

# DISASTER JOURNALISM PROJECT NEEDS ANALYSIS REPORT



Funded by  
the European Union



social  
Innovation  
Agency



SELÇUK  
UNIVERSITY

UniversidadeVigo



RTÜK



PRESIDENCY OF THE REPUBLIC OF TURKEY  
DIRECTORATE OF COMMUNICATIONS

# **DJ PROJECT NEEDS ANALYSIS REPORT**

## **Editor(s)**

Assoc. Prof. Dr. Abdulkadir GÖLCÜ

Assoc. Prof. Dr. Nagehan Tufan YENİÇİKTİ

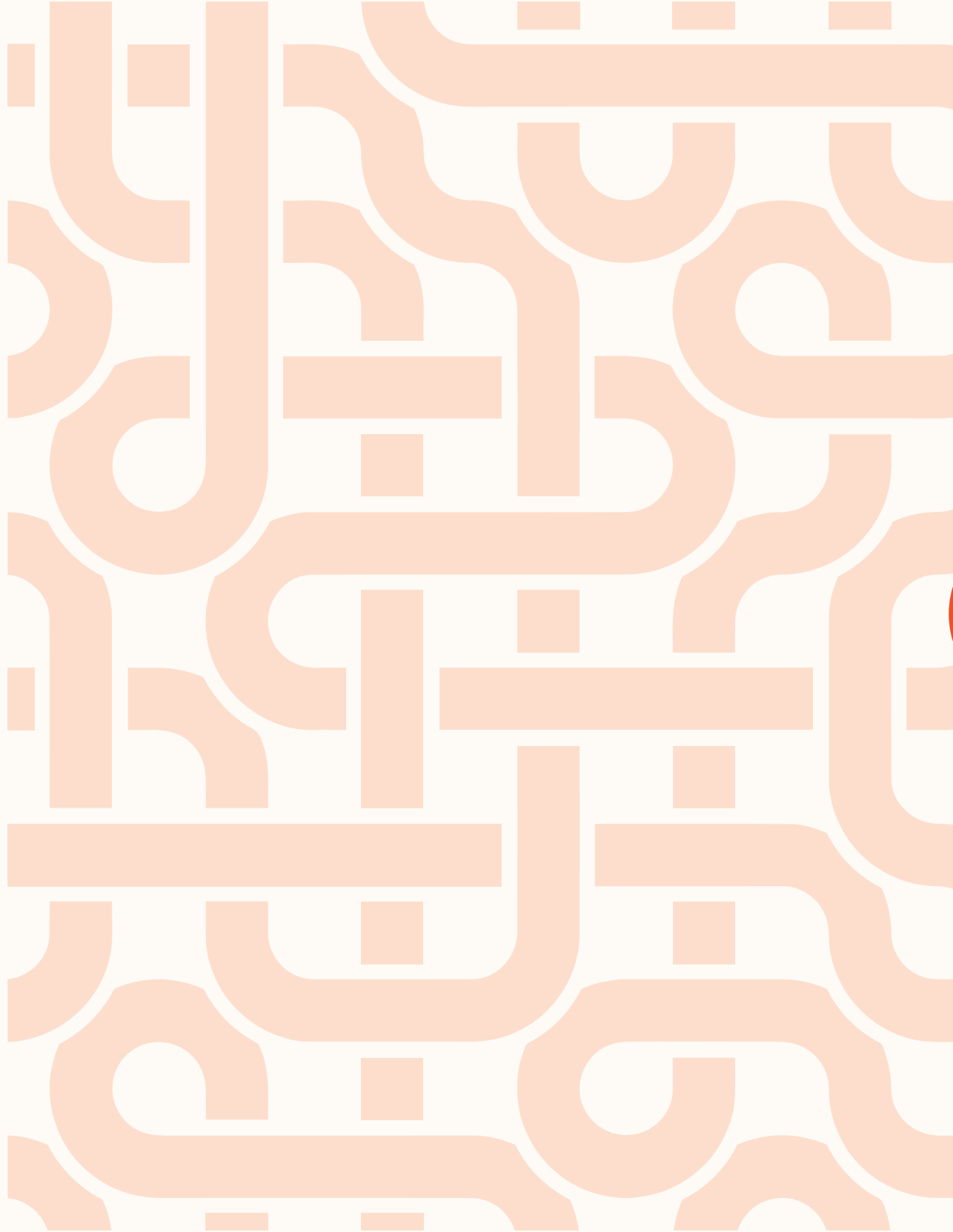
Research Assistant Muhammet Emin ÇİFÇİ

Assoc. Prof. Dr. Fatma Betül AYDIN VAROL

Research Assistant Elif KAYA GÜLER

**“DJ PROJECT– Disaster Journalism: Preventing the News from Turning into a Disaster Project numbered 2023-2-TR01-KA220-HED-000176222”**

**“Funded by the Erasmus+ Programme of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein.”**



# INTRODUCTION



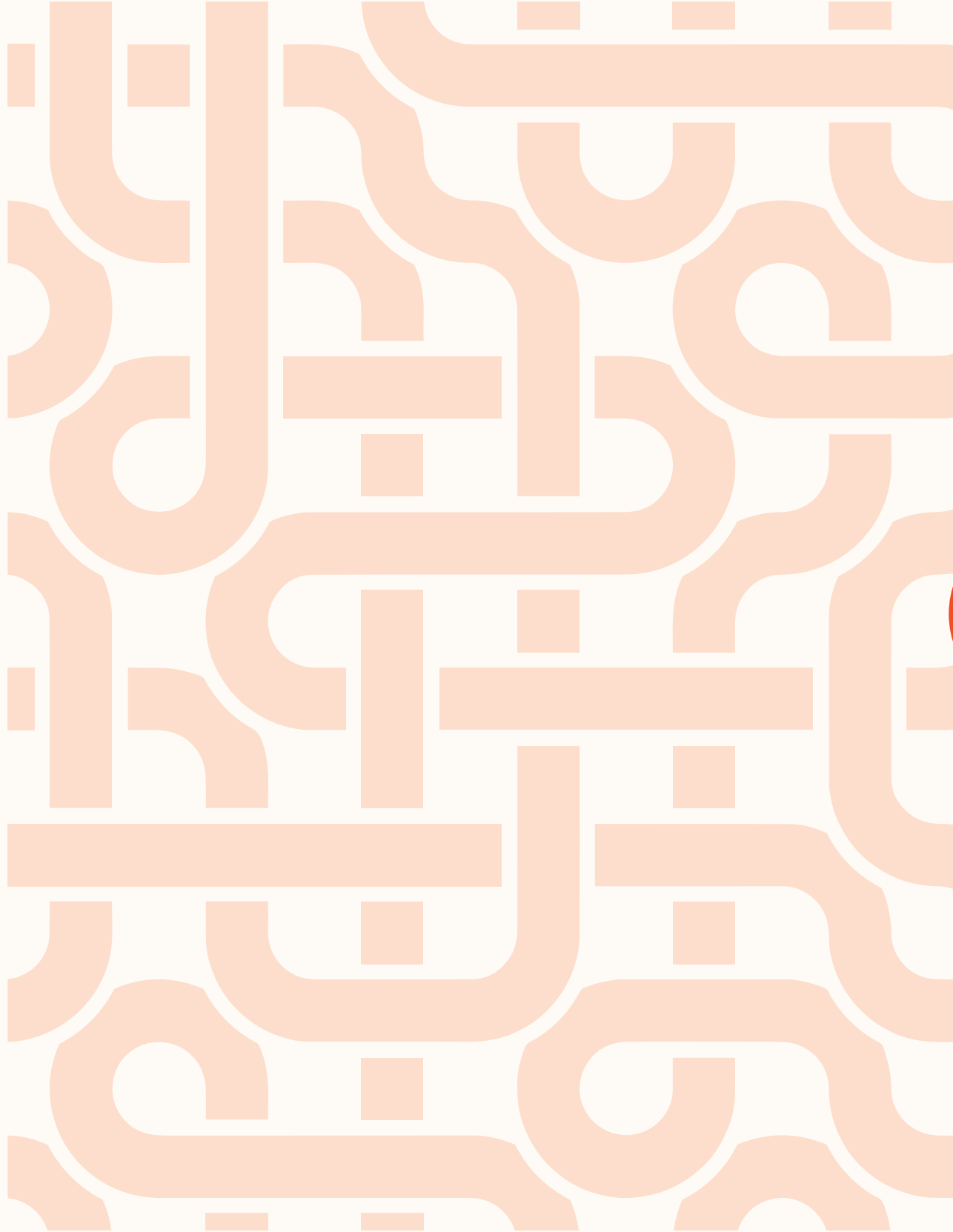
# INTRODUCTION

Disaster Journalism Preventing the News from Turning into a Disaster Project (DJProject), prepared by an international consortium under the Coordination of Selcuk University, is supported by Erasmus K-220 Cooperation Partnerships for Higher Education. The consortium includes the Presidential Directorate of Communications from Turkey, RTÜK and Konya Metropolitan Municipality, Vigo University from Spain, Kiev University from Ukraine, Primorskem University from Slovenia. The aim of the DJProject is to close the gap in journalism education by producing curriculum, guidebooks and digital materials related to disaster journalism. Thus, it aims to contribute to the production of a qualified labor force for media organizations in combating disasters. In the project, which primarily aims to develop an internationally valid Disaster Journalism Curriculum for Communication Faculties, it is aimed to convert the synergy between institutions providing communication/media education, higher education administrators and institutions that make and implement communication policies into academic and educational outcomes. The curriculum and content will be developed and given for a semester in partner Higher Education Institutions (HEI). Thanks to the outputs to be produced within the scope of the project, effective cooperation and synergy will be ensured between academics, experts and students studying in communication faculties, media institutions and higher education policy-making institutions.

In addition to the curriculum, disaster journalism ethical, practical and safety guidebooks will be developed, and an international Learning Teaching Training activity will be organized for journalists. Guidebooks will be turned into digital as podcasts, infographics and short videos to facilitate their usage and dissemination by for journalists, freelance publishers and social platform users. It is expected that the curriculum to be produced within the scope of the project will be given as a course at HEIs, which will increase the awareness of students and journalists about disasters and make disaster journalism an academic area of expertise in journalism. When the training of active journalists with guidebooks and digital training materials is added to this, it is expected that the journalists can have an effective and useful role in disaster prevention, preparedness and recovery.

---

To reveal this general framework of the project and the expectations of the identified target groups more clearly, it was necessary to conduct a needs analysis. In this context, a comprehensive survey study was conducted with academicians, media professionals and students in the project partner countries. The ADDIE approach, which will be used for the curriculum planned to be developed within the scope of the project, also proposes the first stage of curriculum development as a needs analysis. A total of 876 people from four different countries participated in the study, and thanks to this participation, a very detailed intimacy determination was made that made the expectations of the target groups visible for Disaster Journalism Course Curriculum. This report summarized the responses of three different target groups participating in the survey study on the subject in a general framework; it made it possible to determine the content, scope and limitations of the curriculum.







# ACADEMICIANS

# ACADEMICIANS

The Need Analysis activity included in the first work package of the DJProject covers several academic research to be conducted in partner countries. Within this framework, a survey study on disaster journalism was conducted with academicians working on media in Turkey, Spain, Ukraine and Slovenia. The distribution of the academicians participating in the survey conducted via SurveyMonkey according to the countries is 29.9% Spain, 28% Ukraine, 24% Turkey and 18.1% Slovenia. In the questionnaire form using the 5-point likert scale, academics were asked about their level of participation in statements related to disaster journalism. The following table shows the detailed distribution of the answers given by the participants to the questions.

	Mean	Std. Deviation
I think that the news media has an important role at the social level in disaster processes.	3,6434	1,39901
I think there are original ethical codes to be used in disaster reporting.	3,5294	1,17753
I think there is academic interest in disaster journalism at my university and in my country.	3,4354	1,11989
I think that in reporting disasters, journalists have difficulties on the ground and managing the disaster.	3,4280	1,13586
I think disaster journalism should be developed as a field of expertise.	3,4191	1,29464
I think the news media has an important influence on reducing the risks in disasters.	3,4007	1,25865
I think there are adequate verification mechanisms for catastrophic news.	3,1296	1,12832
I think journalists have practical sources of information that they will use in the production process of disaster news.	3,0775	,94550
I think that sufficient education is given about the physical effects of disaster processes in disaster journalism education.	3,0513	1,06978
I think that journalists apply news production practices at an adequate level when reporting catastrophic events.	3,0074	,97569
I think that the necessary ethical codes are taken into account when reporting catastrophic events.	2,9780	1,09119
I think that the published disaster news provides sufficient information for individuals.	2,9522	1,00254
I think that the Catastrophic news presented in the media has been put through adequate verification processes.	2,9410	1,11398
I think that sufficient education is given about the psychological effects of disaster processes in disaster journalism education.	2,8535	1,11497
I think there is enough academic knowledge about Disaster Journalism.	2,7941	1,07035
I think I have enough knowledge at an academic level to teach about Disaster Journalism.	2,7831	1,21825
I think there are enough academic resources related to Disaster Reporting in the literature.	2,7353	,91107
I think that enough space has been devoted to Disaster Journalism in current journalism education.	2,6765	1,09263
I think that disaster news is produced at an adequate level and quality.	2,6458	1,03278
Valid N (listwise)		

When descriptive statistics of the statements indicating the degree of participation of academics were examined, the highest participation rate was 3.64 with an average of "I think that the news media has an important role at the social level in disaster processes." the fact that it is a statement shows that academics specializing in the media attach a high degree of importance to the role of the media in moments of disaster. Considering the Social Responsibility Theory, which is among the media theories, it has been expressed as an expectation in all partner countries for the media to take responsibility in the management of disaster processes.

One of the second statements of the participants with the highest participation rating with an average of 3.43 was, "I think there is academic interest in disaster journalism at my university and in my country." it has been. This result shows that there is an academic level of interest in disaster journalism and that academic requirements have been formed in this field. However, one of the statements that the participants showed the least participation in was "I think there are enough academic resources related to disaster journalism in the literature." the fact that it is also allows a similar inference to be reached. Within this framework, it shows that the academic outputs to be produced with an international consortium within the scope of the project will meet the needs in the field and fill the gap. As both average values show, the outputs to be produced will both support academic development in the field and have a wide target audience from the moment of publication.

It is observed that the academicians participating in the research do not have positive thoughts about the general situation and performance of the media during the disaster processes. The fact that the expression "I think disaster news is produced at an adequate level and quality" with an average of 2.64 at the beginning of the least attended statements reveals that, according to academics, the media does not properly fulfill its role during disaster moments. "I think that in reporting disasters, journalists have difficulties on the ground and managing the disaster." the fact that this expression has an average as high as 3.43 also reveals that, according to academics, journalists do not have sufficient

---

training / equipment in practical terms during disaster moments. In the context of these answers, the course materials and guidebooks to be produced within the scope of the DJProject provide the achievements that will enable journalists to work more effectively and efficiently in disaster processes. In parallel with these, "I think that enough space has been devoted to disaster journalism in

current journalism education." the fact that this expression has an average as low as 2.68 indicates that, according to academics, the current journalism education is woefully inadequate to train journalists.

When the results of the survey conducted within the scope of the DJProject in Turkey, Spain, Ukraine and Slovenia are evaluated in general, according to academics, although there is an interest in disaster journalism at universities, there are not enough academic resources, and disaster journalism is not given enough importance in journalism education. In addition, although the news media is in a very important position in disaster processes, it cannot fulfill this role properly, and journalists have difficulties managing disaster moments.



# STUDENTS



# STUDENTS

Within the scope of the DJProject, a survey study was conducted on disaster journalism in Turkey, Spain, Ukraine and Slovenia with students who are actively studying in Journalism & Communication & Media departments at universities. The distribution of the students participating in the survey conducted via SurveyMonkey according to the countries is 43.6% Ukraine, 35% Turkey, 11.1% Slovenia and 10.2% Spain. 32.9% of the students participating in the research were 4. class, 114% of 3. on grade level, 41.5% of 2. class, 6.2% of 1. of the class, 8% are graduate students. In this study, a 5-point likert scale was also used and participants were asked about their level of participation in statements related to the achievements of disaster journalism education. In addition, closed-ended questions were also asked to determine the participants' views on the field of disaster journalism. The following table shows the detailed distribution of the answers given by the participants to the questions.

	Mean	Std. Deviation
I think disaster journalism education should include achievements related to the psychological effects of disasters.	3,40	1,585
I think disaster journalism education should include news gathering-writing achievements.	3,35	1,461
I think disaster journalism education should include news verification achievements.	3,35	1,547
I think disaster journalism education should include ethical achievements.	3,33	1,490
I think disaster journalism training should include knowledge and resource confirmation gains.	3,32	1,490
I think disaster journalism education should include Moral-Panic gains.	3,30	1,492
I think disaster journalism education should include risk management achievements.	3,29	1,481
I think disaster journalism education should include achievements related to the physical effects of disasters.	3,29	1,336
I think that disaster journalism education should include human and human rights achievements.	3,28	1,453
I think disaster journalism education should include theoretical and conceptual achievements.	3,28	1,331
I think disaster journalism education should include achievements related to crisis communication and management.	3,27	1,476
I think disaster journalism education should include the acquisition of coping with the vital difficulties caused by disasters.	3,25	1,445
I think disaster journalism education should include achievements in preventing disasters.	3,19	1,389
I think disaster journalism education should include achievements related to the legal rights and responsibilities of journalists.	3,18	1,418
I think disaster journalism education should include editorial achievements.	3,07	1,275

91.8% of the students participating in the research think that disaster journalism is a field that requires expertise. Similarly, 82.4% of the participants stated that there is a need for an original lesson on disaster journalism. Again, 83.3% of students think that it would be important to get a specific education in the field of disaster journalism. On the other hand, 77.4% of the students also emphasize that there are not enough educational materials related to disaster journalism. According to these data, journalism & communication & media students are aware of the importance of disaster journalism and consider it necessary to emerge as a type of specialization in journalism and think that the education they receive should be updated in this direction. In this context, it is seen that the current and multidimensional course contents to be produced by an international academic commission within the scope of the DJProject have an impact on meeting the students' wishes.

When looking at the descriptive statistics of the statements considered in terms of the achievements of disaster journalism education, one of the statements that students attach the most importance to is the statement "I think disaster journalism education should include achievements related to the psychological effects of disasters" with an average value of 3.40. This statement is followed by the statement "I think disaster journalism education should include news gathering-writing achievements" and "I think disaster journalism education should include news verification achievements" with an average value of 3.35. The statements "I think disaster journalism education should include ethical achievements" (M:3.33) and "I think disaster journalism education should include information and source verification achievements" (M:3.32) are also among the statements that students participated decently.

One of the achievements that students attach the least importance to is the statement "I think disaster journalism education should include editorial achievements" with an average value of 3.07. The statement "I think disaster journalism education should include disaster prevention achievements" was

---

realized with an average of 3.18. The expression “I think disaster journalism education should include achievements related to the legal rights and responsibilities of journalists” is among the least important expressions of students with an average value of 3.19. When evaluated in general, it is possible to say that students consider their current education more adequate in terms of achievements related to editorial and legal issues at the point of disaster journalism; more inadequate in terms of ethical, psychological and practical achievements. This situation is important in terms of the fact that the current and multidimensional course contents to be produced by an international academic commission within the scope of the DJProject reveal that students should focus more on the achievements they demand.





# MEDIA PROFESSIONALS

# MEDIA PROFESSIONALS

Within the scope of the DJProject, a survey study was conducted with the participation of media professionals working at local, national and international levels in Turkey, Spain, Ukraine and Slovenia. The main purpose of the survey was to reveal the practical expectations of media professionals for their guide-books, which will be developed within the scope of the DJProject. The distribution of the media employees participating in the survey conducted via Survey-Monkey according to the countries is 40.7% Turkey, 36.4% Ukraine, 13.5% Slovenia and 9.5% Spain. In the questionnaire form using the 5-point likert scale, media employees were asked about their level of participation in statements related to disaster journalism. The following table shows the detailed distribution of the answers given by the participants to the questions.

	Mean	Std. Deviation
I think journalists who will work in disaster zones need psychological training.	3,3346	1,56124
Journalists play an active role in preparedness and action policies that can reduce the risks and impacts of disasters.	3,3236	1,16550
I think there is a need for sources that journalists can turn to when dealing with security issues in times of disaster.	3,2774	1,47373
I think there is a need for a comprehensive resource that journalists can refer to in disaster reporting applications.	3,2527	1,43430
I think that journalists play an active role in preventing chaos that may occur during disaster processes.	3,2327	1,32233
I think there is a need for sources that journalists can turn to when dealing with ethical issues in times of disaster.	3,1884	1,44751
I think journalists face difficulties when reporting disasters in the field and managing disasters.	3,1861	1,50884
I think journalists have a role in providing emotional support and social decoupling between readers and disaster victims.	3,1679	1,43258
I think journalists have an important power to support the fight against disasters and reduce the vulnerability of society.	3,1277	1,33497
I think that the catastrophic news presented in the media provides the necessary information.	3,0652	1,03542
I think disaster journalism has its own unique code of ethics.	3,0545	1,41960
I think that journalists informing the public during disasters prevents panic and anxiety in people.	3,0364	1,19249
I think journalists take the necessary ethical rules into account when reporting on catastrophic events.	3,0291	,99592
I think that journalists have sufficient equipment in content editing, news language and presentation when making disaster news.	2,9891	1,03756
I think journalists know what professional equipment they will need in catastrophic situations.	2,9891	1,01449
I think that journalists have the training to accurately inform the public about the causes, consequences of disasters and how to deal with them.	2,9674	1,08662
I think that journalists have sufficient equipment to organize in the field, manage difficulties and create solutions in the process of reporting disaster events.	2,9636	,98462
I think journalists know what humanitarian equipment they will need in catastrophic situations.	2,9384	,99809
I think I have fully mastered the ethical rules that should be followed in disaster processes.	2,9382	1,03576
I think that journalists are equipped to cope with the psychological effects that they may encounter while reporting on catastrophic events.	2,7399	1,05115
I think that journalists are equipped to cope with the physical effects that they may encounter while reporting on catastrophic events.	2,7363	1,03436
Valid N (listwise)	279	

When the descriptive statistics of the statements listed above are examined, the highest participation rate was realized in the statements "I think journalists who will work in disaster zones need psychological training" (M: 3,33) and "Journalists play an active role in preparedness and action policies that can reduce the risks and impacts of disasters" (M: 3,32). After these statements, the highest participation rate is "I think there is a need for resources that journalists can apply to when dealing with security problems in times of disaster" (M: 3,27), "I think there is a need for a comprehensive resource that journalists can apply in disaster journalism practices" (M: 3,23) and "I think journalists play an active role in preventing chaos that may occur during disaster processes" (M: 3,22) are also expressions with high averages. These results show that media workers guide society in times of disaster, play an active role in actions and policies that can reduce the risks and effects of disaster, but there is also a need for a resource that journalists can refer to on issues such as psychology, security and the practice of disaster journalism in times of disaster. These results and DJProject follow a parallel course with the goals and outputs of the project.

Among the statements that media employees attach the least importance to participation are the statements "I think journalists are equipped to cope with the psychological effects that they may encounter when reporting catastrophic events" (M: 2,73) and "I think journalists are equipped to cope with the physical effects that they may encounter when reporting catastrophic events" (2,73). These results, in parallel with the above statements, reveal that journalists have not undergone a training that will allow them to cope with the psychological and physical effects of disasters. This situation becomes even more remarkable considering that more than half of the participants (56,4%) have previously served in a disaster area. In this direction, the need for educational materials to be produced for mental and physical preparation for disasters, which is among the goals and outputs of the DJProject, has also been proven. As a result, according to the results of the survey conducted in Turkey, Spain,

---

Ukraine and Slovenia within the scope of the DJProject and involving 876 participants, it is seen that the project objectives and outputs are compatible with the wishes and expectations of the target groups in the stakeholder countries.

If a general assessment is made in the light of all these data, obtained from the survey conducted with academics, students and media professionals, strongly reveal the importance of academic productions, disaster journalism course curriculum and practical guidebooks for journalists to be produced within the scope of the DJProject. The importance and academic interest given to disaster journalism in higher education will be increased with the course curriculum to be produced within the scope of the project's work packages. Academicians will have a curriculum developed at a global level while they are giving the disaster journalism course, students will be able to conduct responsible and high-quality journalism activities in disaster processes by graduating with the theoretical and practical equipment necessary for disaster processes. Through handbooks and trainings to be given within the scope of the project, active journalists who have not received disaster journalism education at the university will be able to have the necessary equipment on the subject.



