

# Course Manual

Media and Migration  
CM4254|2024

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# Syllabus

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# Course Information 1: Course Organisation

## Organisation & Working Method

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### **CM4254 - Media and Migration**

Welcome to Media and Migration! For the course description and course objectives, please visit the "[Course guide](#)" page.

### **Seminars**

The *research workshops* are the principal didactic tool to engage students in processing the course materials. It is mandatory to attend the meetings, arrive on time, and participate actively in the discussions. This obligation includes the preparation and timely submission of all assignments.

## Study Load

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This is a 5 EC course. This means a  $5 * 28 = 140$  hrs. workload for students. The norm for reading and studying course material (textbook, extra (research) articles) is 7 pages per hour.

<b>Attending Seminars</b>	8 * 3 hrs.	24 hrs.
<b>Literature</b>	180 pages / 7	24 hrs.
<b>Assignments</b>		92 hrs.
<b>TOTAL</b>		<b>140 hrs.</b>

# Communication

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Course material and announcements will be posted on Canvas (canvas.eur.nl). Apart from that, please find communication procedures below.

## Email

When composing your email, be sure to follow the following rules:

1. Send the e-mail from your EUR student mail
2. Sign the email with your full name and student number.

## Contact details

Amanda Paz Alencar (Course Coordinator)

[pazalencar@eshcc.eur.nl](mailto:pazalencar@eshcc.eur.nl)

# Use of AI

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In this course, you:

- Are not encouraged to use generative AI (ChatGPT or similar tools) in your assignments. You may use generative AI to assist you in exploring the topic of your research. Yet, the content that is generated should not be incorporated into your work.

If you make use of generative AI, remember it is a tool that you need to acknowledge using and be prepared to explain and justify how and why you did it. You should:

- Accurately and truthfully fill out the [Declaration Page for Use of Generative AI Tools in Course Assignments](#).
- Include an appendix at the end of any assignment in which you used Generative AI explaining what you used the AI tool for and what prompts you used to get the results.
- Make a clear distinction between your own writing and output cited or paraphrased from generative AI. Make sure to include [APA references](#).

Using generative AI without clear referencing is considered fraud. Fraud cases will be referred to the Examination Board.

Be aware of the limits of generative AI. Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

You are always responsible for the content you submit. Be thoughtful on when and how to use these tools.





# Course Information 2: Rules & Regulations

## General Requirements for Assessment

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- Assignments should always follow the *Writing Guide*. When quoting and referring to sources and literature, follow the annotation rules and make sure you follow the requirements as listed in the 'Checklist'. This guide is available on [MyEUR ESHCC](#).
- Check the *Writing Guide* of your programme for the details you must enter on the front page of each assignment.
- When referencing, make sure you use the correct referencing style and double-check it before submitting your work. Note that the automated Literature page on Canvas does not always follow this. You are responsible for your own references.
- All assignments should be carefully checked for spelling, grammar, and punctuation. Assignments without correct spelling and grammar will be considered as Unsatisfactory.
- Include the entire text from the first sentence to the last in your word count. The reference list is excluded from the word count. The word count is usually indicated as a word range (e.g. 600-800 words). There is no additional 'margin' on top of (or below) that range.
- Deadlines are strict; it is not possible to compensate for work submitted after the deadline.
- Do not quote too much; it is better to paraphrase – you should describe the arguments of the author in your own words and make sure the arguments you cite fit logically into your own argument.

# Participation

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## Professional Behaviour

As a participant in EUR courses you are being trained to obtain your degree and soon become a professional in the field. Therefore, we expect from students that they show professional behaviour and are respectful towards lecturers and fellow students. Disruptive and disrespectful behaviour is not accepted and can lead to removal from class. Please familiarise yourself with the [Code of Conduct](#) of our faculty.

## Participation & Attendance

As a student enrolled you are expected to complete your weekly preparations, tasks, and assignment deadlines according to the week-by-week overview, and to be present at planned sessions. Please find the attendance rules on the [MyEUR ESHCC page](#).

## Copyright

All study materials published on Canvas ("content") or otherwise made available to you for your studies are protected by copyright under Dutch copyright laws. The copyright is owned by the Erasmus University Rotterdam, or the party credited in the publication.

The content is provided solely for your personal use and study. This means that you cannot:

- publish, copy or distribute the content in any form, by any means;
- upload the content to external websites or databases such as online platforms that allow students to share study materials;
- provide or sell the content to tutoring organizations.

Failing to comply with the above may result in appropriate measures being taken.

## (Self-)plagiarism & Fraud

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It is your responsibility to familiarise yourself thoroughly with the faculty's policy on unfair practices, fraud and (self-)plagiarism. More information on this policy can be found [on this page](#).

## Resit Policy (Final Paper Course)

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- As stated in the Teaching and Examination Regulations, only the individual assessment that comprises the largest part of the course assessment is eligible for a resit.
- Students can only resit the individual assignment if the grade is between 0.0 and 5.4.
- Assignments that are submitted late (or not at all) will not be marked but will get a resit opportunity, if the assignment comprises the largest part of the course assessment.
- For a resit of an assignment, students can obtain a maximum grade of 6.0.
- Students will be given 15 working days to submit the re-sit assignment, starting from when the lecturer sent the feedback and grade.
- For more information and detailed rules and regulations within the programme, please thoroughly read the [Teaching and Examination Regulations](#).



# Course Information 3: Assessment & Grading

## Assignments & Deadline Information

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### Submission

All assignments have to be uploaded in Word (not PDF!) format onto Canvas. Please make sure you submit your assignment in the correct Canvas assignment slot and on time. Assignments submitted after the deadline will not be reviewed and will receive a 0.

### Feedback

Feedback will primarily be provided in a digital format; make sure to review this feedback on a computer (not smartphone or tablet) so all notes and comments are visible. \_\_\_\_\_

### Grade Registration

The grades for all coursework are published in OSIRIS within 3 weeks after the due date of the assignment. As the grades in OSIRIS are your official marks, please make sure you check if your grade is properly registered in OSIRIS and contact your lecturer immediately if something is incorrect.

### Assignment Weightings

For the assignment percentages, please see the [Course guide](#) page in the navigation of this course.

### Deadlines

Assignment	Group or Individual	Deadline
Literature review	I	02-12-2024, 12:00PM
Presentations	I	07-01-2025, 11:00AM
Non-academic output	I	21-01-2025, 11:00AM
Research article	G	31-01-2025, 12:00PM

# Grading Rubrics: Assignment 1: Literature review

## Assignment 1: Literature review

Criteria	Points
<p>1. Suitable Discussion and Critical Evaluation of Literature</p> <ul style="list-style-type: none"> <li>- Comprehensive summary and critical interpretation of key sources.</li> <li>- Discussion of sources is relevant to the migration-related issue and stakeholder's perspective.</li> <li>- Clear connection between literature and the identified research topic.</li> </ul>	/3
<p>2. Research Question Development and Embeddedness</p> <ul style="list-style-type: none"> <li>- Clear formulation of a research question derived from the literature review and the stakeholder's perspective.</li> <li>- Research question addresses academic gaps and practical needs relevant to the stakeholder.</li> </ul>	/2
<p>_____</p> <ul style="list-style-type: none"> <li>- Explanation of how the literature review advances the current understanding of the issue.</li> <li>- New argument is based on existing literature and work of diverse organizations, including the stakeholder.</li> <li>- Insight aligns with both academic and practical considerations.</li> </ul>	/2

<p>4. Appropriateness and Use of Relevant Sources</p> <ul style="list-style-type: none"> <li>- At least 6 academic sources are used.</li> <li>- Sources are appropriate and directly relevant to the research topic and stakeholder issue being investigated.</li> <li>- Non-academic sources are used thoughtfully (if applicable) but do not replace academic sources.</li> </ul>	/1
<p>5. Composition and Coherence</p> <ul style="list-style-type: none"> <li>- Clear organization and coherence between sections.</li> <li>- Smooth transitions and logical flow of ideas.</li> <li>- Argument is cohesive and aligns with the research topic.</li> </ul>	/1
<p>6. Neatness</p> <ul style="list-style-type: none"> <li>- Well-formatted according to the Writing Guide Media Communication and Culture 2024-2025.</li> <li>- Correct referencing style and accurate citations.</li> <li>- Proper spelling, grammar, and overall readability.</li> </ul>	/1
<b>Total</b>	<b>/10</b>



# Grading Rubrics: Assignment 2: Presentations

## Assignment 2: Presentations

Criteria	Points
<p>1. Introduction of Stakeholder, Research Topic, and Question</p> <ul style="list-style-type: none"> <li>- Clear introduction of the stakeholder organization.</li> <li>- Well-defined research topic and research question.</li> <li>- Connection between stakeholder's concerns and the research question is evident.</li> </ul>	/2
<p>2. Explanation of Theoretical Approaches and Connection to Argument</p> <ul style="list-style-type: none"> <li>- Clear explanation of the theoretical approaches or concepts used.</li> <li>- Strong connection between theory and the development of the research argument.</li> <li>- Relevance of theory to both academic literature and real-world concerns of the stakeholder.</li> </ul>	/4
<p>3. Reporting on Fieldwork Insights</p> <ul style="list-style-type: none"> <li>- Well-explained insights from fieldwork interviews.</li> <li>- Key points raised by the organization and beneficiaries are highlighted.</li> <li>- Clear connection between interview insights and the theoretical concepts discussed.</li> </ul>	/2

4. Idea(s) for Non-Academic Output	/1
<ul style="list-style-type: none"> <li>- Thoughtful ideas on how to translate research insights into a non-academic output.</li> <li>- Output is relevant and useful for the stakeholder's needs.</li> <li>- Shows creativity in making the research accessible to a non-academic audience.</li> </ul>	
5. Presentation Skills and Clarity	/1
<ul style="list-style-type: none"> <li>- Presentation is clear and well-organized.</li> <li>- Effective use of time (within 5-7 minutes).</li> <li>- Engages the audience and communicates ideas confidently and fluently.</li> </ul>	
<b>Total</b>	<b>/10</b>

# Grading Rubrics: Assignment 3: Non-academic output

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## Assignment 3: Non-academic output

Criteria	Points
<p>1. Clarity of the Idea and Relevance to Research Insights</p> <ul style="list-style-type: none"> <li>- The idea clearly communicates the main insights from the research article.</li> <li>- The relevance of the idea to the stakeholder's challenges and needs is evident.</li> </ul>	/3
<p>2. Consistency of Medium Chosen</p> <ul style="list-style-type: none"> <li>- The chosen medium (e.g., social media, video, flyer) effectively aligns with the intended purpose and audience.</li> <li>- The medium enhances the impact of the message for the stakeholder.</li> </ul>	/2
<p>3. Creativity and Innovation</p> <ul style="list-style-type: none"> <li>- The output demonstrates creative thinking and an innovative approach to presenting the research insights.</li> <li>- The idea is engaging and offers a fresh perspective or approach to the stakeholder's challenges.</li> </ul>	/2
<p>4. Accessibility and Engagement for the Stakeholder's Audience</p> <ul style="list-style-type: none"> <li>- The idea is accessible and easy to understand for a non-academic audience.</li> <li>- The output is engaging and likely to capture</li> </ul>	/2

the attention of the target audience.	
5. Feasibility and Practicality of Implementation  - The concept is realistic and could be feasibly implemented by the stakeholder. - The output considers potential real-world constraints (e.g., budget, resources, time).	/1
<b>Total</b>	<b>/10</b>

# Grading Rubrics: Assignment 4: Research article

## Assignment 4: Research article

Criteria	Points
<p>1. Introduction of Stakeholder, Research Topic, and Research Question</p> <ul style="list-style-type: none"> <li>- Comprehensive introduction of the migration issue and its relevance to the stakeholder.</li> <li>- Clearly stated and well-defined research topic and question.</li> <li>- The connection between the stakeholder's concerns and the research question is clearly articulated.</li> </ul>	/1.5
<p>2. Literature Review and Theoretical Framework</p> <ul style="list-style-type: none"> <li>- Thorough review of academic literature relevant to the research question.</li> <li>- Strong connection between theoretical perspectives and the research focus.</li> <li>- Demonstrates how the chosen theories are relevant both to the academic debate and the stakeholder's context.</li> </ul>	/2.5
<p>3. Methodological Approach and Justification</p> <ul style="list-style-type: none"> <li>- Clear explanation of research methods, including interviews and desk research.</li> <li>- Justification of the chosen methods and</li> </ul>	/1

<p>how they support the research objectives.</p> <ul style="list-style-type: none"> <li>- Reflection on the appropriateness of the methods for addressing the research question.</li> </ul>	
<p>4. Findings and Analysis</p> <ul style="list-style-type: none"> <li>- Detailed presentation of the research findings based on empirical data and theoretical insights.</li> <li>- Strong integration of data from interviews and desk research with theoretical arguments.</li> <li>- Analysis is well-structured, linking findings to the research question effectively.</li> </ul>	/3
<p>5. Discussion and Conclusion</p> <ul style="list-style-type: none"> <li>- Critical discussion of the broader implications of the research findings for both academic scholarship and the stakeholder's practical context.</li> <li>- Clear articulation of the research contributions to literature and practical applications for the stakeholder.</li> <li>- Reflection on the study's limitations and potential areas for future research.</li> </ul>	/1
<p>6. Neatness</p> <ul style="list-style-type: none"> <li>- Reference list includes at least 8 relevant academic sources, formatted correctly.</li> <li>- Correct referencing style and accurate citations.</li> </ul>	/0.5

- Well-formatted according to the Writing Guide Media Communication and Culture 2024-2025. - Proper spelling, grammar, and overall readability.	
<b>Total</b>	/10





# WEEK 1: INTRODUCTION TO THE COURSE

## Week 1 overview

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### WEEK 1: INTRODUCTION TO THE COURSE

This first session will introduce the course to you. First, a practical overview of the course will be provided. Second, the main themes/issues and conceptual frameworks that will be discussed during the seminars will be introduced. The introductory seminar will conceptualize media and migration studies from interdisciplinary perspectives and discuss status and relevant research about the impact of digitalization on migration. During the introduction, you will also familiarize yourself with the logistics for working with the stakeholders network that will be available to conduct your research throughout the course.

#### Learning Objectives

- Students will gain a nuanced understanding of the key theoretical perspectives on media and migration research.
- Students will be introduced to empirical research and practical examples of the relationship between digital media and migratory movements and processes.

#### Seminar

- Introduction to the course
- Logistics, assignments and deadlines
- Presentation of stakeholders network
- Introduction to the website of the Translocal Lives Digital Hub and Impact at the Core support ([www.translocallives.com/home](http://www.translocallives.com/home))

#### Required preparation

[link](#)

#### Recommended source:

- [Listen to the podcast interview with Dr. Koen Leurs \(Utrecht University, Netherlands\) on his book 'Digital Migration'](#) (also available here: <https://www.imiscoe.org/news-and-blog/podcast/1853-on-digital-migration>).



# WEEK 2: MEDIATED REPRESENTATION OF MIGRATION

## Week 2 overview

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### WEEK 2: MEDIATED REPRESENTATION OF MIGRATION

This week will focus on the representation of migration in traditional and mainstream media and social media. This session will also provide students with various theoretical perspectives (media framing, regimes of visibility, media responsibility, algorithmic (in)visibility) for the study of migration. In the second part of the session, stakeholders will introduce their organizations and present the cases that students will be working on.

#### Learning Objectives

- Students will gain a nuanced understanding of the key theories of media and communication applied to migration contexts and processes.
- Students will be introduced to empirical research and practical examples of mediated representations of migration and refugee issues.

#### Class meeting

- Introduction and discussion of theoretical notions
- Introduction to stakeholders: many organizations work to change narratives and/or put forward what they consider relevant about migrants/migration
- Presentations by stakeholders
- Q&A with stakeholders
- Students are assigned to one stakeholder to work during the course (in groups)
- Instructions for assignment 1

#### Required preparation

[link](#)



# WEEK 3: CONNECTIVITY, MIGRANT POPULATIONS AND INTERSECTIONALITY

## Week 3 overview

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### WEEK 3: CONNECTIVITY, MIGRANT POPULATIONS AND INTERSECTIONALITY

This week will focus on the study of migrants' digital lives through an intersectional lens. It will address the digital practices and device uses by diverse migrant populations considering their intersectional sources of inequality in various contexts. The discussions will highlight both the opportunities and challenges that digital connectivity presents for diverse migrant groups, focusing on how it can empower them, but also how it might reinforce existing social divides.

In the final part of this session, we will review the interviews that students are expected to conduct with stakeholders for their research. We will also discuss additional methods that can be used to complement their research, such as content analysis of websites, online documents, and social media accounts.

#### Learning Objectives

- Students can apply theoretical perspectives on migration, intersectionality and digital access to their own research project.
- Students can also reflect on and analyze the topics, issues, practices and discourses articulated by migrant groups in different social environments.

#### Class meeting

- Presentation of seminar contents followed by an in-class activity.
- In-class activity: students develop a stakeholder mapping focusing on their specific case for the course
- Review of methodological approach for research during the course

#### Required preparation

**Between December 3rd to December 16th students must conduct the interviews.  
Students are expected to conduct:**

- **1 interview with the stakeholder organization**
- **1 interview with a beneficiary of the organization**

**Required readings:**

[link](#)



# WEEK 4: BELONGING, PLACE-MAKING AND DIGITAL TECHNOLOGIES

## Week 4 overview

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### WEEK 4: BELONGING, PLACE-MAKING AND DIGITAL TECHNOLOGIES

This seminar will provide students with various inspiring stories of migrants and how they are (re)creating a sense of place in their host society while negotiating their identities 'here' and 'there' (local vs. global). In the first part of the seminar, we will focus on theories of place-making and belonging and their interconnections with digital media practices among migrant populations in different contexts.

In the second part, we will explore perspectives on belonging, connection, authenticity, and the challenges faced by newcomers in Rotterdam and the Netherlands, drawing on stories from the *Translocal Lives* filmmaking project ([www.translocallives.com](http://www.translocallives.com)). We will showcase three short films, created by participants during a series of filmmaking and storytelling workshops conducted between September and October 2021. Following the film screening, students will have the opportunity to engage in discussion and ask questions.

### Learning Objectives

- Students can critically reflect on the mediating role of digital media and ICTs in place-making processes and migration stories.
- Students learn about the principles for participatory research and reflect on how to apply these to their own research with stakeholders.

### Class Meeting

- Presentation and discussion of various migration stories, perspectives and processes
- Discussion about the principles of participatory research
- To be confirmed: Guest lecture with authors of the short films produced in the context of the Digital Place-makers program

### Required readings

[link](#)



# Assignment: Assignment 1: Literature review

## ASSIGNMENT 1: Literature review

Write a literature review in which you discuss published information on a migration-related issue identified by your group's selected stakeholder organization. This literature review will serve as a foundation for your final research article. Although your group will be working on the same topic and with the same stakeholder, this assignment is individual. Therefore, each student must select one distinct aspect of the case to be analyzed separately (examples will be discussed during class in week 2).

Your literature review should include a summary/synthesis and critical interpretation of the main sources in the subject area and advise the reader on which are the most significant in shaping the current understanding of the problem. For this assignment, you should also produce a research question derived from your discussion of the literature and the stakeholder's perspective on the issue. This research question should reflect both academic gaps and the practical needs identified by the stakeholder. Additionally, you should include a paragraph stating how your study can advance the state-of-the-art in the field by developing a new argument/insight of the topic based both on the existing literature and the work of diverse organizations in the subject area, including the selected stakeholder.

## Requirements

- Use at least 6 academic sources. You may use both academic references from and outside the course literature as part of the required sources (you can decide on the number of sources from the course that will be used). You can also use non-academic readings (websites, reports, newspapers, etc.) but they will not count as academic sources.
- Use between 800 and 1000 words.
- The referencing style and formatting of your paper should follow the Writing Guide Media Communication and Culture 2024-2025.

Upload your assignment in Canvas

Deadline: **02-12-2024, 12:00PM**

## Rubrics

Assignment 1: Literature review		
Criteria	Ratings	Points
1. Suitable Discussion and Critical Evaluation	• 3 pts.	3 pts.

<b>of Literature</b> - Comprehensive summary and critical interpretation of key sources. - Discussion of sources is relevant to the migration-related issue and stakeholder's perspective. - Clear connection between literature and the identified research topic.	Full marks • 0 pts. No marks	
<b>2. Research Question Development and Embeddedness</b> - Clear formulation of a research question derived from the literature review and the stakeholder's perspective. - Research question addresses academic gaps and practical needs relevant to the stakeholder.	• 2 pts. Full marks • 0 pts. No marks	2 pts.
<b>3. Development of New Argument/Insight</b> - Explanation of how the literature review advances the current understanding of the issue. - New argument is based on existing literature and work of diverse organizations, including the stakeholder. - Insight aligns with both academic and practical considerations.	• 2 pts. Full marks • 0 pts. No marks	2 pts.
<b>4. Appropriateness and Use of Relevant Sources</b> - At least 6 academic sources are used. - Sources are appropriate and directly relevant to the research topic and stakeholder issue being investigated. - Non-academic sources are used thoughtfully (if applicable) but do not replace academic sources.	• 1 pts. Full marks • 0 pts. No marks	1 pts.
<b>5. Composition and Coherence</b> - Clear organization and coherence between sections. - Smooth transitions and logical flow of ideas. - Argument is cohesive and aligns with the research topic.	• 1 pts. Full marks • 0 pts. No marks	1 pts.
<b>6. Neatness</b> - Well-formatted according to the Writing Guide Media Communication and Culture 2024-2025. - Correct referencing style and accurate citations. - Proper spelling, grammar, and overall readability.	• 1 pts. Full marks • 0 pts. No marks	1 pts.
Total points: 10		

Due at: 02-12-2024 12:00



# WEEK 5: WORKSHOP ON SCIENCE COMMUNICATION

## Week 5 overview

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### WEEK 5: WORKSHOP ON SCIENCE COMMUNICATION

This week will focus on exploring how to translate academic research into formats that are accessible and engaging to non-academic audiences. Students will learn about various methods and formats of science communication, including visual media, infographics, policy briefs, and social media strategies, with the aim of effectively communicating their research findings to stakeholders. The workshop will include practical examples of science communication in migration studies and related fields, as well as an interactive brainstorming session to develop communication strategies for their own research projects.

#### Learning Objectives

- Students will learn how to translate complex academic research into accessible formats for diverse audiences.
- Students will explore different methods and tools for effective science communication, particularly in relation to migration issues.
- Students will develop initial strategies for communicating their research findings to their assigned stakeholders.

#### Class meeting

- Presentation on Science Communication and practical examples.
- Group discussion on effective science communication strategies.
- In-class activity: Brainstorming ideas to communicate their research to stakeholders using the examples presented during the workshop.

#### Required preparation

For this session, students will be asked to bring two examples of science communication outputs as we will work with these during the workshop.



# WEEK 6: PRESENTATIONS

## Week 6 overview

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### WEEK 6: PRESENTATIONS

There is no assigned reading this week. Instead, students are required to deliver individual presentations on the progress of their research papers. Each presentation should introduce the research topic and question, outline the main argument of the study, and explain the methodological approach. Additionally, students should briefly describe how these components address the needs and challenges of their selected stakeholder. Presentations should also highlight how participatory principles are being applied in the research and include initial ideas on how to communicate key insights to stakeholders. Following each presentation, a group discussion will take place, including questions from the lecturer and peers. Further instructions for Assignments 3 and 4 will also be provided.

#### Seminar

- Group presentations
- Review of Thematic Analysis as method for data analysis

#### Required preparation

- Upload your presentation to canvas before class
- Review the "Thematic Analysis" module within the qualitative digital modules accessible via this link: <https://canvas.eur.nl/courses/42309>

# Assignment: Assignment 2: Presentations

## ASSIGNMENT 2: Presentations

This assignment consists of an individual presentation (5-7 minutes) to report on your ongoing research. In your presentation, introduce the migration-related issue identified by your group's selected stakeholder organization, along with the research question you are developing. Present the argument you are adopting, explaining how it connects to both academic literature and the real-world concerns of the stakeholder. These insights should be informed by the interviews conducted during fieldwork, highlighting key points that the organization raised regarding their challenges and strategies for intervention as well as the perspective of the beneficiary. Finally, provide an overview of how these elements could be translated into a non-academic format for your stakeholder. Each presentation will be followed by a group discussion (including questions from the lecturer and peers).

### Assignment Instructions (Presentations)

- First, briefly present your selected stakeholder, research topic and question.
- Second, explain how the theoretical approaches or concepts used contribute to the development of the argument in your own research.
- Third, report on the preliminary insights derived from your fieldwork interviews and how these connect to theories presented.
- In the end of the presentation, share some ideas on how you could translate the main insights into a non-academic output for the stakeholder.

**Requirement:** Upload the slides of your presentation via Canvas (Assignment 2) before the class. The specific order of presentations will be announced by the lecturer in advance

**DEADLINE: WEEK 6, 07-01-2025, 11AM**

### Rubrics

Assignment 2: Presentations		
Criteria	Ratings	Points
<b>1. Introduction of Stakeholder, Research Topic, and Question</b> - Clear introduction of the stakeholder organization. - Well-defined research topic and research question. - Connection between stakeholder's concerns and the research question is evident.	<ul style="list-style-type: none"> <li>• 2 pts. Full marks</li> <li>• 0 pts. No marks</li> </ul>	2 pts.
<b>2. Explanation of Theoretical Approaches and Connection to Argument</b> - Clear explanation of the theoretical approaches or concepts used. - Strong connection between theory and the development of the research argument. - Relevance of theory to both academic literature and real-world concerns of the stakeholder.	<ul style="list-style-type: none"> <li>• 4 pts. Full marks</li> <li>• 0 pts. No marks</li> </ul>	4 pts.

<b>3. Reporting on Fieldwork Insights</b> - Well-explained insights from fieldwork interviews.  - Key points raised by the organization and beneficiaries are highlighted.  - Clear connection between interview insights and the theoretical concepts discussed.	<ul style="list-style-type: none"> <li>• 2 pts. Full marks</li> <li>• 0 pts. No marks</li> </ul>	2 pts.
<b>4. Idea(s) for Non-Academic Output</b> - Thoughtful ideas on how to translate research insights into a non-academic output.  - Output is relevant and useful for the stakeholder's needs.  - Shows creativity in making the research accessible to a non-academic audience.	<ul style="list-style-type: none"> <li>• 1 pts. Full marks</li> <li>• 0 pts. No marks</li> </ul>	1 pts.
<b>5. Presentation Skills and Clarity</b> - Presentation is clear and well-organized.  - Effective use of time (within 5-7 minutes).  - Engages the audience and communicates ideas confidently and fluently.	<ul style="list-style-type: none"> <li>• 1 pts. Full marks</li> <li>• 0 pts. No marks</li> </ul>	1 pts.
Total points: 10		

Due at: 07-01-2025 11:00





# WEEK 7: NO CLASS - PREPARATION OF SYMPOSIUM

## Week 7 overview

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### WEEK 7: NO CLASS - PREPARATION OF SYMPOSIUM

This week is dedicated to orientation sessions to help students prepare for the upcoming symposium. Students should aim to have **Assignment 3 and 4** as advanced as possible, along with slides ready to present their findings. The presentation should include the creative output developed for stakeholders, tailored for a non-academic audience. During the symposium in Week 8, students will introduce their science communication output (prototype) as part of their research project. Additionally, students are expected to have incorporated the feedback from Assignments 1 and 2 into their work.

#### Seminar

- Orientation sessions: a time scheduled will be assigned for each group
- Final tips for presentations with stakeholders (symposium)

#### Required preparation

- Bring your slides ready for the presentation (symposium) to be revised with the lecturers. The non-academic output should be as ready as possible as well.



# WEEK 8: SYMPOSIUM

## Week 8: Symposium

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### WEEK 8: SYMPOSIUM

This week is dedicated to the symposium with stakeholders and invited guests. The exact order of presentations will be communicated by the lecturer in advance. While **the presentations will not be formally evaluated**, students are expected to be fully prepared, as their participation and engagement with stakeholders will contribute to their grade for Assignment 3 (see rubric).

#### Event

- Presentations followed by Q&A with stakeholders

#### Required preparation

- Upload your slides to Canvas before the class (Deadline: 21-01-2025, 11am). Bring any other material that supports your presentation with stakeholders

# Assignment: Assignment 3: Non-academic output

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## ASSIGNMENT 3: Non-academic output

For this assignment, your group will develop a **low-resolution creative idea** that translates the main insights from your research article into a non-academic output that the stakeholder could potentially use to both a) understand their challenges better, and b) to raise awareness, engage their audience, or drive action. The goal is to take your most relevant insights and creatively present them in a form that is accessible, engaging, and useful for the stakeholders. This doesn't have to be a fully polished final product but should clearly communicate your vision. This creative output could take various forms, and is not limited to these examples:

- A social media campaign (e.g., Instagram carousel, TikTok series, Twitter thread).
- A visual concept for a poster, flyer, or handbook that the organization could use to promote a specific initiative.
- A mock-up of a webpage or digital resource that presents your recommendations in an interactive or educational way.
- A short script or storyboard for a video (e.g., a PSA, explainer video, or testimonial-based content).
- An outline of a workshop or community event that could help implement your recommendations in a hands-on way.
- A concept for an advocacy campaign (including messaging and visuals) that raises awareness about the migration issue your stakeholder is addressing.

Presentation: you will present this creative idea **during the symposium in week 8**. This week, there is no evaluation, however, students are expected to share their research to stakeholders using the creative idea as the main component of their presentation (more instructions on the symposium presentations will be discussed in week 6).

## Submission

Upload your slides to Canvas before the class (Deadline: 21-01-2025, 11am). Bring any other material that supports your presentation with stakeholders.

**DEADLINE: 21-01-2025, 11.00 AM**

## Rubrics

Assignment 3: Non-academic output		
Criteria	Ratings	Points
1. Clarity of the Idea and Relevance to	• 3 pts.	3 pts.

<b>Research Insights</b> - The idea clearly communicates the main insights from the research article. - The relevance of the idea to the stakeholder's challenges and needs is evident.	Full marks • 0 pts. No marks	
<b>2. Consistency of Medium Chosen</b> - The chosen medium (e.g., social media, video, flyer) effectively aligns with the intended purpose and audience. - The medium enhances the impact of the message for the stakeholder.	• 2 pts. Full marks • 0 pts. No marks	2 pts.
<b>3. Creativity and Innovation</b> - The output demonstrates creative thinking and an innovative approach to presenting the research insights. - The idea is engaging and offers a fresh perspective or approach to the stakeholder's challenges.	• 2 pts. Full marks • 0 pts. No marks	2 pts.
<b>4. Accessibility and Engagement for the Stakeholder's Audience</b> - The idea is accessible and easy to understand for a non-academic audience. - The output is engaging and likely to capture the attention of the target audience.	• 2 pts. Full marks • 0 pts. No marks	2 pts.
<b>5. Feasibility and Practicality of Implementation</b> - The concept is realistic and could be feasibly implemented by the stakeholder. - The output considers potential real-world constraints (e.g., budget, resources, time).	• 1 pts. Full marks • 0 pts. No marks	1 pts.
Total points: 10		

Due at: 21-01-2025 11:00



# WEEK 9: ASSIGNMENT 4: RESEARCH ARTICLE

## Assignment: Assignment 4: Research article

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The main assignment of the course is a research article based on the work your group has conducted in collaboration with your selected stakeholder organization and on your individual assignments 1 and 2. This assignment is developed in pairs. A research article is a detailed academic document that critically explores your research question, drawing on empirical data and theoretical frameworks. Your research article should integrate insights from academic literature, your stakeholder interview, and desk research into a cohesive scholarly narrative that contributes to the academic conversation on the migration issue that you selected at the beginning of the course. It should also reflect the stakeholder's real-world perspectives and challenges, using them as case study material to enrich your analysis.

**Instructions for your research article:** In your research article, you should include the following sections:

1. Introduction: Provide a thorough introduction to the migration-related issue that your research article will address. Frame your discussion within existing academic debates, and clearly state the research question or problem. Introduce the relevance of your chosen topic to the stakeholder and explain how their perspective informs your research.
2. Literature Review: Present a critical review of the academic literature relevant to your research topic. This section should identify key theoretical perspectives, findings, and gaps in the current scholarship. Link this discussion to your stakeholder's context to highlight the practical relevance of your study.
3. Methodology: Explain the research methods you have employed to gather data, including your interviews conducted, desk research, and any other relevant methods, for example, the revision of the stakeholders website or social media (if applicable). Describe the rationale behind your choice of methods, and reflect on how they help address your research question.
4. Findings and Analysis: Present your research findings, synthesizing the academic literature and insights from your interviews into clear themes. Use the empirical evidence you have gathered to support your claims and connect theoretical concepts to real-world experiences shared by your interviewees.
5. Discussion and conclusion: Critically discuss the implications of your findings for both academia and the stakeholder. Highlight the contributions your research makes to existing scholarship, and discuss any practical applications of your findings for the stakeholder organization. Reflect on the limitations of your study and suggest avenues for future research.
6. References: \_\_\_\_\_



## Requirements:

- Use at least 8 academic sources.
- The research article should be between 3000 and 3500 words.
- You should include the insights from at least two interviews conducted:
  - 1 with the stakeholder organization
  - 1 with a beneficiary of the organization
- Interviews should be transcribed and analyzed using thematic analysis.
- Your article should follow the conventions of academic writing, be well-organized with clear headings and subheadings, and adhere to a formal academic tone.
- Ensure that your writing is accessible to an academic audience, while also considering the stakeholder's practical needs and perspectives.
- Upload your assignment in Canvas before the deadline.

**DEADLINE: 31-01-2025, 12PM**

## Rubrics

Assignment 4: Research article		
Criteria	Ratings	Points
<b>1. Introduction of Stakeholder, Research Topic, and Research Question</b> - Comprehensive introduction of the migration issue and its relevance to the stakeholder. - Clearly stated and well-defined research topic and question. - The connection between the stakeholder's concerns and the research question is clearly articulated.	<ul style="list-style-type: none"> <li>• 1.5 pts. Full marks</li> <li>• 0 pts. No marks</li> </ul>	1.5 pts.
<b>2. Literature Review and Theoretical Framework</b> - Thorough review of academic literature relevant to the research question. - Strong connection between theoretical perspectives and the research focus. - Demonstrates how the chosen theories are relevant both to the academic debate and the stakeholder's context.	<ul style="list-style-type: none"> <li>• 2.5 pts. Full marks</li> <li>• 0 pts. No marks</li> </ul>	2.5 pts.
<b>3. Methodological Approach and Justification</b> - Clear explanation of research methods, including interviews and desk research. - Justification of the chosen methods and how they support the research objectives. - Reflection on the appropriateness of the methods for addressing the research question.	<ul style="list-style-type: none"> <li>• 1 pts. Full marks</li> <li>• 0 pts. No marks</li> </ul>	1 pts.
<b>4. Findings and Analysis</b> - Detailed presentation of the research findings based on empirical data and theoretical insights. - Strong integration of data from interviews and desk research with theoretical arguments. - Analysis is well-structured, linking findings to the research question effectively.	<ul style="list-style-type: none"> <li>• 3 pts. Full marks</li> <li>• 0 pts. No marks</li> </ul>	3 pts.
<b>5. Discussion and Conclusion</b> - Critical discussion of the broader implications of the research findings for both academic scholarship and the stakeholder's practical context. - Clear articulation of the research contributions to literature and practical applications for the stakeholder. - Reflection on the study's limitations and	<ul style="list-style-type: none"> <li>• 1.5 pts. Full marks</li> <li>• 0 pts. No marks</li> </ul>	1.5 pts.

potential areas for future research.		
<b>6. Neatness</b> - Reference list includes at least 8 relevant academic sources, formatted correctly.  - Correct referencing style and accurate citations.  - Well-formatted according to the Writing Guide Media Communication and Culture 2024-2025.  - Proper spelling, grammar, and overall readability.	<ul style="list-style-type: none"><li>• 0.5 pts. Full marks</li><li>• 0 pts. No marks</li></ul>	0.5 pts.
Total points: 10		

Due at: 31-01-2025 12:00



# Literature

## Full literature overview

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### Literature

#### Required

Alencar, A. (2020). Digital place-making practices and daily struggles of Venezuelan forced migrants in Brazil. In K. Leurs, K. Smets, M. Georgiou, S. Witterborn, R. Gajjala (Eds.) *The Sage Handbook of Migration and Media* (pp 503-514). Sage.

Avraamidou, M., Ioannou, M., & Eftychiou, E. (2021). "Innocent" hashtags? A cautionary tale: #IStandWithGreece as a network of intolerance on Twitter during a land border crisis. *International Journal of Communication*, 15, 21.

Bayramoğlu, Y., Szulc, J., & Gajjala, R. (2024). Transnational queer cultures and digital media: an introduction. *Communication, Culture & Critique*, 17(3), 147-151.

Carastathis, A. (2014). The concept of intersectionality in feminist theory. *Philosophy Compass*, 9(5), 304-314.

Chouliaraki, L., & Stolic, T. (2017). Rethinking media responsibility in the refugee 'crisis': a visual typology of European news. *Media, Culture & Society*, 39(8), 1162-1177.

Dos Santos Silva, M. F., Brurås, S., & Bañares, A. B. (2018). Improper distance. The refugee crises presented by two newsrooms. *Journal of Refugee Studies*, 31(4), 507-527

Halegoua, G., & Polson, E. (2021). Exploring 'digital placemaking.' *Convergence: The International Journal of Research into New Media Technologies*, 27(3), 573-578. <https://doi.org/10.1177/13548565211014828> [Links to an external site.](#)

Jaramillo-Dent, D., Contreras-Pulido, P., & Pérez-Rodríguez, A. (2022). Immigrant influencers on TikTok: Diverse microcelebrity profiles and algorithmic (in) visibility. *Media and Communication*, 10(1), 208-221.

Lenette, C. (2022). *Participatory action research: Ethics and decolonization*. Oxford University Press.

Leurs, K. (2023). *Digital migration*. SAGE Publications Limited.

Leurs, K., & Smets, K. (2018). Five questions for digital migration studies: Learning from digital

connectivity and forced migration in (to) Europe. *Social Media + Society*, 4(1), doi: 2056305118764425.

Li, Y., & Alencar, A. (2023). A tale of two cities: digital place-making and elderly Houniao migration in China. *Journal of Ethnic and Migration Studies*, 49(4), 1032-1049.

Polson, E. (2015). A gateway to the global city: Mobile place-making practices by expats. *New Media & Society*, 17(4), 629-645.

Sarria-Sanz, C., Alencar, A., & Verhoeven, E. (2023). Using participatory video for co-production and collaborative research with refugees: critical reflections from the Digital Place-makers program. *Learning, Media and Technology*, 1-14.

Witteborn, S. (2018). The digital force in forced migration. Imagined affordances and gendered practices. *Popular Communication*, 16(1), 21-31.

### Recommended Literature

Komito, L. (2011). Social media and migration: Virtual community 2.0. *Journal of the American Society for Information Science and Technology*, 62(6): 1075-1086.

Labayen, M. F., & Gutierrez, I. (2021). Digital placemaking as survival tactics: Sub-Saharan migrants' videos at the Moroccan–Spanish border. *Convergence: The International Journal of Research into New Media Technologies*, 27(3), 664–678.

Leurs, K., & Prabhakar, M. (2018). Doing digital migration studies: Methodological considerations for an emerging research focus. In *Qualitative research in European migration studies* (pp. 247-266). Springer: Cham.

Leurs, K. (2014). The politics of transnational affective capital: Digital connectivity among young Somalis stranded in Ethiopia. *Crossings: Journal of Migration & Culture*, 5(1), 87-104.

Patterson, J., & Leurs, K. (2019). 'We Live Here, and We Are Queer!' Young Adult Gay Connected Migrants' Transnational Ties and Integration in the Netherlands. *Media and Communication*, 7(1). <https://doi.org/10.17645/mac.v7i1.1686>Links to an external site.

Sarria-Sanz, C., & Alencar, A. (2020). Rebuilding the Yanacona Home in the City: The Role of Digital Technologies for Place-Making Practices of Displaced Indigenous Communities in Bogotá, Colombia. *Global Perspectives*, 1(1), 13403.

Suzina, A. C., & Tufte, T. (2020). Freire's vision of development and social change: Past experiences, present challenges and perspectives for the future. *International Communication Gazette*, 82(5), 411-424.

Theodoro, H. G. S., & Cogo, D. (2019). LGBTQI + immigrants and refugees in the city of São Paulo: Uses of ICTS in a south-south mobility context. *Revue Française des Sciences de l'information et de la communication*. Retrieved from:

<https://journals.openedition.org/rfsic/7053?fbclid=IwAR3NFG5TMYjFVyPVwMH9BCaI2OkLcB9iDflrNoBtZGGAd-w8z0gAf1>Links to an external site.

Uppal, C, Sartoretto, P., & Cheruiyot, D. (2019), 'The case for communication rights: A rights-based approach to media development', *Global Media and Communication*, 15(3), 323-343.

Witteborn, S. (2021). Digital placemaking and the datafication of forced migrants. *Convergence: The International Journal of Research into New Media Technologies*, 27(3), 637–648. <https://doi.org/10.1177/13548565211003876>

