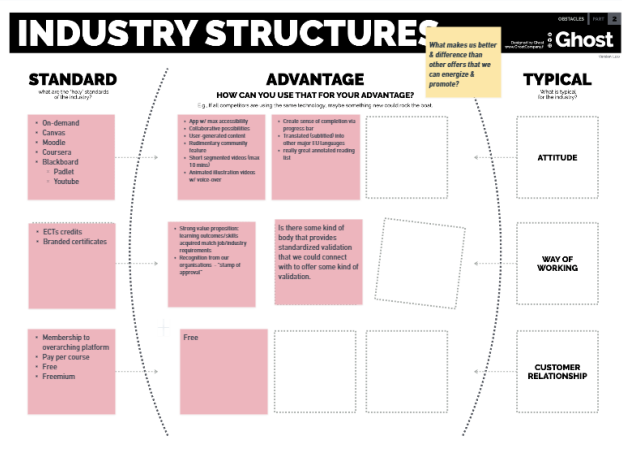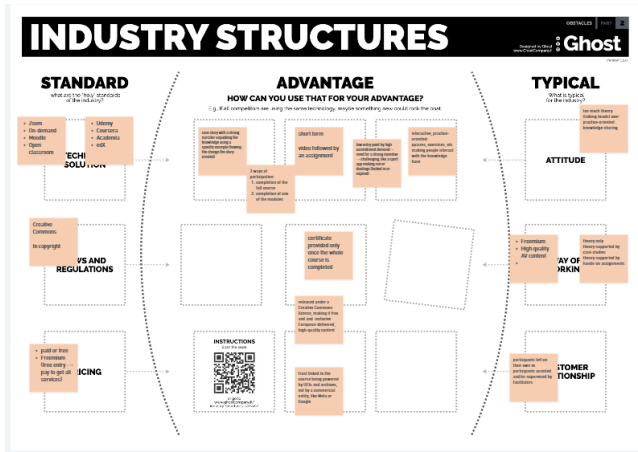

Illustration of the final brainstorming exercise on a virtual whiteboard

The results of each exercise are synthesised in the following sections 4, 5 and 6.

4.   Online Course: Who, What, How?

4.1   Who is the MediaNumeric online course for?

Who the MediaNumeric online training course is directed towards was one of the first questions that emerged from the debates with the Stakeholder Board members. For some, the target audience of the MediaNumeric course wasn't yet clear enough.

The final **consensus** is that the target audience for the online course should be:
- Journalism / humanities students
- Existing media professionals
- Independent content creators
- Archivists / researchers

Or to sum it up: "***The idea is to engage people who are journalists or creative storytellers in a data mindset. We are not teaching data scientists how to be journalists***" (Rachel Somers Miles, NISV)

4.2   What are the learning outcomes?

The new skills acquired by participants in the MediaNumeric Online course will benefit them in different ways:

- For students, they will learn how to work with data and translate it into an engaging story. The course will also increase their future job prospects
- For professional journalists, it will enrich their skills (upskilling), make them favourable for job promotions and broaden their networks (with teachers and fellow students)
- For freelancers and content creators, it will help them boost their credibility and gain knowledge on media ethics, and give a competitive edge against other content creators.

4.3   What should the MediaNumeric online course offer?

What came out of the workshop and the questionnaire is that the content of the two on-site MediaNumeric sessions organised in [Paris](#) and [The Hague](#) in February and June 2022, is already very complete in terms of the skills required to be a data journalist or to creatively tell stories with data. Stakeholder Board members found it "very well thought out, nicely explained in steps" and thought it "covers a wide range of topics", as well as being "comprehensive".

One interesting remark from Helen Shaw (Athena Media), is that the course "***should be positive rather than at war with fake news. It should give people a vision rather than being driven by the negativity of fake news***".

The **consensus** is that the online course should provide these essential skills:
- How to gather data
- How to clean data (how to separate data noise from valuable information)
- How to analyse data
- How to develop data criticism
- How to identify trustworthy data sources
- Understand the threats and harms of data (especially to vulnerable populations)
- Learning basic skills in handling numbers in spreadsheets

4.4   How to make it an engaging online course?

As Susannah Montgomery (Inholland), stressed during the workshop, the MediaNumeric online course "***will not be a direct translation of the on-site editions. Content goals might be the same but not the methodology.***"

So, how do we develop an online course, with added value, that people complete successfully?

The **consensus** reached on this question:
- The course should be "a **practice-oriented** hands-on course" with plenty of exercises and case studies;
- The course should offer an **"entry point",** meaning an introductory session where a basic level of information is shared with students, so they enter the class with a common base of knowledge (just like the DAY 0 organised before the on-site training sessions);
- Tutorial **videos** must be recorded specifically for the online version, ideally started during the third and final training session in Warsaw in February 2023 (video documentation made of the lectures from the previous 2 onsite training sessions will not be used as material for the online course);

- The case studies and exercises should be as "**evergreen**" as possible, so they won't need to be updated too often;
- It should offer some kind of **certificate** from the partners of the project (like "AFP certified course"), but not ECTs (too complicated to negotiate with the different universities);
- It should require **high commitment** from the participants: once one joins, one is required to engage or the access can be denied if a module is not completed in due time;
- It will be **free**. A small fee could be asked for a premium, deeper-dive version of the course.

4.5   What could it be called?

Three possible names came out of the brainstorming session during the workshop :
- **MediaNumeric Online**: Online post-graduate certificate in Data Journalism
- **MediaNumeric Masterclass**: How to tell engaging stories with Data
- **Digital fundamentals course for data superpowered storytellers**

5. Online Course: Which Platform and Technical Solutions?

5.1 MediaNumeric resources

As Sten-Kristian Saluveer, from Storytek - one of the partners of the MediaNumeric project - underlined during the seminar, "***we have amassed an extraordinary amount of knowledge, some excellent mentors and presentations***" since the start of the MediaNumeric project in 2020. The question now is how do we make those resources available to a maximum amount of people.

Here are the MediaNumeric main resources, some already existing, some to be created for the online course :
- Video lectures to be recorded specifically for the online course during the next on-site session in Warsaw in February;
- Access to slide decks shared on the SlideShare platform;
- Workbook and handouts;
- Data sets
- Exercises and tests to measure knowledge;
- Handbook for running on-site media training events: a ready-to-use MediaNumeric course for teachers interested in incorporating the curriculum into their HEI school offer;

And last but not least, access to open archival materials thanks to INA and NISV, two members of the MediaNumeric project. As underlined by one of the Stakeholder Board members, "***archive is data…perhaps the most valuable data source for fact-checking… Expertise in that area is a powerful tool for anyone wanting to do this sort of journalism.***" (Peter Rippon - BBC)

5.2 Platform and technical options

At the time of the workshop, Moodle seems to be the platform that MediaNumeric is leaning towards using for providing the online course, but further options will also be explored and discussed. The videos of the course will additionally be stored on Vimeo where the project already has a dedicated account.

During the workshop the Moodle option was discussed, advantages and drawbacks were identified.

Downside:
- Moodle is not the most intuitive to build with
- Moodle is not as attractive as other platforms
- Hard to deploy publicly as a separate website

Advantages:
- Moodle is a free and open-source learning management system
- Moodle is already used by Inholland, one of the partners of the MediaNumeric course

Considering this, it was suggested during the workshop to explore other existing platforms such as EdX or Coursera that are already used by major universities and are more attractive and intuitive.

One other suggestion that came out of the brainstorming exercises was to look at collaborations with universities such as Erasmus University Rotterdam (who was represented during the Paris workshop by Sven-Ove Horst, member of the MediaNumeric Stakeholder Board).

5.3   Outstanding issues

- As many Stakeholder Board members stressed, both during the Paris workshop and in the questionnaire that was sent to them, we can't launch an online course without **customer support and a minimum of assistance**. A website hosting an online course would need to be constantly updated with new examples and data sources and would require *"an employee to ensure that the content is always up to date"* (**Louise Broch**, Archivist and Researcher at DR, Danish Broadcasting Corporation).

  The current project agreement, funding period and scope is not enough to finance interaction and a regular update of the online course. As discussed during the Paris workshop, finding **more funding could be an option for ongoing maintenance and updating of the course**: either by applying for another EU grant or approaching private funders such as the Soros foundation, Google DNI (digital news innovation fund), DPA, VRT…

- What approach to learning format should be adopted? Should we allow students to **cherry pick** the particular modules they want to complete or solely offer the course as a single **linear** pathway? This question still has to be answered with no consensus reached thus far. What is clear is that the "synchronous" teaching method - i.e. attending a class live online - is not an option for the MediaNumeric online course due to the continued availability of the course in relation to the funding period. The MediaNumeric online Course will be "asynchronous" - a course students can attend at their own pace.
  The question is:
    - Do we opt for the "choose your own adventure, cherry-picking" formula where the student chooses what's more interesting for him/her?
    - Do we opt for a linear formula: one has to complete one step to go to the next?

○

6.   Online Course: What Dissemination Strategy?

The **KPIs (**Key Performance Indicators) for the MediaNumeric online course include having ten universities take on the curriculum and 900 or more participants take the course within the first year (2024), and twenty universities and 2500 students, within year 2 after the project period is completed..

The participants of the Paris workshop identified different "**ambassadors**" to communicate the MediaNumeric online course to:

- The graduates of the two on-site MediaNumeric courses: 31 students so far, 20 more to come in February. It was suggested to create an alumni group on a social media platform (e.g.: Facebook group) and that previous graduates could be guest lecturers for future courses, like student mentors;
- University teachers: both those taking part in the project but also universities that are not members of the consortium;
- Media networks such as EBU, EDMO, EUscreen.

7. Conclusion

The Paris Coaching and Training workshop was an intense and fruitful session. In a short amount of time the consortium managed to engage both consortium members and the Stakeholders actively with innovative exercise tools. Moreover the Stakeholder Board members have demonstrated, during this seminar, that they are not only monitoring the MediaNumeric project, but also taking an active part in its development. As a result, the MediaNumeric project now has a solid roadmap for implementing the online course.

As presented above the utilisation of a design thinking approach and business iteration tools enabled the participants to ideate on the core elements that will help form the MediaNumeric online course as a service operating in a "real life environment".

The key outcomes (as also reflected in D7.1 and WP7) were thus the following:

- The core target groups were expanded to students, content creators, researchers and existing professionals.
- The course scope was expanded to include a variety of materials and teaching methods including case studies, data sets and the like.
- The course format was agreed to be engaging with micro elements in larger courses.
- A variety of stakeholders were identified in the European ecosystem whom to partner with, deliver the course to and to ask financing from.
- A variety of industry structures were mapped including existing technical platforms, ways of certification and areas of improvement.

Based on those outcomes the following action items were identified for the consortium:

- Develop a "paper based" prototype with business offering for the MediaNumeric online course based on the findings from Paris.
- Undertake a feasibility study for technical platform to identify the best opportunities in terms of technology, user friendliness, pricing, admin and suitability for the consortium
- Initiate a content planning forum to identify key topics and who to develop existing resources into engaging assets.
- Update the stakeholder list with freshly identified stakeholders and survey their needs and requirements, including managing tests and beta deployment of the online course for their feedback.
- Develop a financing and partnership strategy as part of the extension of exploitation plan to identify core partners for the platform financing.
- Create a project management plan and timetable for the online course as collaboration between WP4, WP3 and WP7 to commence the aforementioned activities.

To conclude, the work session in Paris offered ample ideation from both the consortium and the Stakeholder Board in an active and timely fashion, with key action times taken and implemented by the consortium in the overall project management plan. Whilst design thinking tools were not familiar, those sparked an active discussion and a range of utilisable outcomes to ensure a viable development and deployment of the MediaNumeric online course

Also, the Paris Coaching and Training Workshop helped to confirm that the content of the online course is adapted to the needs of the market and can bridge the gap between what is taught in university curricula and what the media market needs.

The core takeaway remaining to be addressed by the consortium in subsequent monthly meetings and project development will remain around the business model and the financial viability of developing and launching the MediaNumeric online course. Namely, will the consortium need to adapt a lower cost option being a Moodle based course hosted on the EUscreen website, as "self-played" as possible with the least customer support. Or possibilities, with existing and future stakeholders will enable a more interactive course, on a more attractive platform, that will require an out of the box approach or extra funding. Or as Johan Oomen (NISV) summed it up, "*let's aim for higher than we promised!*"

Group photo of the participants in the Paris Coaching and Training Workshop,
Agence France-Presse, Paris, September 6, 2022

8.   Annex

Annex - Synthesis of Stakeholder Board members' questionnaire

The Stakeholder Board members' questionnaire was sent to 22 members in July 2022.

On 22 September 2022, 11 of them had replied :

- Gijs Van Beek - co-founder of **Textgain** (NL)
- Helen Shaw - CEO of the digital media company **Athena Media** (IR)
- Yvonne Ng - audiovisual archivist at **Witness**
- Sven-Ove Horst - **Erasmus University Rotterdam** - Department of Media and Communication (NL)
- Peter Rippon - Editor of **BBC Online Archive** (UK)
- Louise Broch, Archivist and Researcher at **DR, Danish Broadcasting Corporation** (Denmark)
- Sally Reynolds, Co-founder of **ATiT**, audio-visual and information technologies company (Belgium),
- Virginia Bazán-Gil, **RTVE** (Spain),
- Jasmijn van Gorp, Assistant Professor of Audiovisual Data and Digital Humanities **Utrecht University** (NL)
- Marcin Malicki, CEO at **Netwizor** (PL)
- Marco Rendina, **Cinecittà - Istituto Luce** (IT)

The questions were as follows :

1. What are the most exciting courses or online resources for you professionally in the fields of storytelling with data and digital verification, both in data journalism but also for media and creative business masters students?
2. Why do you think that they work well?
3. What is the one most important skill or knowledge base that participants should walk away with so that this course is valuable for their future careers?
4. Could you name five core baseline skills that a student needs to learn during the course in order to achieve that goal?

5. What kinds of resources should we make available online in order to reach this outcome?

6. How should we put together this knowledge base? What are the absolute minimum requirements?

7. Looking at the current on-site content (that you can find here), are there topics, materials, or tools that are missing? If yes, which ones?

8. In your opinion, what is the most effective method of training in an online environment? How much should we stress the role and potential of archives and use of archival data in the course? (The involvement of national archives is a specificity of the MediaNumeric project.)

9. Would you agree to contribute to the MediaNumeric online iteration of the course on the understanding that it would not take more than a few hours of your time in the coming six months?

10. If yes, in what way would you be able to contribute, i.e. teaching, participating in the teaching, writing an article, providing a case study, recording a podcast or webinar, etc?

Recommended Online Courses

Among the online courses recommended by the Stakeholder Board members are:

- Coursera, Harvard: online certificate courses on storytelling (suggested by **Helen Shaw**), described as "engaging, using examples, allowing for self development"
- Bellingcat online workshops (suggested by **Jasmin Van Gorp**)
- Digital Methods winter and summer schools (suggested by **Jasmin Van Gorp**), outlined for having "teaching materials that are easily adjustable and work with a blog (wiki) that is editable".
- NYT data visualization projects, considered as "benchmark of best in class storytelling with data" (**Marcin Malicki**)
- Inma.org: community of media practitioners in the process of digital transformation (lots of case studies (suggested by **Marcin Malicki**)
- BIQdata, Polish project founded by Google with great content (suggested by **Marcin Malicki**)
- The Google News Initiative Training Center, basic overview of tools to work with data (suggested by **Marco Rendina**)

Fundamental Skills for Data Journalism / Fact-Checking

According to the Stakeholder Board members, the fundamental skills a student in data journalism and fact checking should walk away are:

- How to gather data
- How to clean data (how to separate data noise from valuable information)
- How to analyse data
- Data criticism
- How to identify trustworthy data sources
- Understand the threats and harms of data (specially to vulnerable populations)
- Basic skills in handling numbers in spreadsheets
- Reflect on the interpretation of data and information
- Reflect on your own role to analyse and interpret information & data, and constructing a story

Necessary Online Resource

Many Stakeholder Board members insist on the need to use good existing examples of storytelling with data and fact-checking, as well as the necessity of interactive exercises. Most recommend also offering a variety of different formats (audio, video, print) illustrating storytelling with data. And the importance of providing data sets for the students to work with.

Louise Broch, from DR, Danish Broadcasting Corporation , suggests "Quick guides" formats, like "How to fact check", "How to search on Facebook".

To make it attractive, **Jasmin Van Gorp** (Utrecht University) suggests that the online course should be part of an existing portal that is already popular with journalists for example, or add it to a University MOOC.

Two members (**Sven-Ove Horst** from Erasmus University Rotterdam, and **Louise Broch**, from DR) stress that a website hosting an online course would need to be constantly updated with new examples, data source and would require "to have an employee to secure that the content is always up to date" (**Louise Broch**)

The role and potential of archives and the use of archival data in the course is actively encouraged by most Stakeholder Board members. This is significant considering the involvement of national archives and the opportunities they afford data-driven journalism is a specificity of the MediaNumeric project.

"*Archive is data…perhaps the most valuable data source for fact-checking..expertise in that area is a powerful tool for anyone wanting to do this sort of journalism*" (**Peter Rippon - BBC**).

A very interesting point from **Louise Broch** also on archives and fact-checking/data-driven journalism: *"we have to be very careful with the truth today, because if we create fake news by accident, the fake news will also end in our archives and then the archives get less trustworthy for future generations."*

Finally most Stakeholder Board members suggest that the online course should be live, to make students work in groups. "You need to get feedback from the teacher" (**Louise Broch**, from DR)

What can be Improved in the Course Content?

Most Stakeholder Board members are very positive about the current MediaNumeric on-site course content. They find it "very well thought out, nicely explained in steps", "covers a wide range of topics", "comprehensive".

To make the content of Medianumeric even better:
- **Helen Shaw (Athena Media)**, suggests more "emphasis on the psychology of human engagement". "Before we unpack great graphic info storytelling we need to ensure people have a strong grounding in the universal principles of how we learn, and how we open up to new information"
- **Sven-Ove Horst (Erasmus University Rotterdam)**, believes there should more cases "around cutting edge contexts" like blockchain technology, NFTs, Web 3.0 communities, crypto projects… and Sven Ove Horst would happy to help Medianumeric and become a lecturer/course representative on these topics
- **Peter Rippon (BBC),** suggests using archives more systematically. He also indicates that the BBC is working with various partners (Adobe, Microsoft, NYT) on C2PA watermarking for content published online as a way of checking the provenience of content…and suggests the latest on this work could be part of the course.
- **Jasmin van Gorp (Utrecht University)**, would like to see more AI such as image recognition and speech recognition
- **Marco Rendina (Cinecittà - Istituto Luce)** suggests to have tutorials on existing open tools for data analysis and manipulation