



## Activity N°16 : Checklist

Analysis / Self-criticism  
Finland

**Key words:** *Practices / Diversity / Evaluation*



**Target groups:**

- Professional journalists
- Editorial boards
- Journalism students

**Duration:** None specified

**Context:** Initially designed as a monitoring tool for an editorial board, this checklist process can also be used for training purposes. In this case, the journalists gradually develop the list on the basis of their practices and the discussions within the editorial board. The method used for drawing up the checklist is at the trainer's discretion.

**Objectives:**

- **To consider possible ways of promoting inclusive diversity practices**
- **To ensure non-discrimination and the inclusion of diversity within editorial practices**
- **To facilitate the discussion of diversity within the editorial board**

**Equipment:** A board permanently in place in the newsroom.

**Media Resources:** The editorial staff's media products.

**Observations:** A proposed list of questions is appended.

## Organisation:

Class configuration	Time in minutes	Sequence of activities
GR		During editorial board meetings, identify the main questions that could serve as individual and collective benchmarks enabling each sub-editor's practices to be analysed.
GR		Write these guidelines on the board, which is to remain permanently in place in the newsroom.
IND		Invite members of the editorial team to make a periodic evaluation of their practices based on these questions.
GR		A collective evaluation technique can be left on the board, inviting the editorial board to monitor changes in its journalistic practices in respect of the inclusion of diversity.

**Variante:** If targeted at journalism students, this activity would focus more on the drawing up of the list than on checking it.

## Suggested follow-up activities:

**Journalism's our job** Unit: Activity n°20. *Field work!*

## Appendix:

The proposed list is divided into five main areas or fields of interest: subjects, editorial process, self-analysis, relations with the public and feedback.

1. Area 1 - **Subjects** - Which subjects have we opted to cover? Which ones have we decided to leave out? Which aspects and from which viewpoint have we decided to cover them?

2. Area 2 - **The editorial process** - What kind of editorial culture emerges from the newsroom/shapes the editorial board? What kind of language do we use for stories and how do we highlight ideas and opinions? Do we pay attention to language choice and to the words used? Are decisions left to each journalist, and in what way does the editor have his or her say regarding the decisions made?

3. Area 3 - **The journalist's self-analysis** - Major and minor decisions of an article: what should be said? What should be left out? How do I perceive my active role in society? How do my own ideas and opinions guide me or lead me astray during the production process? Do I recognise how my own views affect my work?

4. Area 4 – **Relations with the public** - Who am I writing for? Who do we serve? How can we guarantee the quality and diversity of the articles produced? Are we equally attentive to all groups in society?

5. Area 5 – **Feedback** - Do we get real feedback, or is it more of a form of conversation in the newsroom? Feedback tools: how do we use them? How can feedback be improved and encouraged? Can we ourselves be more active when it comes to feedback? What are the specific tools we use in order to receive and give more feedback from and to both the public and colleagues?