



**ARAB REPORTERS FOR JOURNALISM INVESTIGATION (ARIJ)**

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(Media Professors Workshop )

**Venue (Modern University for technology and information)**

Country/Location (*Cairo – Egypt*)

(*Sept 4<sup>th</sup> – 8<sup>th</sup> , 2015*)

**PROGRAM AGENDA and SCHEDULE**

**Day 1**

**Friday, 4<sup>th</sup> Sept 2015**

<b>Time(s)</b>	<b>Topics</b>	<b>Methodology (or Discussion Points)</b>	<b>Speakers (or Facilitators)</b>	<b>Notes (if any)</b>
09:00–10:00	Overview (Chapter 1)	What do we mean by investigative reporting? Approach of the curriculum, describing contents and why they are there; how it may be customised; what is new about this approach.	Dr. Mark Lee Hunter	
10:00 – 10:30	Coffee Break			
10:30 – 13:00	Chapter 14: Investigative Journalism and Society	Why do we do this work? Social aspects of investigative reporting	Mark Lee Hunter	Understand how investigative journalism can be part of a society, instead of an eternal outsider.

13:00 – 14:00	Lunch Break			
14:00 – 15:00	Chapter 13: Markets and values of investigative journalism	What will our students get from it? Markets for investigative reporting and investigative skills	Mark Lee Hunter	There is a myth that investigative reportings is unprofitable, and investigative reporters can't get jobs. But we can show our students how they will live from and with this work.
15:00 – 15:30	Coffee Break			
15:30 – 17:30	Chapters 4-7 Part II	Ethics of investigative reporting	Mark Lee Hunter	For our students, investigative reporting is often a legend and an adventure. For their work to succeed, they must accept certain rules.

<b>Day 2</b>	<b>Saturday, 5<sup>th</sup> Sept 2015</b>
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<b>Time(s)</b>	<b>Topics</b>	<b>Methodology (or Discussion Points)</b>	<b>Speakers (or Facilitators)</b>	<b>Notes (if any)</b>
9:00 – 10:00	Chapters 3-4: Basics of investigative reporting, Part I	Teaching students to investigate using hypotheses.	Mark Lee Hunter	Students in Arab countries are hungry to move beyond theory to practice. To help them, ARIJ commissioned the story-based inquiry method, which has been used in thousands of investigations worldwide. In this session we will learn the foundation technique of the method: Creating hypotheses for investigation.
10:00 – 10:30	Coffee Break			
10:30 – 11:30	Chapter 5: Basics of Investigative Reporting, Part II	Using timelines to plan a story.	Mark Lee Hunter	After hypotheses, the key tool of story-based inquiry is a timeline. In this session we will discuss how to use these techniques with our students.

11:30 – 13:0 )	Chapter 7	From strategy to sources.	Mark Lee Hunter	In this session we connect timelines and source maps to documents and human sources.
13:00 – 14:00	Lunch Break			
14:00 – 15:00	Chapter 3, How investigations begin.	Managing student investigations: soliciting and choosing subjects	Mark Lee Hunter and participants	We can show our students how to find ideas for stories. But what projects can our students reasonably undertake? Open discussion to generate assignment ideas, drawing on instructor experiences.
15:00 – 15:30	Coffee Break			
15:30 – 16:30	Chapter 12: Organizing students to succeed.	Managing student investigations, Part II: Focus on organizational methods.	Mark Lee Hunter	Students will typically compile more or less large quantities of information, then fail to use it well. Our research indicates that students who organize their material write better projects. We have also confirmed that leading professionals organize material as they proceed. In other words, this is a core skill. In this session we discuss how to teach students this essential skill, in a way that makes best use of the instructor's time.
16:30 – 17:30		Review and anticipation: What needs should we meet in the following day, and beyond?	Mark Lee Hunter	Participants are asked to speak of specific requirements or desires that may be incorporated in the discussion or the curriculum.

**Day 3****Sunday, 6 Sept 2015***(Con't from previous page)*

<b>Time(s)</b>	<b>Topics</b>	<b>Methodology (or Discussion Points)</b>	<b>Speakers (or Facilitators)</b>	<b>Notes (if any)</b>
9:00 – 10:00	Chapters 7, 10-11: Finding and keeping source assets	Definition of open sources and confidential sources; appropriate uses of both; key interviewing techniques.	Mark Lee Hunter	Students believe that secret sources are the key to any investigation. In reality, professionals also distinguish themselves by find “open” sources, freely available information that cannot be hidden from them. Use of such sources impacts interviewing techniques, in ways that few students will be prepared for.
10:00 – 10:30	Coffee Break			
10:30 – 11:30	Chapter 16: Finding investigative models	Encouraging students to find personal and collective models of investigative reporting and related skills.	Mark Lee Hunter	Though investigative journalism became a general practice only recently, its fundamental mission of social reform has been a feature of
				literature, film and art in virtually every society. Our students need these traditions as models for their own work and lives.
11:30 – 13:00	Chapters 15, 17: Storytelling	Oral presentations as an instructional and professional tool.	Mark Lee Hunter	Investigative journalism is not only about facts: It relies on storytelling. How can we teach our students to structure and deliver oral presentations that will help them to imagine, define and sell their stories?
13:00 – 14:00	Lunch Break			
14:00 – 15:00	Chapters 3, 8: Insights from the history of the profession.	The history of Investigative Reporting, Part I: From the 19 <sup>th</sup> century to the year 2005	Mark Lee Hunter	Investigative reporting as we know it comes from a series of inspired practitioners, many of them young, from numerous countries. These personalities can also serve as models to your students, as individuals and through their innovations.
15:00 – 15:30	Coffee Break			

15:30 – 16:30	Chapter 6, Chapter 7 annex: Developments in contemporary journalism and advanced search techniques	The history of Investigative Reporting, Part II: The digital revolution, 2005-2015	Mark Lee Hunter	Contemporary investigative reporters, using digital processing to empower their work, and digital media to distribute it, have transformed the field. In this session we will consider recent developments that may be of interest to your students, including in the Arab region.
16:30 – 17:30		What are the open sources, why they are important to the reporter? How to build database from open sources locally & regionally.	Hamoud Almahmoud	<b>Skype call</b>

**Day 4**

**Monday, 7 Sept 2015**

*(Con't from previous page)*

<b>Time(s)</b>	<b>Topics</b>	<b>Methodology (or Discussion Points)</b>	<b>Speakers (or Facilitators)</b>	<b>Notes (if any)</b>
9:00 – 10:00	Working with ARIJ	ARIJ resources and competencies, and how to use them.	Dr. Mark Hunter	
10:00 – 10:30	Coffee Break			
10:30 – 11:30		Advanced tools to find data in deep internet. How to build a database for yourself from local, regional and international databases.	Ehab Zalaky	<i>How to consider the power of open sources, and how professors and students can work with ARIJ to compile a regional database. Hamoud will give examples of his work and say what is needed.</i>

11:30 – 13:00	Chapter 11	Open Sources: Practical Exercises for each country of the attendees.	Ehab Zalaky	
13:00 – 14:00	Lunch Break			
14:00 – 15:00		Data visualization	Ehab Zalaky	
15:00 – 15:30	Coffee Break			
15:30 – 16:30		How to open Closed sources: how to interview people and officials about taboos.	Ahmad Elshamy	
16:30 – 17:30		From local to international open sources: how to track the money trail and corruption.	Hisham Allam	

**Day 5**

**Tuesday, 8 Sept 2015**

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<b>Time(s)</b>	<b>Topics</b>	<b>Methodology</b> (or Discussion Points)	<b>Speakers</b> (or Facilitators)	<b>Notes</b> (if any)
9:00 – 10:00	Introduction	Writing the syllabus and organizing the class schedule	Dr. Yasmine Dabbous	
10:00 – 10:30	Coffee Break			
10:30 – 11:30		What were the most difficult concepts to teach (in the curriculum) and how would one solve this challenge?		
11:30 – 13:00		What were the most difficult concepts to teach and how would one solve this challenge? (Continued)		
13:00 – 14:00	Lunch Break			

14:00 – 15:00		<p>Graded projects and exercises</p> <p>a-How do you test students' understanding of the various concepts proposed in the curriculum? (tangible exercises and projects to be proposed)</p> <p>b- What are the challenges you will face and how will you solve them?</p> <p>c-How will you organize the time devoted to these projects to maximize their benefit?</p> <p>d- How will you grade the projects and exercises?</p>		
15:00 – 15:30	Coffee Break			
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16:30 – 17:30		<p>Additions and incentives to encourage students' understanding/appreciation of investigative journalism</p> <p>Final conclusions</p>		