

by Elaina Loveland

## Media Attention

**E**LEVEN YEARS AGO, I taught a media writing class at a community college. One of the assignments I gave my students was to find an article about an international topic and bring it into class to discuss how it could be relevant to their own lives. Most of my students told me that they had never thought that much about international news before the assignment, and afterward, most said they would pay more attention to international issues because they now realized many international issues have a domestic impact.

The good news is that from my perspective, since I taught this class, the world has changed.

Not only do I see international news more prominent in U.S. media outlets, but international education in particular is making headlines. In recent years, international education has become more prominent in mainstream media than it was a decade ago. The *Chronicle of Higher Education* now has a World Wise blog covering international higher education issues. The *New York Times* has much more regular coverage of international education issues than in the past and even has an International Education Navigator on their website with “a list of resources from around the web about international education” selected by researchers and editors of the *New York Times*. Headlines like “Two Cheers for Shanghai Students” and “U.S. students lag in international education ranking” appear with regularity in media outlets like the *Wall Street Journal* and MSNBC.

The field of journalism, like higher education, is internationalizing. The cover story of this issue, the first article in a new occasional feature series on internationalizing academic disciplines, “Storytelling—International Style,” by Susan Ladika investigates how universities are globalizing their journalism curricula. Many of today’s journalism programs have an international focus or take students abroad to learn how media works in other countries and to practice on-the-ground international reporting like professor Rachele Kanigel, who also wrote about this experience in “Helping Students Step Outside Their Comfort Zone” in this issue. Other professors focus on peace journalism to help future journalists report in areas of conflict. And some programs have partnerships with foreign universities so journalism students from both institutions can work together. Today’s students in these programs are the journalists of the future—those who will shape the stories we tell each other about the world—and international education is playing its part to ensure that the stories that will be told will be ones that reflect the values that international educators hold dear: building understanding and respect among different peoples and fostering peace and an opportunity for education for all worldwide. **IE**

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