

TEACHING WESTERN BUSINESS JOURNALISM
IN A DEVELOPING NATION

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CHAPTER I

CARRYING INSTRUCTION TO A DEVELOPING NATION

Introduction

In February 2005, officials from the Center for International Private Enterprise (CIPE), a division of the U.S. Chamber of Commerce, attempted to upgrade business reporting in Egypt through a series of seminars with working journalists (Randa Al-Zoghbi, personal interview, Nov. 22, 2005). CIPE contracted a journalist from American City Business Journals and sponsored by the International Center for Journalists (ICFJ) to Cairo to provide business reporting instruction. This attempt failed, according to organizers and participants. Interviews with CIPE officials, especially the director for Egypt, revealed an overall unhappiness with the presentations and a belief that the program reached journalists too late in their careers to produce much benefit. Subsequent interviews with two of the participants (Nihal Abdel-Rahmin, personal interview, Nov. 22, 2005 and Khalil Rashad, personal interview, Dec. 14, 2005) from that February 2005 seminar revealed similar frustrations.

The attempt to transplant the skills and techniques of American business reporting to other cultures was fostered by a belief that those skills could aid the overall business environment. The needs of the Egyptian society -- to improve poor reporting born of a decrepit, inefficient, state-run media in a developing nation -- could be translated to much of the world. In light of this need and the tremendous potential associated with it,

I propose development of a program to raise the standard for business and economic reporting in Egypt and other non-Western cultures, particularly those in the Middle East/North Africa (MENA) region.

The region demands a program for instruction because efforts to teach Western-style reporting continue there and have shown some promise. CIPE (Al-Zoghbi, 2005) decided later in 2005 to attempt to reach callow journalists in either their final year of undergraduate education or early in their graduate career. This led to the center's call for journalism educators able to teach business and economic reporting and willing to do so for one month in Egypt.

Invitation

Organizers initially contacted Mohamed Ibrahim, an Egyptian-American teaching at the Oklahoma State University Health Sciences Center in Tulsa, Oklahoma, in August 2005. Ibrahim contacted Dr. Tom Weir, director of the Paul Miller School of Journalism and Broadcasting at Oklahoma State University – Stillwater (OSU), about the possibility of having someone teach a business reporting class in Cairo, Egypt.

Dr. Weir sent a note to Ibrahim saying there might be an interest, because there was an instructor who taught a business reporting class that he designed at OSU. The instructor, Dr. Weir thought, might be interested so he forwarded Ibrahim's note.

Dr. Weir offered the support of the school to help spur this endeavor. He and I, the instructor, agreed that it would be good for OSU and for business journalism in general to export this course. Additionally, the instructor thought it would be good personally and professionally to have this international teaching experience.

On Aug. 25, 2005, Ibrahim, who had been an Assistant Professor of Mass Communication and Al-Asun (languages) at Misr International University (MIU), sent additional information to Dr. Weir. He said he received information from his dean at MIU that the university sought a professor to lecture in Egypt on business and economic reporting for a month from Nov. 15 to Dec. 15. Ibrahim noted that he hoped this initial assignment would lead to the possibility of an exchange between OSU and MIU.

The dates chosen conflicted with the fall semester in the United States. Working with fellow instructors, however, arrangements were made to cover my U.S. classes during my absence.

On Aug. 26, 2005, the instructor/author sent an e-mail to Ibrahim and his counterparts in Egypt to convey his interest in conducting the class. By mid-September, Randa Al-Zoghbi, with the Center for International Private Enterprise in Egypt, and the instructor made rudimentary arrangements and a potential syllabus for the class was forwarded to her. The instructor/author also sent to her by e-mail more than a dozen computer files containing lecture slides for translation into Arabic.

The author traveled to Cairo in November 2005 in response to the CIPE invitation. This experience allowed application of teaching techniques and technologies and it provided a cross-cultural exchange among students and instructors.

Purpose of Study

In an undertaking of this kind, special consideration must be made for the disparity of customs, tradition and language. Journeying from a developed, English-speaking nation with a secular tradition in public policy and free market economic policy to a developing, Arabic-speaking nation wedded to Muslim traditions in culture and

public policy and a recent history of socialist economics presented several potential problem areas. Teaching there also presented challenges in evaluating students, adapting to technological limitations, and dealing with a continuing case of culture shock.

This study is focused on identifying potential problems and smoothing the path for more successful teaching of Western journalism to the rest of the world. The goal is to develop a template that could be applied to a particularly volatile region of the world, and one that might be translated to other areas. The proposal looks at several critical areas and others that need further examination.

This study contains the details of that template. It is based on the experience of delivering this course in the Middle East at two universities in Egypt. The examples, illustrating pertinent areas related to the study, are intended to advance this course of study and provide a starting point for further examination of teaching in this volatile and critical region of the world.

Study Design

This case study is based on the work done to transfer a course across cultural boundaries and the successes and failures that arose in applying that transfer to two universities in Cairo, Egypt, in late 2005. The base material for the course came from the instructor's 15 years experience as a professional journalist coupled with his time teaching as a visiting assistant professor of journalism. The business reporting course, which he taught twice previously at OSU, is designed to give student journalists the fundamental tools to ensure their success in reporting in this specialized area.

Taught in a traditional 15-week semester, the course covers areas taboo to many journalists, such as mathematics, economics, spreadsheets and taxation. It introduces

students to public traded and privately held corporations. The course includes in-class instruction, writing lab assignments, and out-of-class writing work that enables students to develop and demonstrate an understanding of the lessons being presented in class.

For the purpose of export, the course was condensed from 15 weeks to five. The instruction time increased from three hours per week to a planned six hours per week. The number of out-of class writing assignments was reduced from an average of six to seven per semester to three for the study period. This time change was made in recognition that the course in Egypt would not be identical to the one taught at OSU, however, combined with time spent in class prior to the instructor's arrival, each student would have received the equivalent of a three credit-hour course.

In an attempt to maximize the time available, students submitted the final assignment for the course on the final day of classes before the instructor's return to the United States. The finished works were graded and returned to students via postal package the week after his return.

Although not part of the course design, hosts at MIU offered an additional incentive for students. Students received business reporting instruction as part of a specialty reporting class that met during the two months prior to the visiting instructor's arrival. Upon completion of the final story, the students were credited with completing a semester-long course. While the total instruction with the visiting professor totaled 30 hours, the MIU students had received nine weeks of instruction (about 27 hours) in specialty reporting prior to tackling business reporting. Because of the timing of the instructor's visit, this meant those students finished the course nearly one month before their other classes at MIU.

CHAPTER II

JUGGLING CHALLENGES IN A NEW ARENA

Foreign Students

Much has been written on the challenge of teaching in foreign environments and educating international students. Henderson (2002) outlined some of the difficulties in working with students from China, Taiwan, and South America at the University of the Incarnate Word in San Antonio, Texas. He paid special attention to the difficulty of determining what impact the university's programs would have in the students' home countries.

Greenfield, et al studied international student issues from a library operations perspective. After they examined the challenges students and librarians faced in communication and delivery of materials, the researchers developed several possible areas for inquiry. They included:

- Differences in educational system backgrounds. International students may have been trained in a strict environment that discourages discussion and questioning of instructors.
- Stress to succeed. Students may feel a heightened need to flourish due to pressure from home.
- Communication with students. Keep words simple to ease the barrier between native speakers and international students (1986).

Most of this work, however, focused on educating foreign students who journeyed to the United States. Nussbaum (2003) was one of the exceptions. She developed some idea of the challenges of educating women in developing nations. Experience in Egypt demonstrated this was a real concern exacerbated by the dominance of women in mass communication programs in the country.

Beyond the barriers identified by other researchers, trainers overseas also face some of the same challenges of any international traveler. Hannigan provided a taste of the confusion, disorientation and questioning that came while studying abroad. Dealing with a different value system left Hannigan questioning and struggling with change. Suffering culture shock and then learning how to deal with it took time and energy (1988).

This shock happened every time he went out of the country (Hannigan, 1988). Unlike the mumps, travelers get it again and again. Each time, there is some adjustment before moving forward. Trainers were not immune to this travel hangover.

However, Gribble and Ziguras (2003) noted that there is relatively little research on the specific challenges of teaching overseas. Through their work in Australia, the researchers advocated more formal mechanisms to ensure that staff teaching overseas would be prepared for their assignments.

What training there was for teachers going overseas was often rudimentary, over generalized and was often very informal. However, the respondents interviewed by researchers found these informal relationships and casual mentoring highly useful (Gribble and Zigarus, 2003).

Trainers working outside of their home countries also face the challenge of being “foreign” to their trainees. Duran (2005) examined how cultural and language differences turned foreign nationals into “extraterrestrials” in the eyes of the local journalists they attempted to train. Duran, a journalism trainer at Galatasaray University and other institutions in Turkey, who has also taught in Cyprus, Belgium and Germany, identified some of common problems.

Language headed the list. Speaking a foreign tongue is not the same as reading, writing and thinking in that language. Language carries an ideological content. This increases the odds that a lecture will be interesting, but not particularly applicable for students. The language barrier makes it especially critical to keep in mind the needs of media end users – readers and viewers – when training overseas (Duran, 2005).

The language barrier, however, should not be viewed as rendering journalism training moot. Media globalization puts a new emphasis on providing a reminder of the universally shared principles and rules of traditional journalism. Through these common points, journalists can boost reader confidence and reliability of reporting (Duran, 2005).

Even more important than gaining some understanding of the language, was exploring the culture, political, legal and economic realities of Egypt. Gribble and Ziguras (2003) found that teachers in Australia who traveled overseas had the same needs.

In an attempt to describe the challenges, Gribble and Ziguras (2003) offered this letter-perfect summary:

From the moment they arrive, academics working in offshore programs are often placed in testing circumstances and faced with challenging situations. Jet lag,

differences in climate, diet and health issues and the logistical concerns of transport and accommodation are present from the moment of arrival. Offshore programs usually involve bursts of short, intensive teaching. There was a consensus among participants in this study that one of the biggest challenges facing those teaching offshore is managing the intensive nature of offshore teaching. (p.212)

The time spent overseas can be exhausting (Gribble and Ziguras, 2003). The two Australian researchers suggest it can also mean less time for local students and for research, and they recommend more training as one way of dealing with the challenges.

The Students

Getting international students into the American higher education system does not guarantee success. Taking American instructors overseas offers a similar challenge. Studies indicate a concern for how well international students comprehend instruction in American institutions of higher education. These studies also raise questions about how well students in the Middle East/North Africa region might learn from instructors indoctrinated in and key to the American system of higher education.

Academic success for the international student flows from a number of factors, including language proficiency, learning strategies and classroom dynamics. Equally important are the roles of social and educational assistance provided by study groups and peer tutoring, carefully choosing professors and carefully monitoring time spent on study, recreation, and “down time” are perhaps the most important strategies advancing academic success for international students, noted Abel (2002).

The items identified by Abel, particularly those related to language, have previously been noted in studies of English as a second language test scores as a predictor of academic success for international students. Mulligan and Kirkpatrick (2000) constructed a similar framework in attempting to measure comprehension and note-taking in lectures by students with non-English speaking backgrounds. While lecturing itself remains a subject for scrutiny (Dunkin, 1983; Barr and Tagg, 1995), Mulligan and Kirkpatrick (2000) note that lecturing will continue as a teaching method for the foreseeable future and those students from non-English speaking backgrounds will struggle interpreting lectures in English.

In the classroom, problems identified earlier by Flowerdew and Miller (1995) include the influences of ethnic culture, local culture, academic culture and disciplinary culture. Mulligan and Kirkpatrick (2000) define ethnic culture by example, such as the Confucian emphasis on respect for one's elders that makes Chinese students reluctant to voice their opinions or ask questions in class. Local culture refers to the social, political and economic forces displayed in any classroom that can enhance students' understanding of the material. Academic culture embraces the various values and norms that operate at differing levels within each academic system. Finally, the disciplinary culture refers to the theories, concepts, norms and jargon of a particular academic discipline (Mulligan and Kirkpatrick, 2000).

Instructors traveling overseas may also face a new time pressure. The time spent overseas may be much shorter than the traditional semester for an instructor. Rather than months, instructors may have a month or several weeks to teach a semester-long class. It is common for instruction overseas to occur in short bursts (Gribble and Zигuras, 2003).

Time compression puts an extra emphasis on preparation (Gribble and Ziguras, 2003). Instructors need to be meticulous in planning for any class, but the standard is even higher overseas. Students with a guest instructor from Australia had an elevated set of expectations (Gribble and Ziguras, 2003), and instructors had to work to ensure that they met these expectations.

Evaluating students' work presents another area for possible adjustment. MacKinnon and Manathunga (2003) built on the idea that university assessment requires proficiency in a dominant cultural literacy. Instructors traveling overseas have to reconcile their cultural literacy with a culture that does not mirror it and may be in open disagreement with their home culture.

While MacKinnon and Manathunga (2003) focused on how Australian teachers dealt with international students in Australia, it offered questions to ask in any program. Are references to television shows, pop songs and historic events aiding students in understanding? Or, do these references alienate students?

The language barrier identified for instructors carries on for students. Not only can instructors struggle, so can students. Poorly developed English skills mean that students rarely get past bottom-up processing to achieve the higher order, deep learning achieved through interpretation, (Mulligan and Kirkpatrick, 2000). Key factors in this problem include the challenge of listening in a second language, the heavy emphasis on reading and writing skills in poorly funded English as a second language programs, and the difficulty in distinguishing material crucial to understanding from that which is less relevant, such as jokes or asides.

In Mulligan and Kirkpatrick's (2000) survey, they looked at the lecture comprehension between native English speaking students in Australia and international students. They found that while all students benefited from a clear signaling of a change in topics, students from a non-English background received special benefit. International students in particular benefited from a clear outline of the macrostructure of a lecture and put a special emphasis on the desirability of handouts. The authors went on to recommend handouts and overhead transparencies or PowerPoint slide presentations as two of the means for providing non-English speaking students with an over-arching understanding of the lecture.

Mulligan and Kirkpatrick (2000) ran into some resistance from the suggestion of providing "skeleton notes" to students before a lecture. Although a jot outline of notes freed students from docile note taking, many lecturers argued that such notes amounted to "spoon-feeding" for students and represented an unacceptable choice. Local culture created additional challenge. Lecturers would reference items that students should have known from "high school," a situation that left many international students confused and frustrated.

Real-life examples aided both native English speakers and those from non-English backgrounds in comprehending lectures (Mulligan and Kirkpatrick, 2000). Textbook examples rarely helped students make the connection to how lecture materials might be applicable to their lives in the future. The researchers recommended that such examples might help in comprehension.

Ultimately, Mulligan and Kirkpatrick (2000) found that only around 1 in 10 students from non-English backgrounds understood the content and intent of English lectures very well. Almost one-quarter reported no comprehension of the lectures.

While Mulligan and Kirkpatrick (2000) relied heavily on student statements on outcomes, Robertson, Line, Jones and Thomas (2000) looked at the perspective of students relative to the faculty teaching them. Building on the work of Ballard and Clanchy (1991), Robertson et al (2000) surveyed 408 international undergraduate students along with 121 academic staff members at the University of Tasmania in Australia. While students from non-English backgrounds reported a feeling of not being included in mainstream student activities, a fear of public speaking and higher stress over academic goals, instructors echoed many of those concerns but with different emphases (Robertson et al, 2000).

Academic staff noted the tendency of international students to take the word of the textbook or lecturer as truth without questioning it, a reluctance to provide personal opinion, and poor writing and verbal skills, according to Robertson et al (2000). Academic staff recommended increased funding for English-language tutoring for international students, additional resources for students from lecturers and recognition from the “powers that be” of the additional institutional responsibility toward international students.

Responses from students highlighted a desire to “fit in” at the university and to be accepted by their fellow students, calls for more university assistance to meet problems of comprehension and acculturation, and a strong component of self-help (Robertson et al, 2000). While lecturers agreed in many of these areas, agreement was noticeably absent in

the field of academic stress for international students and the academic staff's need to meet those problems. In surveys, the staff rarely recognized the influence of homesickness on student comprehension, compounding the struggle with "foreign" teaching styles, different learning styles and poor English competence made worse by faculty use of idiomatic language.

Scheyvens, Wild and Overton (2003) narrowed the focus to look at the challenges faced by international students from non-English backgrounds completing postgraduate work in English-language institutions. Due to scholarships provided by governments and other donors, postgraduate international students are often welcome in market-driven Western universities. Meeting their needs once on campus, however, has not been a high priority, the study noted.

Even at a graduate level and with a student population of which 95 percent was at least 25 years old, Scheyvens, Wild and Overton (2003) found that difficulty comprehending English, problems adjusting to an independent working environment, and difficulties relating to the academic staff were the three most pressing problems. Comprehension woes often came from a lack of practice in speaking English, characterized by mispronunciation, regional accents and grammatical structure.

While most students knew they would struggle with the language, fewer anticipated the challenge of adapting to changes in the learning environment. As instructors, there is a potential to impose the cultural norms that travel with the instructor on the students overseas. Adapting to an independent learning culture that placed a high value on debate and critical thinking only became worse for the postgraduate students under study because of their expectations and the expectations of their instructors,

according to Scheyvens, Wild and Overton (2003). The students held higher expectations of themselves, and instructors expected postgraduate students to rely on critical thinking more than memorization, according to the study.

Technological Role

Technology would seem to offer some way to overcome the gap between English comprehension and learning. Little has been done, however, to understand if this reduction moves across international boundaries.

Murphy, Hawkes and Law (2002) addressed some of these problems in a study on how Web-based college orientation might benefit the international student. Their study noted that current demographics bring a wide variety of cultures into contact with the American higher education system, meaning orientations for international students need to have multiple foci and emphases that address the special situations and complex emotions that these students will encounter in their transition to college or graduate school.

Zhao, Kuh and Carini's (2005) study of effective educational practices for international students in American higher education noted that technology-based aid for incoming students may make a particularly good fit. First-year international students in particular may use technology instead of talking to peers or instructors to avoid embarrassing exchanges created by language barriers and unfamiliarity with cultural idiom (Zhao, Kuh and Carini , 2005).

Research studies and practical experiences of numerous institutions of higher education have proven the Web to be a useful tool for orienting the international student, according to Murphy, Hawkes and Law (2002). The extent of institutional commitment to

the Web will further the success of students, they found. For spanning space and time and for inviting all students in all countries to participate in the academic and community life of a given institution, the Web is perhaps an institution's greatest technology ally in ensuring the academic success of every student.

Richards and Ross (2004) found that offshore teaching and learning could be facilitated by using course management software. The Australian researchers looked at how the Blackboard system could be integrated into classes and how that benefited James Cook University as it moved into offering new courses in Singapore. They found that students were comfortable with the accessibility of program materials provided via Blackboard. The system provided support for students and filled in gaps that existed from classroom instruction.

Changes in technology have made it easier to take teaching across international boundaries. Simultaneously, transnational education has been a key feature in the globalization of education, which has created a demand for Western degrees and an opportunity to export Western programs (Gribble and Ziguras, 2003).

Business and Journalism

Levine (2001) made the point that the United States remains a leader in higher education worldwide. An opportunity to export domestic instruction allowed a chance to put Levine's comments into action and to bring specialty training to an underserved market in the Middle East/North Africa (MENA).

Building on the need for reporting education noted by Napoli (2002) and the preponderance of business courses being exported (Gribble and Ziguras, 2003), business and economic reporting would seem to be an ideal export. Prior experience teaching

international students at a home campus benefited many of the instructors these researchers interviewed. CIPE's call for instructors provides some proof of what those academics suggested.

Exporting education faces several challenges as studies in former Communist bloc nations in Europe and colonial states in Africa demonstrated (Kumbula, 1994; Napoli, 2002; Aumente, 2005; Rivard, 2005; Valentine, 2005). Journalism education, with its connections to government assurances of press freedom, has provided some interesting case studies. A review of the available literature found no studies that focused specifically on the Middle East/North Africa (MENA) region, but existing works offer some guidance that may be useful in that region.

Valentine (2005) found that courses specializing in public health reporting offered ways in South Africa to "humanize" coverage of HIV/AIDS, but failed to address underlying issues. Journalists working in impoverished newsrooms lacked the time or the mandate from editors to produce high-quality specialized reporting. Stretched thin, journalists tended to simply react to events without exploring them.

Valentine (2005) recommended that no one solution would fit all environments. However, she said it was critical for future training to be more than preconceived courses that satisfy trainers, but fail to meet the needs and realities of trainees. She did not offer a metric to determine student needs.

There may also be challenges related to the background of journalism students gathering in a classroom that might not normally be found in the West. Instructors teaching overseas have to consider rival factions gathering in one classroom and the pressures of authoritarian governments. Rivard (2005) confronted this situation in

teaching radio journalism to Hutus and Tutsis in Rwanda in 1993, shortly before genocide wiped out more than one million Rwandans and sent another two million to refugee camps.

In his class, Rivard (2005) used an example he taught to Canadian students at Université de Montreal. He found his Rwandan students, regardless of tribe, used only “official” news in building the leads of stories. They chose not to lead with the scandal mentioned in his text. Students, operating in a classroom overseen by a supervisor, said they feared using the controversy despite knowing it was the news.

Rivard (2005) combated this tendency to self-cancel news by working with students during every available moment of class breaks. This time allowed the instructor and the journalism trainees to work outside of the Rwandan supervisor and it eased student fears for their lives.

Teaching journalism in an African classroom also means confronting the lingering effects of 19th and 20th century colonialism. Journalism in Zimbabwe, Nigeria, South Africa and much of West Africa was studied. Despite more than a century of local newspaper publishing, journalism training remained in embryonic stages (Kumbula, 1994).

Africans see the need to produce a new generation of better-trained journalists (Kumbula, 1994), but the matter had only become a priority in recent years. Pro-democratic tendencies on the continent gave rise to hopes for the future of journalism training. There was still a need, however, to wean journalism from British, French and Portuguese colonial models.

In practice, these models show a journalism that reflects the views of the “home country,” the colonial power that predominated (Kumbula, 1994). News skews toward that homeland as the preeminent influence on the colony or former colony. It treats native peoples, and presumed readers, as alien to the news.

Perceptions of what is news can further complicate the export of journalism education. Working in Poland after the 1989 collapse of communism, Aumente (2005) attempted to go beyond teaching journalists new skills and into the realm of changing attitudes. Years of totalitarianism produced journalists who had been “reporting on their knees.” Training included ways to produce tougher interviewers, ideas for promoting new press laws, suggestions on tougher ethics codes, and proposals to shift mindsets.

Polish journalists functioned in an environment of official censorship and self-censorship. Changing reporting there started with a scrapping of the most onerous laws. As an American attempting to effect change, Aumente found it necessary to tailor training to meet the external circumstances. This meant taking time for informational visits with journalists and educators. The meetings fostered development of short-term and long-range plans to meet journalists’ goals (2005).

Experiences in Poland provided valuable lessons that could be particularly useful in Arab and Islamic nations (Aumente, 2005). Careful needs assessment, building on an institutional base, mixing lengths of seminars and coordination of disparate programs were among the suggestions. Some journalists struggled with objectivity and the idea of reporting all sides of an issue, even when it meant talking to discredited politicians seeking new roles in emerging governments.

Issues of press freedom and independence took on new meanings in training overseas. In more than 100 trips overseas to conduct seminars, Aumente (2005) mentioned the threat of bombings and injury that many journalists faced. These challenges were not unique to the former Soviet Bloc, but continued for Arab journalists now facing censorship, sectarian violence and the challenge of covering “reportorial targets” that were not above beheading them.

Reporters Without Borders, an advocacy group for journalists and press freedoms worldwide, documents the deaths, imprisonment and threats against journalists and quantifies the challenges journalism faces worldwide. In a recent report, the organization noted that the Middle East and North Africa has the least press freedom of any region in the world (Reporters Without Borders, 2004). Countries in the region have few independent media and journalists strictly censor themselves. The war in Iraq continued to erode press freedom and reporters’ safety in the region.

Egypt, the case study nation, has a checkered past in the realm of press freedom. The nation has operated under state of emergency rules since 1981, with incumbent governmental controls reaching into news media. The country ranked 101st out of 139 nations in the level of press freedom. While this is well below developed nations in the West, where the lowest ranked country was Italy at 40th, Egyptian journalists operated with more freedom than those in most of the region, including neighbor Sudan, Saudi Arabia and Libya, and above nations such as Colombia, Russia and China, according to the same report (Reporters Without Borders, 2002).

Napoli (2002) detailed how Western-style journalism training has emerged to dominate the post-Soviet world. Objectivity, the belief that the presentation of news

should be as value-free as possible, fills American journalism texts and has been regularly exported. Objectivity forces journalists to balance competing versions or interpretations of the facts, ascribe information to named sources and to keep their own views out of stories.

Incumbent in the model is the principle of verification. As a theory, objectivity recognizes that reporters have biases, both conscious and unconscious (Committee of Concerned Journalists, 2006). To combat bias, reporters are obliged to develop a consistent method to test information. This transparent approach to facts was designed to keep personal and cultural biases from undermining accurate reporting.

The objectivity model came out of a distinct political economy; a democracy operating within a mature capitalistic system (Napoli, 2002). Taking this model into nations without a philosophical foundation for an independent press, lacking in democracy and without an economic system to support such endeavors can leave trainers reexamining their professional assumptions.

All of these elements played roles in development of a plan for teaching business journalism overseas for this case study. Many previous research findings also reemerged during the course of the case study in Egypt.

CHAPTER III

ASSESSING THE SITUATION AND TEACHING IN EGYPT

On-site Impressions

The opportunity to teach business journalism in the MENA region, even though it materialized during a semester of teaching at OSU, proved overwhelming. With support from the Paul Miller School of Journalism and Broadcasting, the department head, Dr. Tom Weir, and sufficient finances for the instructor from CIPE, the inquiries of August turned into the instruction case study of November and December.

Leaving a campus community in Oklahoma represented one set of challenges, but a new set of barriers appeared in Egypt even before the instructor's arrival. On Nov. 14, two days before departure for Egypt, the final contract between the instructor and CIPE arrived by courier. It included the first-ever mention that the business reporting course would be taught at Cairo University in addition to MIU. The possibility of teaching at Cairo University had been mentioned two months earlier, but there had been no follow-up on that matter prior to the contract's arrival.

This additional course load was a precursor for changes. On Nov. 18, the first full day in Cairo, the instructor learned that his hosts would like to move his departure date, scheduled for Dec. 18, to Dec. 20. Representatives from CIPE, which contracted with the instructor for the course, said the change might be needed to meet all the course goals. The instructor also received a schedule that had him teaching Tuesday and Thursday at

MIU and Sunday, Monday and Wednesday at Cairo. This translated into 15 hours of lecturing per week with time off on Friday, the Muslim holy day, and Saturday.

Combined with a possible later departure date near the Christmas holiday, the study got off to a rocky start.

The next day presented an additional set of challenges when the course load at Cairo University doubled. The CIPE contact at Cairo University informed the instructor/author that he would be needed on Wednesdays and Saturday nights for the next four weeks. The instructor would handle two classes, undergraduates on Wednesdays and graduate students on Saturdays. There had been no plans to provide this training to graduate students. The course was intended for undergraduates in their third or fourth years. No attempt had been made to prepare this course for a graduate student environment.

The first visit to MIU came Nov. 20. The private university is located on the desert highway, east of Cairo past the airport. There is a cluster of four schools on the north side of the road. MIU is the westernmost building.

It's a small but modern complex with lush landscaping, security guards and an interior courtyard that gives the feeling of entering an oasis surrounded by a walled fortress. Only the walls were the classrooms and the oasis was full of chattering students.

Inside, the building seemed immediately recognizable. It carried that same energetic vibrancy of all buildings filled with young people.

The day started with the instructor's introduction to Dr. Hamdy Hassan and Dr. Nagwa El Gazzar. Dr. Hassan heads the journalism department and Dr. Nagwa teaches public relations, advertising and marketing at MIU. They each seemed excited that the

instructor was in country and keen to see what he might add to course offerings at MIU. They also talked about the possibility of establishing an exchange program between MIU and OSU.

Later, after Dr. Nagwa provided a tour of campus buildings, Nihal Abdel-Rahmin and the instructor discussed the class. Abdel-Rahmin had been teaching the course as a specialty writing class during the first half of MIU's ongoing semester. She provided the instructor feedback on lecture slides and some idea of the capabilities and expectations of the 14 students in the class

Abdel-Rahmin immediately determined that two of the planned presentations would have to be redone. The document presentation and the regulatory presentation would simply not work in Egypt. There are no sources for online documents and almost zero public records in Egypt. If a reporter knows someone, he or she might get a record, but that is it (Abdel-Rahmin, personal interview, Nov. 20, 2005). As for the regulatory environment, it is so limited that there is no effective way to write about it.

The meeting also produced the first mention that the instructor arrived in the middle of midterms. During the week of midterms, all instructors cease instruction and every course convenes for midterms, usually about two hours long, throughout the week. The students operate on a midterm schedule and they are unprepared for a new lecturer. Despite this, MIU and the instructor agreed to arrange a time to allow the class to at least meet the new lecturer before diving into course material.

Two days later, the first meeting at Cairo University arrived. The plan as reconstituted since arrival was to have the instructor teaching there on Wednesday for a

one-day a week three-hour class with undergraduates. Then, the instructor spends the same period with graduate students on Saturday night.

No one seemed happy with this arrangement. CIPE representatives expressed doubts about whether there was enough class time. The instructor doubted much could be accomplished in a one-day-a-week class. He also expressed concerns about the Saturday night class. It was the equivalent of having class on a Sunday night in Oklahoma. The instructor also expressed concerns about training graduate students.

The initial visit did little to assuage fears. Cairo University was overwhelming. There are 200,000 students enrolled and 65 percent of them live in boarding operated by the school. The public university takes all of those scoring 95 percent or above in their high school studies. Cairo University charges a nominal tuition of about \$40 a year, meaning that everyone can afford to attend.

The university itself looks more like a fortress with gated entrances and military-style buildings. A hulking, domed building serves as the administrative center. It stands out as the palace at the hub.

Although the buildings were different, the hum of activity seemed the same. There were students everywhere, usually in packs of four or five. The crowd was ever present, even in the classrooms. For the Wednesday class, there were 160 students. On Saturday evening, there were 120 graduate students enrolled.

The Wednesday students were second-year students taking their first newsgathering class. The Cairo University host suggested that the students would not be ready for the advanced tactics of business writing. Instead, the instructor was asked to fall back on his experience teaching reporting at OSU and develop a shortened schedule of

four classes focused on common news values and the fundamentals of story composition. The instructor prepared a new syllabus and e-mailed it to all interested parties that day. No one attempted to link the instruction to the planned business and economic reporting intended by the instructor or the sponsors from CIPE.

Ultimately the instructor would handle 280 students at Cairo University versus 14 at MIU. This marked the first time the mass communication faculty had used an American lecturer in the 90-year history of Cairo University (Dr. Inas Abou-Youssef, personal interview, Nov. 22, 2005).

The surprises did not end there. This meeting also revealed that the material sent to CIPE had not been translated into Arabic. CIPE representatives promised that the translation would occur before the slides were needed.

Upon returning to the instructor's temporary housing at the Baron Hotel, the messages from the States brought the first words of discontent from OSU. A former "A" student hired to oversee one of the reporting labs earned a host of derisive e-mail messages from students for the grading of an out-of-class assignment. Knowing that it was futile to wage this fight electronically, the instructor told students they could take it up with him when he returned to campus, but their grades were unlikely to change. This exchange of messages pleased none of them.

Lecturing Begins

The first lecture of any sort finally occurred on Nov. 24, nearly one week after arrival. The lecture, added by Microsoft PowerPoint slides run from the instructor's laptop, went well. Students asked relevant questions and appeared to take notes. After a

mid-class break, they worked on a project involving news values. In general, they handled the assignment well.

The MIU class consisted of four men and 10 women. According to fellow faculty at MIU, this ratio was typical in communications classes. Many of the women, according to the discussions in the office prior to class, would have a difficult time finding jobs in the field. Most of them would likely continue their education with an eye on teaching.

A female instructor attempted to explain that this was not sexism, just society. Women have babies and raise the children; they just aren't as desirable to hire and they can't work those long hours of men. Somehow, the speaker did not see an incongruity in these worlds. The instructor failed in attempting to explain that if a person were denied employment on the basis of gender, the definition of sexism was met.

Despite this attitude, the brightest students were three women. Each spoke up and asked at least one thoughtful question. One student in particular, Maral Balyan, stood out in the class. She was already working in the field. She asked prescient questions and she was not afraid to take a chance on being wrong. The rest, men and women, tended to stay quiet and waited to be asked questions rather than volunteer.

After a mid-class break, students discussed the beats they would cover. Using a printout of one of the e-mail messages sent to her earlier in the week, Abdel-Rahmin jotted down each student's beat. As class ended, the students received their first instruction sheet for their first out-of-class assignment. The rest would be doled out the next week.

After class, Abdel-Rahmin provided an informal debriefing to the instructor/author. Each party seemed pleased with the results of the first class. The class

contained some bright students. They seemed to appreciate sarcasm, even in a non-native tongue. Their English skills were fairly strong. When they had questions, they asked them.

CIPE's Maha Hashem, who sat through the class, offered her assessment as a driver took her and the instructor/author back to Cairo. She said she was very pleased with the start. She also liked the facilities and the students.

The use of PowerPoint was unusual in classes, she said. While adults saw it in conferences all the time, students rarely did. This made for a different environment. Because it involved about 10 minutes of classroom setup time, the instructor planned to use it occasionally, but not every week.

Teaching Challenges

In attempting to avoid some of the pitfalls Valentine (2005) discovered, the instructor in this case study relied on the directions of the sponsoring agency. CIPE expressed a specific need – to develop better business journalism – and monitored instruction. A syllabus for the course provided a road map for the sponsoring agency. Lecture notes and copies of presentations furthered this approach. CIPE representatives offered suggestions on areas that needed to be expanded or contracted to align with organizational goals and the educational experience. In addition, MIU provided comments on the syllabus and planned lectures before allowing the instructor to participate. This commentary further shaped the class to meet the realities of those being trained.

The overall impact of these comments meant delivery of course material that differed slightly from the examples used in a United States' classroom, but provided

substantially the same material. It also meant that course work and instruction differed slightly between the classes in the two Egyptian universities, MIU and Cairo University. No attempt was made to measure the impact of the differences between the two Egyptian universities, in part because of the other variables between the classes at the two – one had nearly 70 graduate students, the other had 14 undergraduates.

Journalism Training Challenges

In this case study, the instructor found more limitations in time to meet with students rather than in student concerns about news that were expressed in Rivard (2005). Lack of classroom and office space limited student-instructor meetings to time immediately before and after class periods, normally no more than one hour per class per week at Cairo University. Any exchange appeared to increase the comfort level between the students and the foreign instructor, but those were merely impression.

Space and time also conspired to limit interaction at MIU. However, the limitations were not as great. During the time of the case study, the instructor was able to share an office with three Egyptian compatriots. The instructor also managed to carve time before and after classes, totaling at least three hours per week.

In addition, the instructor shared rides with several MIU colleagues and students from the university back into the city, a trip that typically took at least an hour in heavy traffic. These periods led to significant exchanges beyond the scope of the course or this case study. The instructor developed a rapport with several students that included discussion on cultural, religious and geo-political topics that might not have otherwise been covered.

The residual effects were noticeable in class and after the period under study ended. A deeper relationship, something that extended outside the lectures, with even one student appeared to make it easier to communicate with all the students in the class. Comfort levels increased for students and instructors, as expressed during class and in conversations outside of class. After the period under study, several of those students have maintained contact with the instructor.

Cultural Concerns

The case study allowed observation of some of the effects of colonialism, but those appeared muted. Native journalism in Egypt appeared more robust than the journalism Kumbula (1994) detailed elsewhere. Egypt remained under foreign influence, if not foreign control, until the 1950s. The influence of the brief French occupation could be seen in the country's statute-based legal system, a French language-based schooling option and the handful of French publications produced in Egypt. Britain's presence could be seen in the predominance of tea time breaks, a British model English-based schooling option and in English language publications.

Beyond occupiers, Egypt also showed signs of capitalist colonialism. German-language schools, including a university, and an American university, movies from Hollywood and fast food chains dot the landscape.

This mélange of foreign influences did not fit the model detailed by Kumbula (1994). Instead, journalism appeared to have adopted some Western traditions, as predicted by Duran (2005), such as writing in the inverted pyramid style that dominates in North America and Europe. Topics, however, were centered on Egypt. Regardless of language used – English, Arabic or French – the publications spoke to Egyptian

audiences about news in Egypt. News on former colonial rulers appeared similar to a “news from the world” column that any U.S. newspaper might produce.

These issues did not arise in the classroom experiences examined in this case study. They did, however, appear when the classroom message and discussion on larger press issues was taken to working journalists. At the request of CIPE, the instructor held two, two-day seminars with working journalists from several Cairo-area publications. Topics included functional issues, such as newsroom organization, as well as news theory issues, such as fair comment and criticism.

Nothing produced more commentary or surprised looks than frank discussion on issues such as the Bush Administration’s support for the Iraq War, turmoil in Palestine, Egyptian parliamentary elections and changes in the world since September 11, 2001. Privately, reporters did not describe an “on their knees” experience similar to Aumente (2005) in Poland. They did not mention facing any explicit censorship. Instead, they talked about a reluctance to be direct in reporting that might be critical of the government.

Egyptian reporters, most of whom worked for Al-Ahram Newspapers, attributed some of this reluctance to the existence of political party-controlled newspapers. These publications were seen as the appropriate devices for stories critical of the Mubarak administration in Egypt. “Official newspapers” needed to provide a government-based perspective on the issues of the day.

This attitude flies in the face of the concept of the journalist as a watchdog of government. Complicating the issue was the admission from journalists at “official newspapers” that they read the opposition papers regularly. A model in which both sides

of an issue received equal opportunity for exploration was still in its infancy, according to the comments from these journalists to the instructor. Interestingly, students at MIU and Cairo University, when asked, expressed the need for the sort of objectivity demanded by the Western model. Resolution of this conflict remains to be settled.

Concerns related to the objectivity model and local journalists that Napoli (2002) described did not occur during the case study. While the Egyptian media environment remains less than hospitable, the instructor found a willing set of trainees. In general, they expressed a faith in objectivity and appreciated the need to verify information. Because Western journalism lacks a set formula for maintaining objectivity or set steps to verification, the impact of instruction in this area remains difficult to measure.

Concerns Unveiled

Questions the author/instructor faced before arrival included concerns over how a predominantly female, Muslim student body would receive a male, non-Muslim instructor. Would a handshake be appropriate? Would cultural concerns limit interactions? Could an instructor look over a student's shoulder to check the student's work, a practice common in the United States? How would physical space boundaries differ?

At least 80 percent of the students seen during the case study were women. The overwhelming majority also wore the traditional hijab or headscarf. Several of the students also covered their faces beneath a veil, with only their eyes visible. In some cases, this limited discussion and threw an additional barrier on to those of language, culture, and religion.

In the case study, however, most of the challenges were surmountable. Assumptions about culture were not mirrored in reality. Egyptian students, faculty and program directors displayed a far greater familiarity with Western tradition and American culture in particular than anticipated. The pervasiveness of American culture through movies, music, fast food and industry meant that most Egyptians had a strong understanding of American popular culture and some insight into the American system. They worried about how this pervasive culture might be destroying their own, but the modern Egyptians knew us far better than we knew them. This proved to be a boon in presenting instruction and revealed a more fertile ground for future work than expected.

It did not, however, guarantee a seamless training experience. Exposure to movies and popular culture distorted or failed to advance basic concepts of the free market economy. Fundamental terms in business were either unknown or misunderstood concepts. For instance, a public company in the lexicon of Egyptian students was one owned by the government, not a publicly traded company with shares in a market as it is known in the West. This interpretation led to a widespread distrust of stocks and stock trading. Students expressed grave reservations over the public trading of stock.

While a cynicism to stock trading is not unique to the Middle East, the case study lacked the breadth to reveal what caused the underlying attitude and expressed doubt. Egypt's dabbling in socialism and slow move to privatize national industries may have played some part. There may be other forces creating doubt that shareholders would do the right thing for a company or society in the operation of a public company. Students also expressed reservations about the transparency of corporate operations and concern

that taking companies from government control to market control only benefited the wealthy in Egyptian society.

Building Markets

From the initial case study experience, at least one of the two participating Egyptian universities is attempting to build a larger program. Misr International University, a private university with an enrollment of 3,000, presented plans to continue offering business reporting as part of its undergraduate reporting sequence.

MIU expressed a particular interest in business reporting based largely on the success of the instructor during the case study (Hassan, personal interview, Dec. 15, 2005). Business reporting also provided MIU with a niche that the university could exploit. As a young, private university, MIU competes with public and private institutions throughout the region. Colleagues expressed a hope that this offering would be a market maker.

Studies of how specialty programs within journalism affect enrollment remain to be developed in the United States. In the Middle East, a search revealed no English-language research into this phenomenon. Discussion with Egyptian colleagues also failed to produce Arab-language studies on the matter, raising an area for future research.

The case study experience pointed to deficiencies in instructor training that closely mirrored the work of Gribble and Ziguras (2003) and started with mastery of local language. Even a few phrases in Arabic aided in connecting with students, faculty and others crossing the instructor's path. The perceived global nature of English was not enough to ensure communication in Cairo, the nation's largest city. The case study did

not include sufficient time to experiment with English in rural areas, but there is no reason to believe that English use would be more common there.

Reading books on Egypt and previous travel to the region each provided some aid during the case study. Formal training would need to provide at least this background. Rudimentary understanding made work and transportation easier.

Education on the different customs in overseas classrooms might also prove worthwhile. Education for educators in the United States focuses almost exclusively on Western classrooms. How well those models fit nations in the MENA region remains unknown. Experience suggested that some exposure to the operation of a classroom in Egypt before attempting to lead such a class would have been beneficial.

Specialized training might also eliminate some of the fatigue brought by longer tenures spent overseas. Even the five weeks spent during the case study produced an eagerness to return home and weariness with the surroundings. The instructor neither received nor sought training in coping strategies. Training in this area could serve to relieve anxiety before and during the overseas experience.

The instructor in this case operated in an atmosphere that lacked formal mechanisms such as those described by Gribble and Ziguras (2003). And, the instructor faced some of the same fatigue of the international traveler described by Hannigan (1988). Neither the host institution, CIPE, nor the universities where the instructor worked in the United States offered formal training for teachers going overseas or working in a different cultural environment. The absence may have put more pressure on the individual instructor. Without such training, the repeatability of this experience also becomes difficult to predict.

Technology Challenges

While whiteboards with markers were the norm in classrooms during the case study, they did not represent the apex of educational technology available in the area. In fact, each university possessed the equipment to allow for slide projections and animation using commercially available presentation software, such as Microsoft's PowerPoint. During the case study, the instructor made these presentations in most class periods – a practice known as “the picture show” among students and staff and the institutions.

The prevalence of this technology also had an unplanned benefit. By making the PowerPoint slides available to CIPE before arriving in country, the slides were translated into Arabic. These translated slides were photocopied and made available to students as a means of augmenting lectures. Students regularly thanked the instructor for this addition and expressed frustration when the slide translations were not readily available.

Experience in Egypt provided support for the value of informal relationships that Gribble and Ziguras (2003) noted. During the case study, the instructor worked with professors at two universities, Cairo University and Misr International University. The best experience came when dealing with a local professor able to provide some informal guidance.

The visiting instructor/author found time in a shared office with Egyptian professors particularly helpful. While e-mail correspondence helped lay the groundwork before the time spent overseas, those exchanges were limited. The day-to-day interaction with Egyptian professors could only be duplicated by engaging with those professors. Fortunately, the temporary colleagues proved open to such exchanges and worked to further them. This might come in the simple gesture of including the visitor in an order

for lunch from the cafeteria or hot tea for a break. It extended to informal debriefing sessions after classes.

This relationship allowed improvement of lectures and changes in course and lab material. The discussions helped the instructor/author revise works and eliminate assignments and examples that would have been out-of-context for Egyptian students. The nascent relationship also helped in better understanding students and in analyzing the experience. Even the informal discussions in an office shared by several professors enhanced the experience. One in particular stands out:

A student was caught plagiarizing. The work clearly came from another source. A check, using some of the phrases found in the student's work, revealed the online source material that had been block copied into the student's work. The student had not credited any of the work to the original source.

The syllabus for the class included an admonition on plagiarism and the promise that any such effort would be dealt with sternly. This is a common charge in syllabi produced in journalism programs where the instructor has worked. However, it was unclear what the host university would do in such a case. Seeking clarity, the instructor asked his Egyptian colleagues how to proceed. They were unanimous in supporting disciplinary action that involved higher authorities at the university.

Following their advice, this incident was reported to the department head. The issue quickly passed up the academic chain of command, the morning it was reported. By that afternoon, the student dropped the class.

Later, local professors explained that the student had a choice of withdrawing from the class or taking three F's on her transcript if she wanted to protest the plagiarism

finding. The threat of three failing grades was based on the theory that you got caught once, but you need to prove you did not cheat in other classes. Incidentally, appeals are rare.

There is no adequate metric for measuring camaraderie in an educational environment. However, the experience in the case study demonstrated that greater communication across cultures and among instructors made for a more pleasant teaching experience.

Greater use of technology also offered a chance to hurdle some of the concerns discussed earlier in this study and voiced by Abel (2002). The struggle with language and the growth in online course offerings make consideration of alternatives a priority. Just because lecturing predominates, does not mean it is the best way to deliver course material (Barr and Tagg, 1995). This becomes especially true when dealing with a lecturer speaking in a student's second language.

Egyptian students may have been reluctant to criticize an instructor, but they were forced to take action during the case study. During the first lecture period with Cairo University graduate students this note was passed to the instructor:

Dr. Shaun

Our great problem is to understand written English is too easier than to understand spoken English.

So, could you please give us papers to read while you are explaining? And please speak more slowly in simple English.

Accept my salutations and happy days in Egypt

Yours

Mohammad

The instructor attempted to answer this cry for help by slowing down and writing more on the whiteboard provided. Later classes also included more handouts, almost entirely in Arabic. Students also were given lab work to do in class, primarily writing and rewriting assignments, along with larger out-of-class papers.

Still, lecturing remained the primary method for delivery of course materials. Although it was not used during the case study, professors at MIU discussed the possibility of future course offerings online for students in the United States and Egypt, simultaneously. Course management software was considered as a possible means for delivery of class materials, correspondence between students and delivery of lecture materials.

A more complete online offering would include Web logs, remote delivery of instruction via Web feed and extensive use of a virtual classroom for assignments and discussion. Professors and administrators at MIU expressed some confidence in the ability to deliver courses online. Anecdotal evidence suggested that students at that university had regular access to computers and the Internet at home, as well as in the classroom.

A group of students in a private Egyptian university cannot be treated as the norm. Private university students pay significantly more for their education than do public university students. MIU students in particular came from more affluent households than most of their counterparts at Cairo University. The two universities also offered vastly different access to computers within the campus. MIU held a commanding lead in that area.

Not only was access varied and less than found in the United States, the quality of Internet service was poor. Working online at the CIPE office during days off or attempting to access the Internet from temporary housing in Cairo regularly produced frustration during the study period. Service throughout the city, the nation's capital and center of commerce, would be interrupted for hours and sometimes days at a time. This technical interference suggests that some caution might need to be taken before attempting to deliver courses to the region in a wholly online format. It is, however, an area worthy of further study. In particular, future work might look at comparative successes in student learning in an online course delivered from the United States to students in the MENA region and a course delivered by an American instructor visiting the region.

Problems identified by Flowerdew and Miller (1995) emerged during the case study to varying degrees, but none proved debilitating to the instructor or instruction. Ethnic culture in the Middle East and North Africa provides a continuing flashpoint for conflict. Students at the two universities in Cairo expressed signs of, and demonstrated an influence from, Muslim tradition. Men typically held hands with other men while walking between classes. Women walked with other women. The instructor rarely saw members of the two groups interact.

Fasting for religious reasons was common. Prayers were a part of everyday life for students and local faculty. University holidays were arranged around primarily Muslim celebrations. However, educational institutions also included Christmas and Easter among school holidays.

Outside of these considerations, students behaved in class much like their brethren in the United States. They possessed the same youthful vigor. They asked questions and sought explanations. They shared opinions and argued points. They brought excuses for not turning in homework on time. They joked with the instructor.

Differences in local culture emerged when comparing private and public university students, and when attempting to find local examples to explain universal concepts. Economic forces manifest themselves in the technology available to students at the two universities, as explained earlier. It also appeared as issues would delve deeper into the background of students. The private university students were more likely to have experiences that more closely mirrored the American middle class upbringing of the visiting instructor than did the public university students.

Fortunately, teaching a course on newsgathering creates a demand for the instructor to stay abreast of local news. Reading local newspapers, some of which were in English, and watching local news channels, which often included some reporting in English, helped mitigate some local culture differences between instructor and students.

As an example, the public float of a 20 percent stake in Egypt Telecom became an important teaching tool. This float, announced in November 2005, was used to help explain lessons in stock market terminology, to expand on differences between public and private companies, and to provide a basis for getting students to share their hopes and fears related to free markets. This one event filled much of the chasm in local culture differences between students at both institutions and the instructor.

The limited timeframe of the case study curtailed exploration of differences in the academic culture as explained in Mulligan and Kirkpatrick (2000). Both universities had

hierarchies similar to those seen in the United States. Professors at Cairo University and MIU operated much like their counterparts overseas. They provided instruction, served as academic advisers and shared faculty concerns. No attempt was made during the case study to look into issues of shared governance or the relationship between faculty, administration and staff. This issue was outside the scope of the case study, but would make a worthy area for future exploration.

Adoption of Western models of journalism negated most concerns about differences in disciplinary culture. Journalism students in Egypt wrote in a style similar to journalism students in the United States. Egyptian students expressed some familiarity with objectivity in reporting. They demonstrated in assignments and discussion a familiarity with interviewing, gathering data and constructing news stories.

This similarity among norms for student journalists made it easier to introduce the particular jargon and differences found in business reporting. Business as a discipline was alien to almost all of the students. To varying degrees, as seen in test results and assignment scores, they gained some understanding of the norms in this specialty. The reaction during the case study mirrored the reaction of students in the United States. The instructor teaches this course to students who have grasped the fundamentals of reporting, but they know little about the world of business and business journalism.

Next Step

One critical issue for this program, and any training program, is measuring the results. An area in need of further study is how effective training programs have been. Currently, anecdotal comments provide the only indication of how well training programs have done.

This case study relied on the same evaluation tool that had been used in the United States – grades. Students received scores for writing lab work done in class, assignments completed out of class, regular quizzes on course material and class participation. A lack of time eliminated the possibility for more in-depth questioning or testing of students.

All the MIU students who remained for the entire course passed the course. Cairo students received only a part of their course score from classes taken with the visiting instructor. Several students within that cohort received failing grades for their business reporting work.

Future attempts at course delivery should also include follow-up analysis of student learning. It may take several years before students attempt to apply what they learned outside of a university setting. The case study lacked the resources to perform this type of evaluation. One interesting result, however, was the decision by one of the MIU students to change her major from journalism to business. The student told the visiting instructor that exposure to business concepts in the class spurred her decision to change (Sarah Wakil, personal interview, Dec. 15, 2005).

It seems natural to expect a higher standard of teaching (Gribble and Ziguras, 2003). This expectation seemed to be magnified in Egypt. Part of that magnification came from a realization of the nature of the opportunity and part from the desire to share lessons with a new audience. Instructors feel a need to make a good impression for their sake and the sake of anyone else who might follow. CIPE's earlier disappointment only heightened this concern.

The earlier failure came from delivering the wrong message to the wrong audience, according to discussions with participants and organizers (Abdel-Rahmin, 2005; Rashad, 2005; Al-Zoghbi, 2005; Maha Hashem, personal interview, Nov. 22, 2005). CIPE sponsored presentations to working journalists by another working journalist. Course material, however, seemed better suited for an audience still learning the trade, and not one already working in it. CIPE also expressed some disappointment over professional journalists' attitudes toward commerce and free market economies (Al-Zoghbi, 2005). CIPE's belief in the need to get information to students, and the instructor's background in delivering journalism training to traditional university-aged students, helped bring this case study to life.

MacKinnon and Manathunga's (2003) work built on the idea that university assessment requires proficiency in a dominant cultural literacy. Dealing with this clash of cultures was best handled during the case study by turning to local events for examples. Learning about the history of an area helped, but news instruction required a connection to local events.

The public float of 20 percent of Egypt Telecom, mentioned earlier, nicely illustrated this point. Regular monitoring of news also brought up other issues to use as in-class examples. The success of the Egyptian football (soccer) team in the African Cup of Nations, hosted by Egypt, and even crime coverage from English-language Egyptian Times or the Egyptian Gazette aided class discussion.

The limits of language were reflected in the class. An Arabic speaker would seem to have an advantage in presenting in the Middle East/North Africa. As an English speaker with limited Arabic, the instructor suspected this would be a problem. However,

English proved not to be a liability, because of its widespread use. In fact, students in Egypt have a choice of language program and from an early age receive instruction in English (Abdel-Rahmin, personal interview, Nov. 22, 2005).

Based on grading, experience in the case study ran contrary to Mulligan and Kirkpatrick's (2000) points on understanding for non-English speakers in an English-language instruction. For instance, if one-quarter of the 14 students who completed the MIU class failed to comprehend the lecture, and lecture provided instruction for completing assignments, then at least three students should have failed the course, based on Mulligan and Kirkpatrick's (2000) earlier research. None of the 14 did. At Cairo University, at least 17 of the 70 graduate students in the course would have been expected to have no comprehension under the same scenario, and they would have failed. Fewer than 10 Cairo University students produced failing grades during the instructor's visit.

Moving the instructor into the alien environment may alleviate some of the challenges identified by research into the learning experience of international students. Additional study needs to be made to determine if the experience of the instructor in this case study holds true for others exporting education. Working in the instructor's native tongue in a foreign land eased some of the challenges of teaching for the instructor. Working in a classroom environment that was familiar to students may have helped ease student disorientation that could have come from receiving instruction in a second language. This case study lacks the scope to determine the impact of these variables, but it raises these questions for future study.

A question the researchers (Mulligan and Kirkpatrick, 2000; Robertson et al, 2000; and Scheyvens, Wild and Overton, 2003) did not mention for future consideration,

but one that should be noted here, is the impact of the type of English spoken. Australian and New Zealand English differ in idioms, pronunciation and frequency that they are heard outside of the antipodes. American English, with its dominant position as the language of international trade, and the prevalence of American popular culture globally should be considered for its possible impact on student comprehension. Whether it is beneficial is unclear, but it certainly was the common variety of English in the region.

Researchers and future visiting instructors need to consider the possibility and possible impact of simultaneous translations. These translations were neither used nor were they made available at either university. However, the instructor also conducted two two-day seminars for working journalists, hosted by Al-Ahram newspapers.

Simultaneous translation was used during these presentations. Initially, the translations produced some awkward exchanges. Question-and-answer session moved deliberately. With practice, the sessions became livelier and the lag between comments and translation diminished. Ultimately, participants and presenter had a frank discussion on journalism in Egypt and the United States. Based on this experience, simultaneous translation merits consideration in the classroom. It could expand the reach within a room of people attempting to learn in a second language. It could also be used to expand instruction to students who do not speak the language of a visiting instructor.

CHAPTER IV

MOVING BEYOND THE CASE STUDY

Some Suggestions

Based on the experiences in Egypt during the case study, the literature available and the challenges of exporting education, it is possible to make the following suggestions. A course can be successfully exported if there is a complete and thorough syllabus, the instructor has a flexible mind and significant understanding of the course material, the course is presented in a language that both the students and the trainer share fluency, and classroom and course management technology is effectively harnessed whenever possible.

There is a paucity of research on how to translate teaching into an overseas classroom and even less information on the effectiveness of any approach. The ICFJ has developed a guidebook for taking journalism instruction overseas. The 30-page booklet (Krimsky, 1997) encourages training that keeps reporting simple, free of jargon and capable of taking readers beyond the information contained in a press release. It urges instructors to get their students to find the human element to stories and to develop work that will allow readers to follow events and make informed choices.

The center also produces a similar guidebook for business reporting and media training overseas. Considering the failure of the earlier ICFJ instructor in Cairo, keeping in mind the points detailed above from existing literature, and using classroom experience, the

following model was developed.

Chinese general Sun Tzu's "Art of War" emphasizes, among other items, the need for preparation. While this was not a move to war, preparation was essential to the success of an overseas teaching experience.

The first step was to develop hard and soft copy related to each lecture, each topic and each assignment planned for the Egyptian classes. Microsoft PowerPoint and Microsoft Word were used to prepare these documents, which were sent by e-mail information to sponsors at CIPE and the supporting professors at Cairo University and Misr International University in the weeks leading up to the departure. Sending the data early was intended to provide an opportunity to receive feedback from in-country instructors and to allow additional time to adjust lessons to better meet local needs. Attached in the Appendix is a sample lecture.

In its request for proposals in 2005, CIPE stated that it wanted business instruction as a means of advancing free market ideas in Egypt. The nation has a history of nationalized industry and social programs modeled after the now-defunct Soviet Union. CIPE, a division of the U.S. Chamber of Commerce, sees as part of its mission the advancement of economic education. After the difficulty in reaching an audience of professional journalists, CIPE identified reporting students as the next likely audience for such training.

CIPE's goals aligned closely with those of the instructor/author. Instruction in business journalism remains a rarity worldwide. Attempts to correct this situation included the creation by the instructor/author of a business reporting class at Oklahoma State University.

Business reporting taught to students in the United States at Oklahoma State University served as the basis for the course. However, numerous edits and modifications were made before the slides and documents were shared with students. Not knowing the background of the students, beyond their participation in a journalism program and supposed understanding of English, instruction on some basics of reporting were included.

To ensure that the instructor and students were speaking about the same topics, slides and lecture plans related to the basics of newsgathering were included. This included lectures on news values and news writing styles. Getting these lectures to hosts at CIPE and the supporting universities allowed time for feedback on whether they perceived this as a necessity. Regardless, these lectures provided a foundation and a mindset for newsgathering that would be carried throughout the course.

Adding these items proved beneficial. While neither of the professors coordinating the exchange said the basic work would be critical, they agreed that it might help set a foundation for students and provide a reminder. Delivering the lectures on news values produced a mixed reaction from the students. Many indicated, either through comments or non-verbal signals their familiarity with the topics. Some, however, seemed baffled by the words before them. Going over these basics seemed an appropriate step.

These early lectures also provided a framework for later discussions on business-specific topics. Breaking down the jargon of business and getting reporters to think about subjects in business terms challenges any student new to the discipline. Ensuring that the students and visiting instructor shared some commonalities in the fundamentals of newsgathering made the exchange of business-related reporting more comfortable.

Sending the planned slides and assignments also helped in adjusting some lectures to better serve an overseas audience. For instance, a lecture on the regulatory environment – a critical component of this class in the states – was deemed too far afield for the students in Egypt. The regulatory framework in which reporters work in the United States, including the Securities Exchange Commission regulations, electronic filings and government regulatory bodies, either does not exist in Egypt or is not publicly available. The professor at MIU suggested dropping that lecture.

Sending items before departing for Egypt also allowed for the identification and resolution of conflicts early in the process. The regulatory lecture was among those that hosts from CIPE suggested keeping. They argued that while the topic may seem far removed from day-to-day functioning of government in Egypt, it was an important item for callow journalists' understanding. It was recommended that such a topic might help the next generation of journalists demand more accountability and transparency from government, as well as corporations.

Each viewpoint was valuable. A guest lecturer would not want to lecture students on topics that would be irrelevant to their future careers. However, encouraging students to reach for a better tomorrow remains a key component of higher education. Ultimately, this planned lecture was moved to later in the course. It was placed there on the assumption that if the classes moved smoothly, this territory could be covered for future consideration. This was not an ideal compromise; however, it seemed wise and the best way to serve a shortened course.

Sending the lectures early also provided feedback on areas the Egyptian instructors thought would be well received and beneficial for students. In particular, the

plan to use several news scenarios as a means of producing in-class writing and forcing students to apply news values received praise. In application, the instructors appeared to be correct. The responses to the scenarios allowed almost all the students at Misr International University to share their writing with the class. The scenarios also allowed the opportunity to call on any of the more than 70 students in the graduate class at Cairo University. This produced a measure of control and comfort for the instructor, who knew what all the students were receiving as input. Since the scenarios require students to digest a set amount of information and then write the opening paragraph or paragraphs of a news story, it was easier to solicit answers and to gauge how effectively lessons had been learned in a limited class time. Attached in the Appendix is a scenario used in Egypt.

In a traditional semester teaching business journalism at Oklahoma State, an instructor would spend at least three hours in lecture per week for 16 weeks. Egyptian hosts, however, wanted the program condensed into a five- to six-week course, with classes held for three-hour blocks, two days per week. This necessitated some restructuring of the class. The original course syllabus and class schedule is attached in the Appendix.

In attempting to make sure the instruction would still be meaningful, the time between assignments had to be compressed. There was also an increase in the amount of material to be covered in lecture. Detail work and some further explanation in areas such as computer-assisted reporting and working with spreadsheets had to be dropped from the course.

Accomplishing these goals started with the question, “What do I want them to learn?” The answer was the basics of business reporting and every attempt was made to organize these elements in a condensed format. For instance, to emphasize how business reporting differed from other news reporting normally requires a lecture by itself. To meet time constraints, this was paired with a lecture on business terminology and avoiding jargon.

Finding common topics that might be mixed and matched greatly helped the process. To gain additional ground, the course had to rely on out-of-class assignments. Students in the undergraduate class at MIU – the group that would ultimately receive the most instruction time – wrote three stories out of class in less than a month. In teaching reporting classes elsewhere, this would rank as an aggressive workload and set of deadlines.

Before arrival, a list of beats was prepared. A beat denotes an area likely to produce news that a reporter is assigned to, to ensure coverage of the most likely news-producing events. Each student was allowed to pick the beat that provided the best fit. However, there were limits on the number of people who could have any one beat, guaranteeing that there would be some variety in interviews and finished stories. The first story they wrote would be a beat backgrounder, an explanation of major events on a beat and a way for new reporters to gain understanding of the area they would cover. Students were provided a detailed instruction sheet that explained the backgrounder and the role it was intended to play. (Attached in the Appendix is a sample beat list.)

Through the backgrounder, students would demonstrate that they had spoken with at least one contact on their beat. They would also show some understanding of the

leaders on their beat, significant issues of the past two years and some idea of the future of their beat. This assignment was made the first day of class and due at the end of the second week of instruction. (The Appendix includes instructions for the backgrounder and a finished backgrounder assignment from one of the Egyptian students, with the student information removed.)

In addition, students were required to write a business news feature on a corporation and a business news story. They were instructed to write these stories as if they were working as freelance writers planning to submit their work to Al-Ahram, a large, daily Arabic-language newspaper. They were expected to find news for their stories, do the reporting, seeking out additional human and primary sources and produce a well-written, tightly edited final product that met minimum instructional guidelines. They were also cautioned on the danger of plagiarism and the need to meet deadlines.

These assignments were due after the backgrounder, with the business news story actually due on the final day of instruction. This meant grading had to be conducted very quickly on the backgrounder and business feature. This would provide them with information beneficial to the final story. To allow for the adjustment, the story grades were also weighted, with the earlier stories counting for a smaller percentage of the final grade than the last story.

The timing of the assignments also meant that the instructor/author had returned to the United States before grading was complete. Fortunately, all assignments arrived safely in checked baggage. As a fallback, instructions required students to e-mail the business feature and the business news story to the instructor/author before his departure

date. In the event that the hard copy versions would have been lost in transit, the electronic versions would have been printed and graded. This fallback was not used.

The hard copies of the final stories were scored and returned via international mail. Grades were also sent via e-mail to colleagues in Egypt as a backup for the process. Fortunately, all papers arrived safely. (The Appendix includes the instructions for the profile.)

Even with an emphasis on preparation, the ability to adjust to changes in schedule was crucial. From the first day in Egypt, nothing ran quite to schedule. Due to a misunderstanding between hosts and the universities, the visiting instructor arrived during the week that students were taking mid-term exams in their other classes. Since the visitor was a guest lecturer at both universities, it had not been considered critical to have him in country at the start of the semester. However, by arriving at mid-terms, the instructor caught students in a period when they did not normally have lecture periods. Instead of lectures, they were spending entire class periods on exams.

This meant scratching out nearly the entire first week of my planned lectures and inserting those materials into the next week. The shuffle was difficult but necessary. The instructor/author attempted to use the change to encourage students to spend more time outside of class reading. Still, the loss of one week of instructional time created an unplanned set of difficulties. They proved largely surmountable – the key goals of the course were met – but losing time in an already condensed course added an additional layer of stress to the process.

The student mix also proved much more varied than anticipated. The instructor/author taught a class of 150 undergraduates at Cairo University once a week,

70 graduate students at Cairo University once a week, and 16 undergraduates at MIU in the planned twice per week environment.

This created differences in disciplinary culture that cannot be ignored, and challenges in dealing with students at different points in personal development. Graduate students understood the basics of reporting in ways that undergraduates had not yet grasped. By the same token, the more mature the class, the easier it was to communicate. Dealing with the largest group of undergraduates, in particular, proved frustrating.

The students resided at different points in the learning path. All of the undergraduates at Cairo University were in the first semester of their second year. They were in journalism introduction classes and not an ideal audience for specialty instruction. The MIU students were all third- and fourth-year students. They had enrolled in a specialty reporting class and they had the fundamentals fairly well covered. The graduate students at Cairo University were all new to the graduate environment. While they held undergraduate degrees in mass communication, only a handful of about 70 students had practical journalism experience.

The work week shifted to meet student needs. During the case study, the instructor was at MIU on Tuesdays and Thursdays, Cairo University on Wednesdays for undergraduates and Saturday nights for graduates. This created a staccato work week, with days off on Friday, the Muslim holy day, and some time off on Sundays and Mondays. In practice, the instructor would wind up with less time off as the return date approached. In attempting to make the most out of the time there, the instructor conducted two, two-day seminars for working journalists in addition to the teaching load. These two training sessions were held in the final nine days prior to the instructor's

departure. This left the instructor with nearly a week of free time at the start of the study and only one day off in the final 10 at the end of the study.

The change in schedule meant changing teaching plans. While the plan for MIU remained nearly the same from before departing from stateside, the other two classes had to be radically restructured. The schedule for Cairo University would allow the instructor to meet with about 150 undergraduates for two hours on Wednesdays for three weeks. Graduate students would receive instruction for two hours on Saturdays for four weeks.

The change also necessitated a change in assignment schedules. The Appendix includes the final schedules agreed upon for teaching at MIU and Cairo University. It also includes instructions for the graduate student assignments, which were due on the final day of instruction and less than six hours before the instructor departed the country. These changes were a deviation from the ideal. However, the new deadlines were met, and the final results produced in the classes pleased the hosts from CIPE, the visiting instructor, and the coordinating professors.

Handling Students

Sense of time and discipline proved to be two of the biggest challenges in working with students. Several of the instructor/author's Egyptian colleagues explained early on in the experience that students routinely arrive 20 minutes after the scheduled start of class. They were correct. While the instructor/author could have adjusted to the change, the limited amount of time in country put an emphasis on using every available moment.

To that end, the instructor/author used a tool that has worked well in the United States. Each class started on time and would begin with a brief pop quiz of no more than

five questions. The instructor would then inform students after they completed the quizzes that whatever they had scored on the quiz out of a possible five would be added to the score of the next assignment. The results were immediate. For instance, at MIU a quiz was given on a Thursday when only seven of 16 students were present. The next Tuesday, all 16 were on time.

This action proved far better than other attempts. The instructor/author mildly chided one student for arriving late. While it was heavy on sarcasm, the class perceived the reaction as indicative of the instructor/author not being concerned about tardiness. Because no one yelled at the student for coming to class late the first day, the class got the message that sauntering in late was OK. When a fellow professor explained this to her visiting colleague after the second class, quizzes were started. Somehow, everyone started coming to class on time.

This case study lacks the time or depth to fully explain what this reaction says about motivation. However, the jump in attendance and reduction in tardiness was almost instantaneous. Students showed that they knew there would be benefits to punctuality and punishment for tardiness and absences.

One of the tardiest students also provided an example for his classmates and the instructor/author. After arriving 30 minutes late for class, he asked the instructor 20 minutes before class was to end if he could go wash his face. As a colleague later explained, this was the students' way of saying that the class was boring and had caused them to fall asleep.

When told that he could not leave the room, the student proceeded to argue with the visiting instructor. The student refused to return to his desk despite being told to do so. Eventually, he was ordered to leave the class. He obeyed.

After his departure, the class seemed to come to life. The subsequent period produced some of the liveliest discussions during the case study. Even the quiet students added to the discussion. Everyone seemed relieved by the exchange and their tongues were freed.

Following the class, the student apologized to the instructor/author and was invited to return for the next class period. By the time the instructor/author arrived at the office he shared with three colleagues, the story had spread through the building. The instructor was quizzed by colleagues on the event. Many seemed to expect that the instructor had made a cultural gaffe, but they responded with a near universal horror when the young man's plan to go wash his face was mentioned. This was perceived as a great insult and the instructor was either commended for how the situation was handled or deemed too forgiving for not failing the student on the spot.

How students are disciplined and what prompts discipline is an area ripe for studies overseas. Just as norms are learned by exposure to them, so were the ground rules for behavior in university settings passed on to the teachers and students. Incidents like the one above provided illumination that could have been useful in training instructors before going overseas. How the culture brought with the instructor and the dominant culture of the institution mesh provided more questions for future exploration.

One area where there was no mercy was in combating plagiarism. We had reminded students – in lectures and in the course syllabus – about the need to do original

work and to credit sources. When they tripped up, it was exceedingly easy to discover, in part because they were all writing in English, their second or third language. During the case study, three people were caught plagiarizing other reporting taken from online sources. The punishment was meted out swiftly. As mentioned earlier, at MIU, they were given a choice. Students who plagiarized all chose to withdraw from the class.

There was one additional awkward moment that could have been avoided by either additional instructor training or increased recognition of Arabic writing. In one of the Cairo University lecture halls, someone has written God's name in Arabic in permanent marker on the top of one of the whiteboards. As the instructor raced to finish one of the lectures on time, a number was written on the Arabic scrawl. After class, one of the students felt the need to tell the instructor he was wrong for writing a number on God's name and was a bad person for doing it. Lecture notes have never been erased quicker than they were that evening. Fortunately, there was no additional mention of this faux pas, and if anyone was offended, they did not mention it to the instructor, host professors or anyone at CIPE.

Technical Solutions

Technology in the classroom has generated significant study and opinions for observers of American universities and how technology plays a role in creating a learning environment (Barr and Tagg, 1995). The instructor was fortunate enough to work in classrooms in the United States with the latest in technology and in classrooms with nothing more complicated than chalk and chalkboard. Before arriving in Egypt, hosts at CIPE assuaged fears and provided assurances that the universities would be able to accommodate PowerPoint presentations in the classroom and online distribution of

assignments. The instructor brought a laptop loaded with course material, along with a jump drive for moving any needed files across computers or platforms.

In practice, the “picture show,” as it was called, was not always a possibility. The facilities were varied. At MIU, a technician met the instructor at the first class with a projector that he connected to the laptop. The first lecture was projected on a screen built into the room. The presentation went off without a hitch. The next time and all subsequent times during lecture at MIU, the projector was waiting for the instructor. CIPE coordinators said the use of projected slides was unusual for classrooms, but appropriate for a business climate (Maha Hashem, personal interview, Nov. 24, 2005).

Cairo University was less well equipped to accommodate projection. The classroom where the graduate students met was simply not laid out to allow for such a projection, nor did the projector seem readily available. Technicians appeared at the first class with undergraduates with a projector, monitor and hard drive in tow. None of this, however, was compatible with either the laptop or information on the jump drive. In these cases, markers on a whiteboard were used to illustrate the lecture. This produced fairly good results because the instructor had lectured while using boards before, and because CIPE had planned ahead and provided the instructor with a set of whiteboard markers. Neither Cairo classroom had markers that were usable.

Cairo University also had a technology that was not used, the microphone. Equipped with a loud voice, as demonstrated in lectures in the states, there was no challenge for the instructor/author to project lectures into the classroom from a rostrum. Watching classes where microphones were used in Egypt led to the observation that the students seemed disengaged by an immobile instructor speaking into a microphone atop a

desk. Not only did the guest instructor eschew the microphone, but would also move about the front of the room during lecture. It would be an interesting area for future studies in pedagogy to see what difference the presentation style makes in learning in Egypt. This seems fertile ground for additional case study there and in the MENA region.

As noted earlier, student online access was fairly limited. For students who did not have a computer at home with Internet access, it was difficult to get access at the university because there were not enough computers in the university labs to suit all their needs. Before teaching the first class, colleagues at both universities suggested that hard copies of assignments be brought to lecture.

Unsure of what initial attendance would be, the instructor/author brought some copies, but not enough for everyone at Cairo University. Egyptian colleagues said that this was acceptable because students would share the assignment instructions and make copies of their own.

There is no proof that this occurred. Based on the subsequent questions from students, it seems highly unlikely that most students received copies of the assignment through that method. On all subsequent hand outs, attempts were made to guarantee that there were enough for everyone. This seemed to reduce the number of questions students asked on what assignments were or were not to include. This did open up time for more instruction, which was a boon for a condensed course.

If the technology is available, course management programs and other teaching aids identified in earlier research could benefit a program overseas. It's not sufficient to assume that the technology will be available and usable. As noted earlier, availability and quality of equipment varied, but was generally inferior to what is found at American

universities. Both MIU and Cairo University have student computer labs. These labs were populated by aging machines and there were not sufficient machines to serve all students.

Instructors might also have problems with computer access and Internet service. Computers were limited to nonexistent in professors' classrooms. However, some of these problems might be overcome through the use of more "canned" content and items placed onto a portable format, such as a compact disk. Students could use CDs and work on exercises or reviewing instructional material when computing resources are available. Rather than being driven by the class schedule and programmed meeting times, students could work at their own pace and when computing resources allow.

Augmenting course offerings with a CD would create the problem of ensuring each student does his own work. This challenge was not explored during the case study. A future look into the portability of classroom material and its impact on learning could provide direction in this area.

Post-Action Report

In examining what went well and what went poorly at each university and in each class, a large measure of credit has to be given to the guest instructor's colleagues at each university. Nihal Abdel-Rahmin, a colleague at MIU, provided outstanding support for the instructor and instruction in Egypt. She was also the only person who went through all of the course information that had been made available before the instructor's arrival and was able to critique lectures and lesson plans. She offered insight into media in Egypt and the training students received that no one else generated. This was immensely helpful in keeping the course on track. As a former broadcaster and academic, she possessed an authoritative knowledge on journalism and instruction. She also knew her students well

and provided details on their interest areas that would have been otherwise time-consuming to attain.

Her involvement especially stood out when comparing MIU with the experience at Cairo University. The person in charge of the exchange at Cairo University was out of town for weeks leading up to the instructor's arrival. As a result, students in the classes taught there were unprepared for the instructor/author's presence. The undergraduates were especially unprepared for an outsider and instruction on business reporting.

In fact, attempting to teach this topic to second-year students at Cairo University proved to be too big a challenge and offered little opportunity for success. This was compounded by the fact that the students expressed surprise at the visiting instructor's presence. In addition, these students did not possess the language skills to keep pace with the discussion in English. It proved to be the great disappointment of the case-study experience. After weathering a single class, hosts at CIPE, who attended many of the lectures, pulled the plug on further involvement with this group. Plans to teach undergraduates there were scrapped after one period.

Instead, the additional time was used to present four 3½-hour training sessions at Egyptian papers. These sessions were conducted once a day over a period of four days. Attendance averaged about a dozen reporters. Topics covered including the organization of business reporting departments, use of graphics elements in business reporting and fundamentals of covering a business beat. Reporters from Al-Ahram, editors from news agencies, such as the Middle Eastern News Agency, and neighboring communities attended.

Discussions and reactions from the journalists were illuminative. They provided an insight on the inner workings of newspapers in Egypt. Comparing notes on how papers operate in different environments appeared to benefit all involved. Egyptian journalists described a working environment where government control limited reporting on items of legitimate news interest. Business features, a staple of American business journalism, were largely unheard of in Egyptian newsrooms. Reporters explained that editors viewed business features as a form of unpaid advertising. It was a widely held belief that any reporter doing such a feature was likely being paid by the business for the story. Public records, such as corporation papers, were not publicly available. Databases, a useful tool in developing stories, were almost unheard of in Egyptian newsrooms.

These seminars generated an unplanned benefit. One of the attendees later interviewed the instructor/author for a personality profile for an Egyptian newspaper. The interview and subsequent story were seen as furthering the instructor's goal of advancing business reporting.

While teaching Cairo University undergraduates proved unsuccessful, the graduate student group at Cairo University went much better -- largely due to the maturity of those students. Their English skills were somewhat stronger than among Cairo University undergraduates and the graduate students were more aggressive in asking questions or seeking explanations. They seemed more committed to learning than their younger brethren. Despite working in a classroom devoid of any technology more elaborate than a whiteboard, the students provided ample discussion on the topics and showed an interest in developing business journalism and journalism scholarship in Egypt.

A point for future study would be to look at the different experiences of learning and teaching in the MENA region based on classroom size. American research continues to tread upon this ground. In fact, probably no area provokes more emotions than discussing the models for instruction compared with the models for learning. Professors take the comments personally when centuries-old practices come into question. Many start with James Garfield's comments at the Williams College alumni banquet in 1871 proclaiming that the ideal college had a student sitting at one end of a log and Williams College President Mark Hopkins at the other. Its implication that one-to-one learning is the only effective teaching has created continuing debate on the value of learning in classes with 50, 100, 1,000 students or more.

These discussions would have the possibility to take on added significance in Egypt. Cairo University, with an enrollment of 200,000, (Dr. Inas Abou-Youssef, personal interview, Nov. 22, 2005) has lecture halls large enough to house the entire student body, staff and administration of MIU, approximately 3,500 people. The intimacy of a small class at MIU or other small, private university compared with the enormity of the nation's oldest and largest public university would seem an interesting place for additional study.

Measuring the success of teaching business reporting at the two institutions in Cairo will be a continuing process. There is no one metric for measuring results. The initial experience in Egypt in the fall of 2005 did, however, produce encouraging signs for the future.

The reporting work by the students at MIU included some outstanding efforts. And, the teaching work was well received by MIU administration. Dr. Hamdy Hassan,

the chairman of the faculty, asked the visiting instructor to come back for a two-week stint in May and has separately offered a position as a full-time faculty member for the fall and spring of 2006-2007. Work also started on an exchange program for students and faculty between Oklahoma State University and MIU.

Benefits in a university exchange could be immeasurable. An exchange would allow direct exposure to cultures, learning environments and communities that share little apparent common ground. Unfortunately, plans to develop this exchange have yet to advance beyond the hoped-for stage. The long-term viability of such an exchange remains questionable without significant administrative support to the project from both sides.

CIPE officials also discussed the possibility of expanding the program to Jordan and returning to Egypt (Al-Zoghbi, personal interview, Nov. 23, 2005). The experience also produced the following recommendations for development of the training program in Egypt. These recommendations, which were also made in a final report to CIPE, include the following:

- Cultivate a post-graduate audience for business and economic reporting instruction at Cairo University and other graduate programs in Cairo. They are a ready audience and likely to advance business journalism-related scholarship. The possibility for development of a graduate program in business journalism at a Cairo institution needed exploration.
- Find more private universities to install the program. The talents of the students in these programs seemed to provide a better fit. The potential for smaller class sizes

also helped, especially in dealing with a short-course program. Most Egyptian students cannot afford the tuition to attend private universities. This creates a more affluent student body at private universities, and universities that seek market defining programs. The addition of business journalism education could help fill educational niches while advancing CIPE's overall goals.

- Continue to develop teaching materials that would allow others to introduce such courses in Egypt or elsewhere in the Middle East. There is a vast, untapped market in need of such work. CIPE operates throughout the region, as do a number of federal organizations and non-governmental bodies. These organizations could provide the entry path for business journalism training in a host of developing nations in the region.
- Initiate a follow-up program or exchange program to allow interested students to get additional instruction or internships in the United States. Funding exists to bring students from abroad to higher education institutions in the country. While heightened terrorism concerns have constricted the flow of international students, particularly those from Muslim nations in the Middle East/North Africa region, such opportunities remain and need to be exploited.
- Look very closely at the academic calendar. As the presenter I appeared the week of mid-terms and continued the program from there. This was an awkward time for the students and institutions. A summer program or alternative program with

an instructor visiting earlier in the semester might work better for all involved. Online alternatives might also be used to augment a course or an online-only alternative might be developed for delivery to the region.

Overall, the work with the universities and CIPE went well. Maha Hashem, Randa al-Zoghbi and their colleagues at the CIPE office were indispensable in making the program work. They enabled the program's success through their willingness to make sure that all elements were covered. While a presenter has little say over who will sponsor his or her work, getting a supportive host made this much easier.

Next Time

This case study provided some valuable lessons for the instructor/author to consider, should the experience of teaching overseas be repeated as planned. The experience also established some guideposts for others attempting a similar endeavor in the MENA region or elsewhere.

- Planning can never start too soon. As indicated earlier, this opportunity appeared as a semester was starting at OSU and necessitated the instructor/author's absence from classes for three weeks at the end of that semester (It would have been four if not for the Thanksgiving holiday.). This added stress to the instructor/author's life and created challenges for instruction of classes at OSU. It produced a handful of complaints from the more than 100 students in the instructor/author's courses at OSU.
- Coordinate schedules with hosts. Egyptian universities started their fall semesters about four weeks later than the fall semester at OSU. Students in Egypt attended

classes during most of the OSU winter break. Instructors need to know how the academic calendars compare when making a decision to teach overseas.

- Share materials with overseas hosts. Sending lecture items to CIPE and the universities as soon as possible helped identify potential areas for conflict, such as the regulatory environment lecture mentioned earlier, and allowed host institutions to prepare translations as needed. It also allowed interested instructors, such as Abdel-Rahmin at MIU, to ensure that Egyptian students would have the necessary foundation skills to handle the course material.
- Plan to make your instruction part of a larger framework. Knowing that a visiting instructor would be coming allowed MIU to include that instructor's visit as part of another course. The students at MIU took a "specialty reporting" course, with the first half taught by Abdel-Rahmin, followed by mid-term exams and then five weeks with a guest instructor. Enrollment in the course included the student incentive of taking a class with a full-semester credit that concluded three weeks earlier than other courses.
- Do not expect classrooms or course times to be the same. The Cairo University graduate class came on a Saturday night. The MIU class met for two, three-hour blocks per week. The course at OSU had been taught in two, one hour forty-five minute blocks per week. The differing schedules change not only the content of

lectures and class work, but also the pace of leading a course. This required a flexible instructor.

- Technology is not universal. It was fortunate, as noted above, that the classrooms at MIU were equipped to handle the “picture show.” PowerPoint slides formed the basis for most coursework, but it was necessary to fall back to whiteboards, chalkboards and transparencies for some lectures, especially at Cairo University. Students had limited Internet access and the service in Cairo was spotty. Attempting to keep track of students in Egypt and in Oklahoma simultaneously became difficult when Internet service would be interrupted for a day or two at a time.
- Lean on your partners and hosts. They are invested in a visitor’s ability to perform while overseas. The staff at CIPE provided invaluable help, offering office space and helping with the little details of survival in Egypt, such as arranging housing, setting up transportation and getting a mobile phone that worked in-country. Their willingness to handle these details enabled a great deal of the instructor/author’s success.
- Relax when things do not go as planned. Differences in language and culture will create challenges. A globetrotting educator can overcome most of them. Some, such as the surprise of teaching graduate students at Cairo University, will become highlights of the experience. Others, such as the failed attempt to teach

undergraduates at Cairo University, will linger long after the experience ends. Try to accept both and remain open to the possibilities of change.

Finally, it is important to recognize that if the instructor/author were to repeat the case study experience, the results would be different. The change would not be because of some change in the audience or the culture, but because the initial experience changed the instructor author. Lessons learned on the first outing would ensure that some of the mistakes made would not be repeated.

The experience also led to the recommendation that if organizations like CIPE or institutions like MIU are interested in bringing in people from outside of the country to teach, they would be better served by bringing one person two, three or more times, rather than bringing a different person each time. The lessons learned from the case study would allow for improvement of the quality and content of instruction for business reporting or any other area that the instructor/author might tackle in the future.

Conclusion

Traveling overseas to teach business journalism presented a myriad of challenges. The changes in culture, language, religion and customs presented some difficult obstacles. Preparation, an open mind and subject knowledge made the challenges surmountable. Ultimately, the exchange produced an extremely enjoyable teaching experience that allowed me to introduce and expand instruction on a subject dear to me and beneficial to other societies.

It is my hope that the suggestions and steps laid out in this thesis will be copied and applied by others teaching in the Middle East/North Africa region. The

considerations are numerous and the challenges are mighty. The rewards, however, are well worth the effort.

I learned nearly as much as I taught. Presenting subject matter to a new audience in a new environment proved exhilarating. Anxious moments passed as soon as the first class started. Over time, the connection between me and the students flourished. Despite spending less than six weeks there, this became one of the most rewarding experiences of my life. Hopefully more instructors will have the opportunity to teach overseas and add to the body of knowledge a new chapter in what an instructor can learn.

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APPENDIX

Slide 1

Earnings Your Keep

Business Reporting
Fall 2005
Cairo

Slide 2

What are Earnings?

- Simply put, earnings are a company's total income minus total expenses.
- This makes earnings synonymous with profits.

Slide 3

Earnings

- There is, of course, more to earnings than that simple explanation.
- The key thing to remember about earnings is that they are the simplest way to measure a company's economic success during a set time period.

Slide 4

Going Deeper

- Net income is normally the term used to describe after-tax profit before paying dividends.
- Net income compared from one quarter to the next or year to year is a frequent measure of a company's performance.
 - It is commonly used because it is easy to track.

Slide 5

Going Deeper

- What's left over after paying dividends is called "earnings available to common shareholders."
- This number is used to calculate earnings per share and the price to earnings ratio, commonly called the P/E ratio.

Slide 6

P/E Ratio

- This is the ratio of a company's stock price to its annual earnings per share.
- This is one of the most popular ways to value a company because it is easy to understand.
 - Discounted cash flow is the most accurate method, but it is tougher to figure and harder to understand.

Slide 7

How P/E Works

- If you buy stock at a P/E ratio of 12, say, then it will take 12 years for the company's earnings to add up to your original purchase price: 12 years to "pay you back."
- That's assuming that the company is already in its mature stage and earnings are constant.

Slide 8

Using P/E

- Of course, investors pay a higher P/E ratio if earnings were *growing*; the payback time would be quicker.
- This is why analysts, money managers and other financiers will prattle about the relative importance of a company's P/E ratio.

Slide 9

Question

- Why would an investment firm encourage investors to put their money into a company with a high P/E ratio?

Slide 10

Back to Earnings

- Earnings reports are eagerly anticipated events.
- In most of the world, earnings reports generally start appearing about five weeks after the end of a quarter.
- Based on this, when will the next batch of earnings reports be available?

Slide 11

Fundamentals

- Earnings reports have to be put in context.
- This is one of the most important services that a business reporter can provide.
- Why?

Slide 12

Writing the Story

- Earnings reports need to provide three comparisons
 - Where are the earnings compared to previous quarters?
 - How do the earnings compare to market expectations?
 - How do the earnings compare to the rest of the company's industry?

Slide 13

First Piece

- Answering these questions can be challenging.
- The first one, however, is the easy one.
- Look at earnings for the same period one year earlier. This comparison is critical.
- Also, look at earnings for the year to date.

Slide 14

Second Piece

- How the company did compared to expectations is getting easier.
- The best way to do it is to contact an analyst.
 - Their job is to track specific companies and their segment or industry.
 - Analysts become more common as a market matures.

Slide 15

Third Piece

- How the company did relative to others in the industry can be tricky.
- Is their industry clearly defined?
- Is their business clearly defined?
- If so, look at the similarities.
 - This is why earnings for Ford get compared to General Motors and likewise.
 - Any problems with this?

Slide 16

Getting Information

- Companies release their earnings by a number of sources.
- Corporate Web sites
- PRNewswire
- Analysts announcements
- Exchange announcements
- Filings to securities enforcement agencies

Slide 17

Reporting on Earnings

- The raw material for these stories come from the wire, interviews and analysts announcements.
- Read the corporate announcement first.
- Contact the company with questions.
- Then contact analysts, money managers and others.

Slide 18

Writing

- The lead must contain the earnings for the quarter.
- Seriously, the lead must contain the earnings for the quarter.
- Someday, someone will write a brilliant earnings story that doesn't have the earnings in the lead.
- If you figure that method out, let me know.

Slide 19

Writing

- Fall back on the High Five when putting this together.
- The earnings are the news.
- Past performance is the context.
- Scope comes from the magnitude of gain or loss. It also can come from the rest of the industry.

Slide 20

Writing

- The impact, which is normally a quote, should contain details on why the results matter.
- The edge should indicate what is coming next:
 - Earnings from competitors;
 - When a dividend will be paid;
 - Upcoming significant events (layoff, plant sale, construction).

Slide 21

Finishing

- Come back and look at your story.
- Then follow these three steps:
 - Check every number.
 - Check every number.
 - Check every number.

Business Reporting

Nile Cruiser Scenario

The Rumor

A source called this morning with a rumor about two of the tourist ships serving the Nile between Aswan and Luxor. The source said two ships, M.V. Cataracts and M.V. Luxor Belgique, collided while making the tourist trip downriver earlier this week. Although neither boat sank, at least one of them developed a petroleum leak. This leak, or leaks, caused thousands of gallons of diesel to spill into the river.

The source did not witness the spill but heard about it from some relatives in Luxor. They said there were fish dead in the river.

Although the source has no first-hand information, you know and trust the source. You believe there is a story here and your job is to report it.

The Response

As a business reporter at Misr BizNews.Com assigned to cover the tourism industry, how would you report this story?

Working with a partner, take 10-15 minutes and prepare a list of people you would want to talk to about this rumor. Be prepared to explain why each source might provide useful information.

As you prepare your list, keep in mind how many boats work the Nile, environmental enforcement along the river, and how reporting this might be received by your publisher, your readers and the people you know on your beat.

Writing The Story

How would you put this story together? What would be the news? What are the areas that cause you the most concern?

Finally

After we discuss your sources, try to write a lead to go with this story. You and your partner will need to write separate leads. Take no more than 10 minutes to come up with the lead. Each of you should be prepared to read your leads aloud to the class for your class members' consideration.

Journalism

BUSINESS REPORTING

November-December 2005

Misr International University

ABOUT THE COURSE: This class is designed to provide students with the basics of covering businesses and understanding business. Instruction will cover financial terms, reading financial statements, covering bankruptcies, understanding the regulatory environment, communication in a crisis and trends in employment. The course will use scenarios and real-world examples to explain the rigors of covering business and the methods used by businesses to project and protect their names in the community.

REQUIRED MATERIALS: The most recent edition of the Associated Press Stylebook and Briefing on Media Law, the Barron's guide to financial terms and an inquisitive mind are all essentials.

TEACHING STYLE: This course is a combination of lectures, oral and written class participation, lab work and practical application. One of my objectives is to provide you with a mixture of theory and practice in every class, especially through class discussion based on informed points of view.

We all learn from one another. It is important to me for you to engage in discussion and to express your opinions about the topics we are covering. Your action will be critical from the first meeting forward. To facilitate this process, you will be called upon in class to contribute to discussions.

INSTRUCTOR: Shaun Schafer is a veteran reporter and editor. He joined the journalism school faculty at Oklahoma State University in January 2004. Previously he spent eight years as a reporter at the Tulsa World, including four years as a business reporter. He has also worked as a business reporter in San Francisco, Calif.; Kansas City, Mo.; Fort Smith, Ark.; Brisbane, Australia; and Sydney, Australia.

He will post his contact information as soon as it is available.

PROFESSIONALISM: The Misr International University is a professional school, and you must learn to work and act like a professional journalist, including meeting all deadlines and stressing accuracy. When working in the field, be sure to dress appropriately for the job you are doing.

ACADEMIC HONESTY: Academic honesty also is fundamental to the activities and principles of any university. All the work you do in this course must be your own. In journalism, plagiarism is using someone else's material and claiming it as your own, handing in someone else's work as your own, using faked quotes, not giving appropriate attribution or citation of a source where information has been obtained, or any other form of misrepresenting your work.

If your instructor suspects plagiarism or other forms of academic dishonesty, he will follow the procedures and policies governing student behavior.

EXCUSED ABSENCES: Occasionally, crises do arise, causing you to miss class. The guidelines for handling these crises are:

- 1) **Personal Illness** verified by an authentic doctor's or health service note or filled prescription. First, you must contact me prior to class to inform me of your illness.
- 2) Proper and personal notification of a **family death or serious family emergency**
- 3) **Official notice** that you are involved in a university-sanctioned trip or activity prior to the trip or activity.
- 4) **Inclement weather.** Primarily, this refers to snow and ice. Common sense is the guiding force here. You cannot simply miss a class meeting because it is cold or rainy. However, you should not put yourself at risk getting to class in hazardous conditions.

If you have one of the excused absences outlined above, you must present the appropriate documentation stapled to the deadline assignment at the start of the first class period following the absence (except for prior-approval trips).

Failure to do so will result in a missed deadline and you will receive no credit for work that fails to meet the deadline.

Please note that excuses and deadline work submitted in other forms will not be accepted. This includes items slipped under my door, left in a mailbox, handed to another faculty member or any creative way one might devise.

GRADING: Grades will be based on quizzes, assignments, the final exam, class participation and homework.

Grading will be on the standard 10-point scale with 90 percent and above earning an A. At least 70 percent is needed to receive a passing grade of C.

STORY ASSIGNMENTS: There will be three key deadlines during the course. These dates are not movable and will not be changed. Students will have assignments due at the start of class on each of these days.

Nov. 29: Taking Stock

Dec. 6: Earnings Report

Dec. 15: Business Profile

CLASS SCHEDULE

Week 1

Nov. 20: Syllabus distribution; Introduction to business reporting; News gathering and News Values; the High Five

Nov. 22: Ethics I&II; The challenge; The Reporter's Toolbox assignment; Taking Stock assignment; Lecture: Really Working With Words; Handout

Nov. 24: Q&A session on handouts; Public vs. private companies; Lecture: Earnings; Lecture: Documents

Week 2

Nov. 27: Lecture: Business Terms; Bring Barron's guide to class; Lecture: Stocks vs. Bonds

Nov. 29: *Taking Stock due*; Lecture: Do the math; Basic math for business reporting; Do the math II; Working with numbers exercise.

Dec. 1: Lecture: The regulatory environment; OSHA, EPA, Labor; Business Profile assignment; Lecture: Crisis communication.

Week 3

Dec. 4: Lecture: Step-by-step writing the Earnings Report; Lecture: Taxes; Taxes exercise;

Dec. 6: *Earnings Report due*; Lecture: Writing a Business Profile; Mechanics; Story handouts; Lecture: Finding a company to profile.

Dec. 8: Lecture: The non-profit world; Lecture: Selling the story;

Week 4

Dec. 11: Breaking news and business I – Crime; Breaking news and business II – White-collar crime.

Dec. 13: Bankruptcy I&II; Employment and unemployment numbers.

Dec. 15: Finding a business reporting job; First Day on the Job; *Business Profile due*

Final

Dec. 18: Final Exam; two-hours.

BEAT LIST

Here are some possible beats that we have identified. Please mark them in your order of preference, with one being most desirable. Each student will have the opportunity to pick a beat of his or her choice. However, if more than two people select the same beat, then the third person will be given his or her second or third choice.

Stock Market

Construction

Telecommunications

Health Care

Real Estate

Manufacturing: Textiles

Retail

Agriculture: Food import/export

Education: Public/private

Tourism

Oil/Energy

Technology

Business Fairs

Aviation/Airports

Heavy Manufacturing

Light Manufacturing

Banking and Personal Finance

Automobiles: Sales or Service/Repair

Others?

Backgrounding Exercise

Assigned: **Week 1**

Due: **Week 3, start of 6 December class.**

As a reporter, you must understand the important issues and know the key people, or players, on your beat. You cannot ask insightful questions or recognize when a source has said something newsworthy if you do not have a working knowledge of your beat. Sources will quickly spot unprepared reporters and either manipulate them or refuse to take them seriously. In either case, the reporters will be ineffective and the public interest will not be served.

The first step in beat reporting is backgrounding. Before writing your first story, you must do your homework and learn the background of your beat. Past news coverage, from newspapers and broadcast as well at the Web will be useful. Brochures or other information about the industry you are covering will be helpful. Find out what is new or upcoming, which could be the topic for your news story, which is due after this assignment.

After you have done your archive work and have read some basic information about the beat, you MUST INTERVIEW ONE of the key players on your beat. During the interview, discuss the current status of the beat, its recent history, and where it is headed.

For this assignment, write a well-organized and well-written 3- to 4-page, double-spaced story in basic news style that discusses the key issues, history and key players on your beat in the past two years. Use correct grammar, punctuation, spelling, and **Associated Press style**, and **attribute all opinions**. Use direct quotes and paraphrases. Do not simply turn in a chronological account of the events on your beat. Look for a theme that ties the information together, such as growth or change.

Use the backgrounder checklist below to ensure your backgrounder is complete. If you have any questions, contact either instructor.

Backgrounder Checklist

Your backgrounder will be worth **100 points**, and you **MUST** include the following:

- [] A discussion of the key issues on your beat during the past **TWO YEARS**. Your discussion should include the history of the issues, why they are important, an assessment of the current situation, and what is upcoming.
- [] Identification of the key players **in the story** and a discussion of their importance.
- [] Proper use of news writing style.
- [] Source clearly identified in the copy.

Your backgrounder must be a minimum of three COMPLETE pages and a maximum of four pages. Put your name on the back of the last page.

Telecommunication's Background

Today's most important requirement is providing a full integrated society with the necessary, functioning and effective tools of communication. With continuous growth of this field taken into consideration, different aspects fall into shape to create a new challenge to the government, and now, many corporations as well.

The Ministry of communication and information technology (MCIT) was established in 1999 with a firm goal to encourage technological development. The ministry is continuously trying to establish a digitally connected society. Projects and initiatives have been taking place over the past few years to help incorporate technology in every day life.

Since 2002, numerous other parties have tried to invest efforts to help bring such vision to reality. Banks such as the National Bank of Egypt and companies like Telecom Egypt has made it possible for users to purchase and use technology in an easier more convenient way for both the consumer and the producer. Furthermore, the MCIT has provided a hotline for customer service that is active around the clock, for increased consumer satisfaction.

The initiative program "A PC for Every Home" was the first step in realizing the goal to provide every home in Egypt with a computer, in the next seven years, distributing over six million computers. According to Prime Minister Ahmed Nazeef, more than 350 local computer manufacturing companies participated in the project. Attempting to bridge the digital gap, since November 2003, the plan has been put into action.

By the end of 2002 it was decided by the MCIT that a third mobile company would be established, however, the decision was quickly postponed for lack of appropriate conditions. It was once again reconsidered in year 2004 when statistics showed that economic growth has increased 4.8percent, and speculators said the mobile market is expanding with a 25percent annual increase; investors were encouraged to set up the third generation mobile company (3G). With this third company, specialists expect that government revenues will increase and more competition will be allowed, hence improving the quality and decreasing the price. In 1996, only two companies were established, and have taken the lead role in the market since.

Shortly after that, Egypt's broadband initiative was to follow, aiming at providing users with a continuous connection to the internet, at a much faster speed. Prices have halved, after an initiative carried out by President Hosni Mubarak in Africa Telecom in May 2004. There are currently eight companies offering broadband services to the public in Egypt.

Another one of MCIT's successful establishments was launched in August 2005 which was the electronic phone directory that enabled service to consumers in more than 500 locations across Egypt, with instant answers to their queries and the sending and receiving of short messages. The investment cost LE 46 million.

Following up on the plan to introduce the third mobile company, MCIT's cabinet reached the decision to issue 20 percent stake in Telecom Egypt on the stock market in Cairo, Alexandria and the London stock exchange in the form of Global Depository Receipts, by the end of year 2005. Due to the successful execution of some of these

technological advances, according to TOTEL PTY LTD, "Egypt has the largest internet market in Africa, with more than four million users by early 2005".

Another major player in the world of telecommunications in Egypt is the National Telecommunication Regulatory Authority (NTRA), the authoritative body that regulates the telecommunication sector, ensuring transparency, protecting consumer rights, and improving services provided.

According to the Chairman of NTRA, Mr. Tarek Kamel, the function of this organization is to catalyze economic growth and development, encouraging national and international investment, much needed in the sector. The telecom act #10/2003 granted NTRA full autonomy and authority to be the supervisory and independent regulator for the over all enhancement of the sector, five years after its establishment in 1998.

As for privatization in the sector of telecommunications, it is a rather far fetched concept, although it was on former Prime Minister Mr. Atef Ebid's initiative of privatization. According to Mr. Seif Allah Mahmoud, sales manager in TE Data, Telecom Egypt is state owned, and a major monetary source for the government, it will be difficult to cut such a source off. Further more, they can not risk the deployment that might follow with privatization, especially that TE offers over than 55,000 jobs and climbing.

Profile Guidelines

Assigned: **Week 2**

Due: **Week 4, Dec. 13**

The business feature is one of the mainstays of business coverage the world over. Editor expectations vary by location. Some publications and broadcasters produce business features that are little more than advertisements. Others make an effort to remember that business reporting is, in fact, reporting. We're going to follow that second model.

The business profile you will write is designed for a Cairene audience. You are writing with the goal of publication in a local newspaper. Your finished work will be submitted in hard copy in the class and by e-mail to Shaun Schafer at sschaf@okstate.edu. Your story is due by 5 p.m. on 13 December, 2005.

You may choose any business to profile. It does not have to be from your beat, but it must be a business that readers in Cairo would be interested in reading about. In reporting the story, you will have to talk to one of the company's decision makers. You will also need to interview one customer and one of the following: a competitor, an industry expert, industry analyst or a supplier for the business. Your finished story will have at least three sources.

Your story must be in the following form:

- A **minimum** of **two** double-spaced **FULL** pages in 12 point Times or Times New Roman type and no more than three pages.
- Contain at least **three people sources quoted in the story. The names, titles and phone numbers of those sources must be attached on a separate sheet of paper. Thirty points** will be deducted in you do not include the list of sources.
- **No anonymous sources are allowed. Thirty points** will be deducted for each anonymous source or conflict of interest.
- You are required to turn in **one paper copy to your instructor**. You will also be required to e-mail an electronic copy to Shaun Schafer at sschaf@okstate.edu.

- Put your name, your phone number and the date on the back of the **last page**, the back of your sources sheet of your story.

Grading Expectations

Your story will first be assigned a grade based on your reporting and writing. Below are the general guidelines for determining that content grade:

- **A** = Excellent work. It meets the standards of publication.
- **B** = Good work but it has several minor problems.
- **C** = Satisfactory, but more reporting and editing are needed to remedy many minor problems or one major one.
- **D** = Serious problems with reporting and writing. Several major problems.
- **F** = Failure to do the assignment properly.

After your reporting and writing grade has been determined, the following points **also** will be deducted from your score:

Fact error	30 points
Misspelled name	15 points
Misspelled proper noun	15 points
Missing first or last name	15 points
Other misspellings	5 points
Grammar error	3 points
Word usage error	2 points
Punctuation error	2 points
AP Style error	2 points

- **No High Five labels – 10 points**
- **No list of sources or a conflict of interest with a source – 30 points each**
- **Fewer than the required sources – 10 points**

Class Schedule for Cairo University

Undergraduates (three meetings, three hours each)

Wednesday, 8-11 a.m.

Class 1: Nov. 30

Introduction to guest lecturer; News Values, Story Structures; and Working With Words

Class 2: Dec. 7

Business terms; Challenges of covering a business beat; Earnings reports; and an exercise using the Nile cruiser scenario

Class 3: Dec. 14

Covering breaking news; Math and journalism; Bankruptcy and business regulations; and a quiz to finish

Graduates (four meetings, two hours each)

Saturday, 7-9 p.m.

Class 1: Nov. 26

Introduction to guest lecturer; News Values, Story Structures; and handing out assignment

Class 2: Dec. 3

Business terminology; Working with words; Scholarly work related to business and economics

Class 3: Dec. 10

Math for journalists; Regulatory environment; Breaking news and discussion related to business journalism

Class 4: Dec. 17

Finding jobs in journalism; What to expect on the job; Writing resumes and cover letters. Assignment due.

Class Schedule

Misr International University

Thursday, Nov. 24

Introduction; Really Working With Words presentation; News values. Organize beats and assign Backgrounder.

Tuesday, Nov. 29

Writing styles; The High Five; Feature writing styles. The Nile Cruiser scenario and exercise. Discuss the Backgrounder. Assign the News Story and the Business Profile.

Thursday, Dec. 1

Public Companies/Private Companies; Business terms to know. Discuss the News Story and the Business Profile. Collect earlier midterm assignment given by Nihal.

Tuesday, Dec. 6

Journalists and Math; The business regulatory environment. Do the math assignment. Collect Backgrounders.

Thursday, Dec. 8

Writing about Earnings; Writing the Business Profile. Return and discuss the Backgrounder. Return and discuss the Nihal assignment.

Tuesday, Dec. 13

Non-profits, NGOs; Bankruptcy; Documents and reporting. Collect the Business Profiles.

Thursday, Dec. 15

Selling the Story; Finding Work in Journalism; Writing cover letters and resumes; First Day on the job.

Final news stories are due on Dec. 20. The hard copy will go to Nihal and the soft (electronic) copy will go to Shaun Schafer. Evaluation from both will produce the final grade.

Graduate Student Assignment

As journalists, you have a unique opportunity to observe the world. As graduate students in journalism, you have the chance to take those observations and work to effect change. This assignments allows you to work on both while also developing your scholarly abilities.

For this assignment, you must pick a topic from one of the items listed below. Next you will research the background on that item. Then you will analyze reporting on that item. Finally, you will write a paper incorporating what you observed, what scholarly works say on the topic and the coverage the topic has received.

Topic areas are:

1. How privatization could benefit Egyptians. Analysis will be based on an industry of the student's choosing. Finished work must cite at least two scholarly works on privatization. It also must include analysis of a minimum of four stories on privatization found in Egyptian media in the past year. Compare and contrast scholarly content to news reporting.

2. What are the barriers to business reform in Egypt? Analysis must include citations from at least two scholarly works on business reform. It also must include analysis of a minimum of four stories on business reform found in Egyptian media in the past year. Compare and contrast scholarly content to news reporting.

3. What would help make entrepreneurship grow in Egypt? Analysis must include citations from at least four scholarly works on entrepreneurship and a minimum of two news stories in Egyptian media in the past two years.

4. How economic/business coverage in a newspaper compares with that paper's political philosophy. Analysis will include at least 10 editions of a newspaper chosen by the student. Analysis will also provide at least three examples of news coverage to illustrate the paper's normal political leaning.

For this assignment, write a well-organized and well-written 3- to 4-page, double-spaced report. Use correct grammar, punctuation, spelling, and **style**, and **attribute all opinions**. Use direct quotes and paraphrases. Do not simply turn in a chronological account of the events.

Use the checklist below to ensure your work is complete.

Assignment Checklist

[] A discussion of the key issues in your topic area. Your discussion should include the history of the issues, why they are important, and how they are being covered.

[] Identification of the necessary scholarly works and a discussion of their importance as related to your topic.

[] Attached reference list of sources used in preparing the report.

[] Sources clearly identified in the copy.

[] Include your name on the back of the source list page.

VITA

Shaun Theodore Schafer

Candidate for the Degree of

Master of Science

Thesis: TEACHING WESTERN BUSINESS JOURNALISM
IN A DEVELOPING NATION

Major Field: Educational Leadership Studies

Biographical: Born, Oklahoma City, Oklahoma, Nov. 11, 1967. Currently residing in
Thornton, Colorado.

Personal Data: Single; one son, Griffin F. Schafer

Education: University of Oklahoma, Bachelor of Arts in Journalism and Mass
Communication, Degree with special distinction, 1990

Experience: Currently an adjunct journalism professor at Metropolitan State
College of Denver. Spent three years as a visiting assistant professor of
journalism at Oklahoma State University. Former reporter for The
Associated Press, Tulsa World, Southwest Times Record (Fort Smith,
Arkansas), San Francisco Business Times, Kansas City Business
Journal, Business Queensland (Brisbane, Australia), and Business
Sydney (Sydney, Australia). Former editor at Tulsa World, Southwest
Times Record, and The Daily Southtown (Chicago, Illinois).

Professional Memberships: Investigative Reporters and Editors, Society of
Environmental Journalists, Society of Professional Journalists

Name: Shaun Theodore Schafer

Date of Degree: July, 2007

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: TEACHING WESTERN BUSINESS JOURNALISM
IN A DEVELOPING NATION

Pages in Study: 97

Candidate for the Degree of Master of Science

Major Field: Educational Leadership Studies

Scope and Method of Study: This case study, based on the experiences of teaching business reporting in Egypt, grew from the experiences of the instructor/author while teaching at Cairo University and Misr International University in Egypt. The study looks at the challenges in terms of culture, technology and language.

Findings and Conclusions: Teaching overseas in the Middle East/North Africa region presented an opportunity for the instructor to grow as an instructor and to share information in a new context, while being intensely exposed to a different culture. It came with challenges in local languages, customs, and expectations. Distance from home and the nature of being “foreign” added new facets to the instructor’s life and to the presentation of materials in classrooms. This case study details the challenges of teaching Western-style business journalism in the region. The experience provided a road map for instructors traveling to the region and suggestions for future studies. Ultimately, the experience suggested that instructors making repeated trips to one region would enjoy more success than multiple instructors making a single trip to a location.

ADVISER’S APPROVAL: A. Kenneth Stern
