

Media Ethics

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Background:

- This topic has been used in 2006 and 2012 for teacher's training in this subject
- Results of public examination reflect that students have a rather satisfactory grasp of the topic
- However, students' understanding of media ethics was biased toward the angle of individual media worker/stakeholder, and rather weak in the organisational/institutional level.
- This topic focuses on investigating how students may be taught to apply theories of ethics on another level, for example expansion/transferral from individual to organisational, local to international, and from handling only unilateral questions to bilateral/multi-lateral questions.
- This teaching material focuses on building knowledge and concepts through inquiry-based learning. However, teachers should adjust the content and teaching steps according to abilities and needs of students to achieve optimal learning effectiveness.

1. Normative ethics and media ethics

Media ethics: A topic of media studies that applies the theory of normative ethics

Media: for various media tools, for example film, television, broadcast, printed materials (books, magazines, newspapers), and since the popularization of computers net media, computer networks and social networks have all become network media. Those using the above tools of communication (readers/netizens/audience), media workers, organisations, relevant monitoring sections in the government and ordinances belong within the scope of discussion of this topic.

1.1 Theory of Conduct

How do we determine the morality of certain actions?

1.1.1 Utilitarianism

- Determine whether the actions of a certain media are ethical by judging whether it brings greatest happiness to the greatest number of people.
- Not considering the motivation and means of media/reporters but only the impact of such actions on the society. Actions that maximize happiness of the community are considered ethical;
- Establish right or wrong by analysing whether the goal is achieved or the benefits and drawbacks or the **good and evil** nature of the results.

1.1.2 Deontology

- Emphasizing on the social responsibilities of media in the same way that an individual is held responsible for the community
- Determine good and evil, ethical and unethical through establishing the **right or wrong** of the action of the media **per se**
 - Determine using rational thinking
 - Unconditional responsibility
 - Uphold integrity
 - Across-the-board fairness

Based on to the two behavioural theories above, determined whether the following case is ethical:

Note: The key is not in the personal stance but the logic between rationale and stance and whether one can grasp and distinguish between the reasons of judgement when applying “utilitarianism” and “deontology”.

Cases	Utilitarianism	Deontology
1. A certain radio station has organized a poll for “the female artist I want to rape most”	Ethical/Unethical, reasons:	Ethical/Unethical, reasons:
2. <i>Guardian</i> newspaper of the UK destroys the global monitoring documents obtained from the National Security Agency of the US without authorization (released by Edward Snowden)	Ethical/Unethical, reasons:	Ethical/Unethical, reasons:
3. Early during the inauguration of the new Hong Kong Central Government Complex the press area was severely limited, and the security would maintain order or even remove reporters stepping outside the area when necessary	Ethical/Unethical, reasons:	Ethical/Unethical, reasons:
4. BBC Television of the UK uses public money to product programmes criticizing the government.	Ethical/Unethical, reasons:	Ethical/Unethical, reasons:

★Metric table:

Overall speaking, the student

Item	Performance (5 best , 1 worst)				
can understand the logic connecting different stances	5	4	3	2	1
can distinguish between “utilitarianism”	5	4	3	2	1

and “deontology”					
can grasp “utilitarianism” and “deontology”	5	4	3	2	1

1.2 Theory of Virtue

What are the qualities an ideal person should possess?

What characters or codes of practice should be possessed by an ideal media worker or a media worker we respect or would look up to?

Upright (do not fear the powerful or truckle to the rich); non-biased; protect the source; honest; do not seek personal profit thru work; do not seek personal gain with one's position; professional; knowledgeable; astute in analysis; grounded in reason...

1.3 Theory of Value

What is worth our pursuit and preservation?

“Good” is defined as wellbeing, health, life, freedom, love, righteousness, peace, democracy, rule of law, stability, prosperity, happiness, friendship, food etc. They are neither ethical nor unethical but they can serve as a measure of ethical behaviour.

- Values related to media professionalism include: right to know, freedom of information, privacy, timeliness, accuracy, objectivity, non-biased, diversity of opinion,
- Values less valued by the media profession: entertainment, excitement, sensory stimulus, commodification, profit.

According to the theory of virtues, distinguish what virtues/values are involved (embody/possibly weaken or strengthen) in the following cases?

Case	What kind of virtues media workers or organizations are involved in/violated?	Involved in/violated what kind of values (personal or collective pursuits)?
5. A certain radio station has organized a poll for “the female artist I want to rape most”	embody/possibly weaken or strengthen	embody/possibly weaken or strengthen
6. <i>Guardian</i> newspaper of the UK destroys the global monitoring documents obtained from the National Security Agency of the US without authorization (released by Edward Snowden)	embody/possibly weaken or strengthen	embody/possibly weaken or strengthen
7. Early during the inauguration of the new Hong Kong Central Government Complex the press area was severely limited, and the security would maintain	embody/possibly weaken or strengthen	embody/possibly weaken or strengthen

order or even remove reporters stepping outside the area when necessary		
8. BBC Television of the UK uses public money to product programmes criticizing the government.	embody/possibly weaken or strengthen	embody/possibly weaken or strengthen

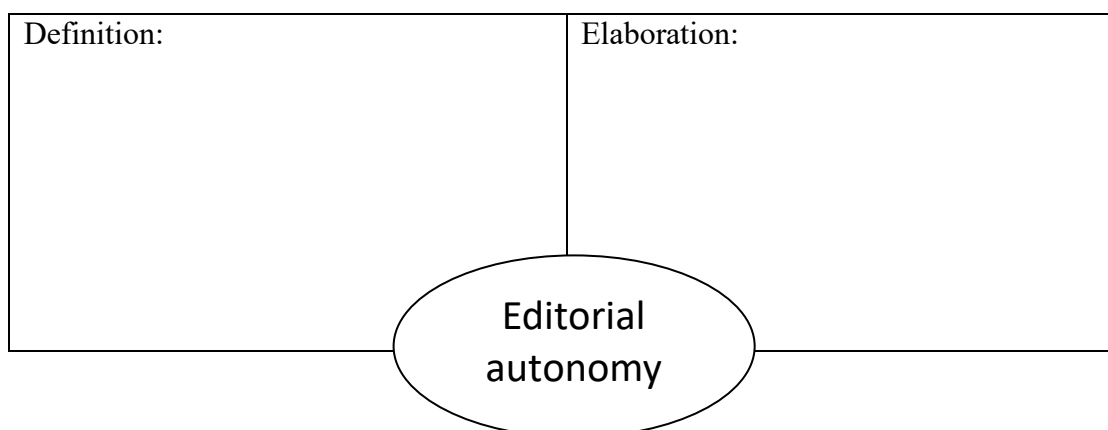
★Metric table:

Overall speaking, the student

Item	Performance (5 best , 1 worst)				
Can identify values/virtues in the case	5	4	3	2	1
Can point out the relationship between the case and values/virtues	5	4	3	2	1
Can distinguish between “values” and “virtues”	5	4	3	2	1

Suggested take-home assignment

Four-fold table concept word practice: “Editorial autonomy” (see Section 8)



Example:	Non-example:
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2 The major values and principles of media ethics

The following are the major values covered by media ethics. Fill in real-life examples according to your knowledge:

Fill in the table first according to your own memory, then refer to the attached slide to complete the answer.

	Values	Professional conduct	What is the current situation of Hong Kong (adequate/insufficient/too much) ?	Illustrative event/ Phenomenon (Personal dimension)	Illustrative event/ Phenomenon (Organisational dimension)	How does media worker interact/ contend with organisations?	Where does the loyalties of media workers and organisations lie respectively?
Freedom	✓	✓		Reporters assaulted	Limits on reporting		
Independence	✓	✓			Corporate ownership of media outlets		
Fairness Impartiality	✓	✓			Criticizing for Criticizing's sake/ Singing praises one-sidedly		
Honesty	✓	✓					
Truth Accuracy	✓	✓					

	Values	Professional conduct	What is the current situation of Hong Kong (adequate/insufficient/too much) ?	Illustrative event/ Phenomenon (Personal dimension)	Illustrative event/ Phenomenon (Organisational dimension)	How does media worker interact/ contend with organisations?	Where does the loyalties of media workers and organisations lie respectively?
Timeliness	✓		Top tier				Owner/ reader
Respect privacy/Avoid doing harm	✓	✓					
Public interest/ Justice	✓	✓					
Social responsibility		✓					
Protect source of information		✓	Good, most journalists follow the code of ethics	During the Watergate incident, the reporter and editor completed the most influential reporting in history without publicizing the source of information			Reader/ Information provider

Suggested take-home assignment

Four-fold table concept word practice: “Public Interest” (see Section 8)

Definition	Explanation
Example:	Non-examples

Public Interest

After commenting on one another's captions, class may use the same table to evaluate some headlines in local newspapers:

報章	標題
明報	滬港通 旺滬不旺港
蘋果	滬港通首日 南下買港股僅用 17%配額
東方	港股通開炒即濃
大公報	滬港通北上熱南下冷

Consolidation exercise-----Photo 2:

**Background information**

Society is divided about whether the ancient well J2 at the future To Kwa Wan Station of the Shatin-Central MTR line should be preserved at its original site. Michael Tien, chairperson of the LegCo Panel on Transport, said on a radio programme this morning that the foundations of the ancient well dated back to Song Dynasty but the well itself carried signs of 20th century engineering, such that it was a “monstrosity” blending old and new; LegCo Councillor Chan Yuen-han of the Hong Kong Federation of Trade Unions disagreed saying that the well is “no ordinary relic”. Michael Tien said that if perseveration of well J2 at its original site would require an additional cost of \$1.3 billion and 4 months in work delays; removal, however, would cost only \$10 million without affecting the schedule of the tunnelling works. He found the latter more preferable. However, Chan Yuen-han disagree that well J2 is a monstrosity and that she had visited the site with an expert who had said the well is well-preserved and no ordinary relic. She also said that she had held discussions with MTR staff and they had said that “skipping” this station require only a route change and should not be a huge issue. She urged the government to tackle the issue.

The headline I created:

--	--	--	--	--	--	--	--	--	--	--

Principles for evaluating the caption	Achieved	Failed to achieve
1. Clarity of expression		
2. Objective and impartial		
3. Accurate		
4. Respect for others		
5. Not overly entertaining		

Suggested take-home assignment

Four-fold table concept word practice: “Stereotyping” (see Section 8)

Definition:	Elaboration:
Example:	Non-example:

Stereotyping

3 Articles/organisations/entities related to media ethics

Take the right route – look for suitable articles/organisations/entities by referring to F (page 25 add-on knowledge information), and give explanations.

Case	Is the case on the left related to the column on the right?	Articles/ organisations/ entities
Example: it's difficult to terminate a service contract with Cable TV	For difficulties in terminating a service contract with Cable TV, one can go to F or Others, e.g. Cable TV and the Consumer Council. The case does not fall within the scope of E.	
1. Editor-in-chief of a newspaper was critically injured in a knife attack in the downtown area		A. Personal Data (Privacy) Ordinance
2. Reporters were hindered by the police during reportage work		B. Code of Ethics of Journalists
3. Newspapers supporting a particular political camp had advertisements retracted by clients		C. Reporters sans frontières
4. An increasing number of media conglomerates do business in different sectors		D. Broadcasting Ordinance
5. Low-wages for entry-grade reporters		E. Panel on Information Technology and Broadcasting
6. Mr. Chan published a commentary about Mr. Lee in XX newspaper. Mr. Lee demanded information from XX newspaper: the personal information of Mr. Lee as specified in the email sent by Mr. Chan to XX newspaper.		F. Communications Authority (CA)
7. A certain billionaire in the city acquired a licensed TV station, a		G. Hong Kong Journalists Association

newspaper and a licensed radio station.		(HKJA)
8. Polarization of newspaper commentaries		H. Others

Suggested take-home assignment

Four-fold table concept word practice: “Self-censorship”, “The Fourth Estate”, “Privacy Rights” (see Section 8)

Definition:	Elaboration:
<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> Self-censorship </div>	
Example:	Non-examples

Definition:	Elaboration:
<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> The Fourth Estate </div>	
Example:	Non-example:

Definition:	Elaboration:
<div>Privacy rights</div>	
Example:	Non-example:

4 Judgement-----from data to reasoning (Source: Publication of a local journalist body and relevant news)

Some believes that freedom of the press in Hong Kong is on the decline, yet others believe the media of Hong Kong enjoys a high degree of freedom.

Is the following information related to **freedom of the press**? If so, explain how it is related and if it proves freedom of the press is on the decline, or if freedom of the press is being abused.

If you believe the information has nothing to do with freedom of the press, please provide evidence and convince those you believe are related.

Example: According to Source I, some believe that Kevin Lau was attacked because of his work in the media. If this is true, his attack in broad daylight will serve to silence journalists into fearing for their own safety, and further affect the direction and attitude they take in news reportage, for example leading to self-censorship and refraining from pursuing news related to the rich and powerful. This, in turn, harms the freedom of the press.

Source I

Former Chief Editor Stabbed In Broad Daylight

The Hong Kong community and media industry were shocked by the brutal chopper attack on the former chief editor of *Ming Pao*, Kevin Lau, on 26 February, 2014. Mr Lau suffered six chop wounds to his back and legs as he got out of his car near a restaurant in Sai Wan Ho on Hong Kong Island. He is still recovering from his injuries. (From local journalist body)

Source II

Newspapers which publish “negative” reports know the dangers very well. Most are willing to pay a heavy price in order to uphold press freedom. For example, advertisements from the prominent Hong Kong developer, Henderson Land, disappeared from *Ming Pao Daily News* for around 18 months from late 2009 because it published a series of investigative reports on the questionable methods used to sell flats at 39 Conduit Road—a luxury development on Hong Kong Island. It lost advertisements worth several million dollars during that period. (From local journalist body)

Source III

Results of a 2012 survey conducted by the Public Opinion Programme of the University of Hong Kong indicated that 49% of the public believed the news media of Hong Kong conduct self-censorship; while 64% believed that the news media had no reservations criticizing the HKSAR Government. (news)

Source IV

What is certain is that the whole saga is a blow for media diversity. It will deprive the industry of much needed competition, which will in turn lead to lower quality and less programme choice at a time when the industry desperately needs innovative ideas. The level playing field for business may also be compromised. (From local journalist body)

Source V

ATV attracted the ire of the Communications Authority over intervention by its major investor, Wong Ching (a mainland tycoon known as Wang Zheng in Putonghua), in the daily operations of the station. In August 2013, the authority fined the broadcaster HK\$1 million for breaching the “no-control undertaking” Mr Wong made in 2010 as a licensing condition because he “has unduly interfered with the day-to-day management and operations of ATV, and in so doing exercised de facto control of ATV.” Mr Wong was neither a shareholder nor a director of the station. The fine was the maximum allowed under the broadcasting law. (From local journalist body)

Source VI

Results of a 2014 survey Centre for Communication and Public Opinion Survey of CUHK indicated that public evaluation of media credibility saw a significant drop compared to 3 years ago. A greater number of media organisations saw a drop in credibility than those that saw a rise in credibility. (news)

Source VII

In fact, even among the Western democracies, there is no agreement about the fine points of press freedom. Professor Robert L. STEVENSON, an acknowledged expert in the field, has defined “freedom of the press” which is common to market-based systems (i.e. Western democracies) as follows: Freedom of the press is the right to speak, broadcast, or publish without prior restraint by or permission of the government, but with limited legal accountability after publication for violations of law. It may also encompass legal guarantees of (i) reasonable access to information about government, business, and people; (ii) a right of reply or correction; (iii) a limited right of access to the media; and (iv) some special protections for journalists. (The Provisional Legislative Council Secretariat: Measuring Press Freedom)

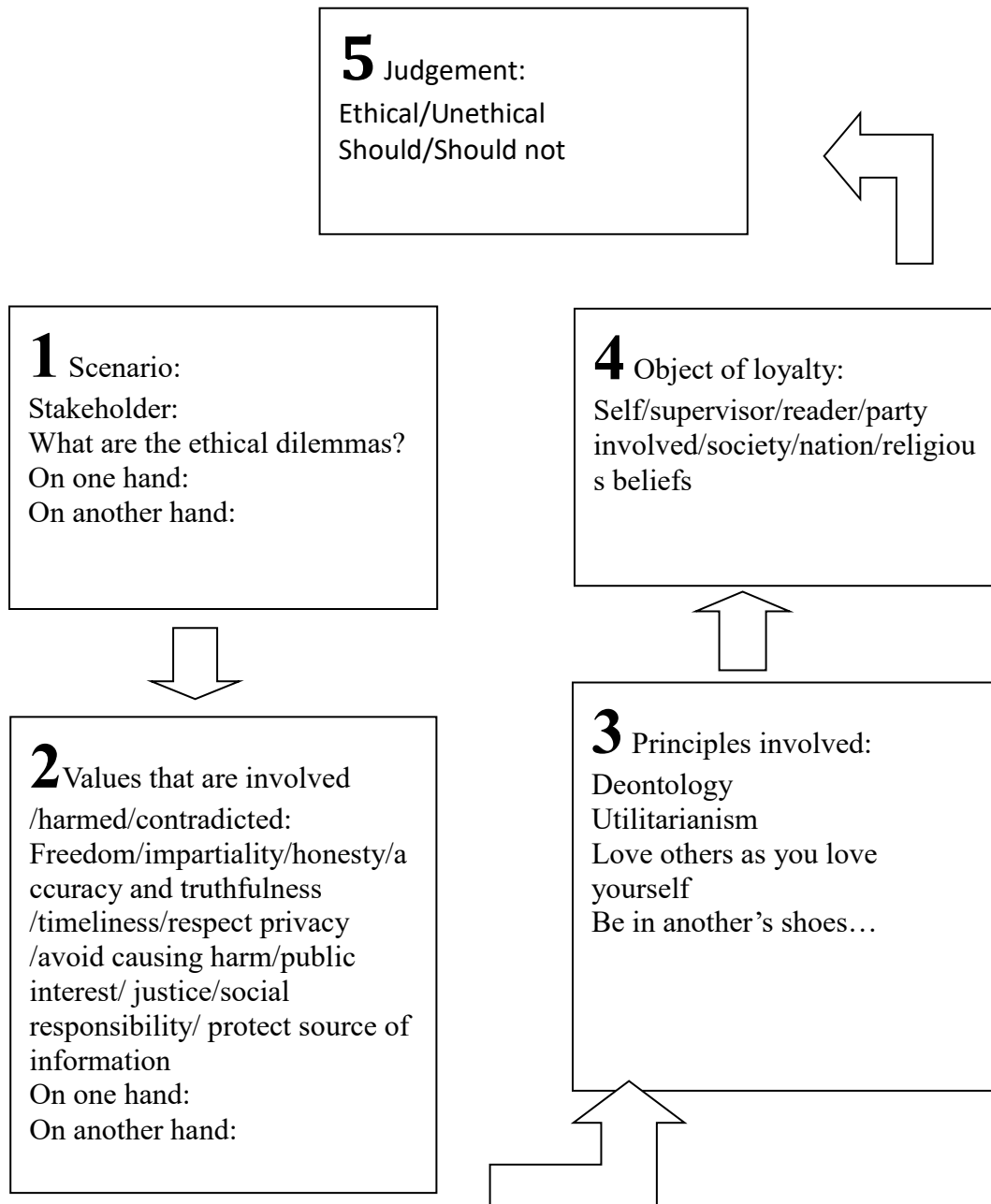
Suggested take-home assignment

Four-fold table concept word practice: “Right to know”, “Freedom of the Press ranking” (see Section 8)

Definition:	Elaboration:
<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 50px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> Right to know </div>	
Examples	Non-example:

Definition:	Elaboration:
<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 50px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> Freedom of the Press ranking </div>	
Example:	Non-example:

5 Five steps to building an argument: Collect news about media ethics: What media values do such news involve? Is the persons/organizations/behaviour ethical? Present the news you collected to your classmates by following these steps:



Adapted from Clifford G. Christians, *Media Ethics: Cases and Moral Reasoning*. Boston: Pearson, 2005. Page 7.

1

Scenario:

2

On one hand:

On another hand:

3

Principle(s) involved:

4

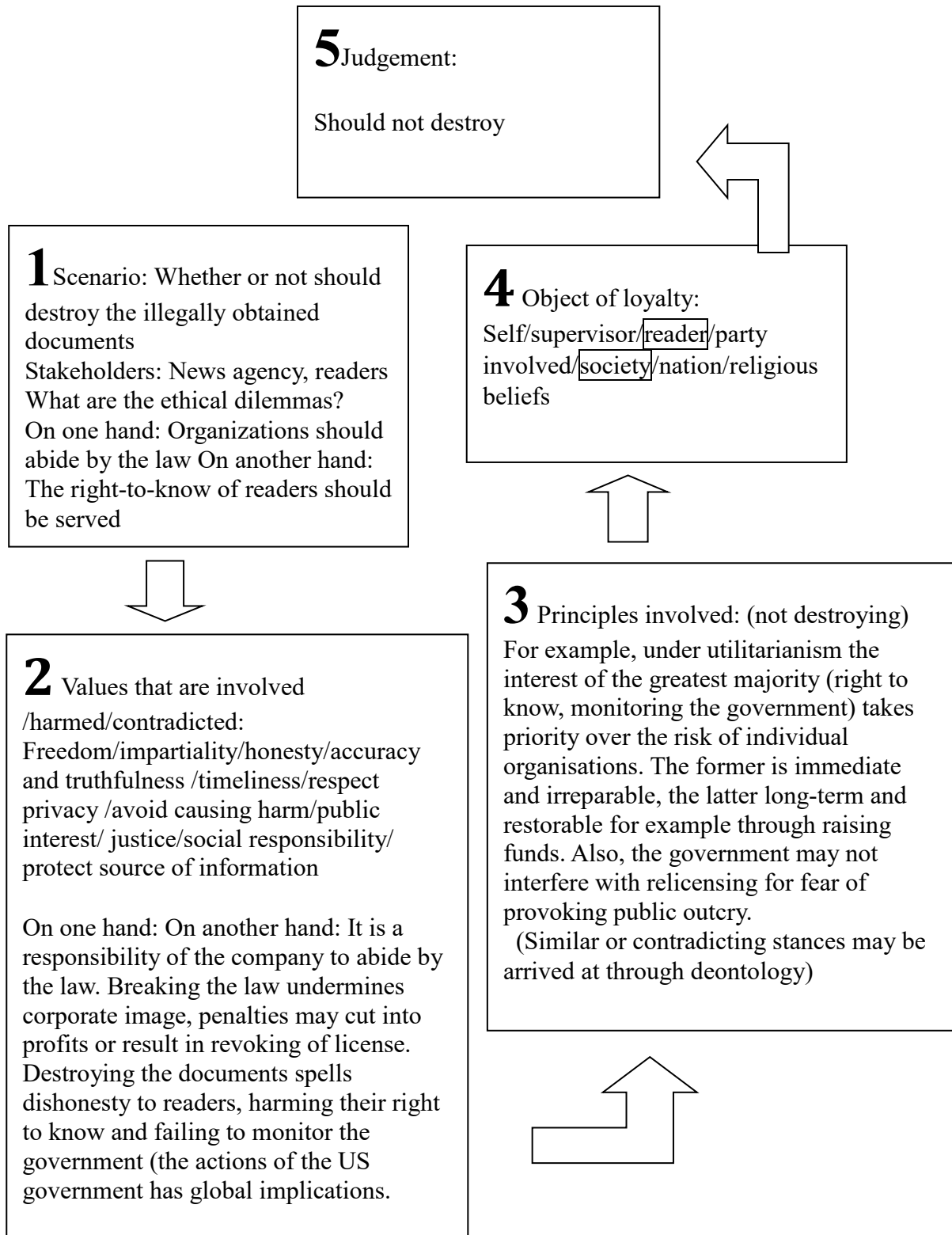
Object(s) of loyalty:

5

Judgement:

Example (Completing these steps equals completing one argument):

News: Should *Guardian* newspaper of the UK destroy the global monitoring documents that were obtained from the National Security Agency of the US without authorization (released by Edward Snowden)? Question 6, 2014 DSE



5.1 The following are news that have been collected about media ethics. What (media) values do they involve? After matching the news with their respective values, present to your classmates following the format in **Section 5 (page 20)**. The same news often involve more than one value – students should determine whether the person/organisation/action in the case is ethical, and address the conflicts between values by pointing out with reasoning/principles which values take precedence.

1. In 2011, 180 thousand people signed a joint petition asking Facebook to remove the “rape jokes” Facebook page (which had 190 thousand followers). Question 6, 2012 DSE
2. Should *Guardian* newspaper of the UK destroy the global monitoring documents that were obtained from the National Security Agency of the US without authorization (released by Edward Snowden)? Question 6, 2014 DSE
3. The Independent Commission Against Corruption (ICAC) joined forces with the police and raided *Apple Daily News* at 2/F of Next Media Building for a batch of documents and computers with hard drives. They also asked six reporters including four women and two men to come with them to the ICAC Headquarters to assist with the investigation.

This ICAC operation was understood to be targeted at a case of bribery of police officers by reporters in exchange for information

Oriental Daily 1999/11/30

4. Early during the inauguration of the new Hong Kong Central Government Complex limits were imposed on the press area for security reasons. The security staff would also interfere with coverage and even manhandle reporters or block their cameras.

2012 Mock exam paper of a certain school

5. The low wages of media industry caused many competent media workers to switch fields, which in turn affects the professional standards of news reportage. Media organisations have not addressed the issue, which makes it unethical.

The following table: reasons for media workers looking to switch fields (respondents limited to those who have checked job ads or applied for new jobs)

5.2 Extended learning

In 5.1 you found some pieces of local news/news of certain media organisations involving media ethics. Try to collect news from overseas or news about the macro-effects of the system, point out their similarities or differences, and make preliminary elaborations such similarities/differences.

Overseas news:

Differences with local news:

Similarities with local news:

Learning outcomes/ Points of assessment	Self-assessment	Peer Assessment	Teacher Assessment
Scenario: Grasp the point of debate in the case	High Medium Low	High Medium Low	High Medium Low
Values: Accurate point out relevant values	High Medium Low	High Medium Low	High Medium Low
Principles: Accurately point out underlying ethical principles	High Medium Low	High Medium Low	High Medium Low
Loyalty: Identify object of loyalty of the action	High Medium Low	High Medium Low	High Medium Low
Judgement: No contradiction in the overall stance	High Medium Low	High Medium Low	High Medium Low
Open attitude: Acknowledge the views of the other party	High Medium Low	High Medium Low	High Medium Low
Comments:			
Signed:			
Comments:			
Signed:			

5.3 Learning to reflect

Topic: _____ Date: _____

Key points of learning:

1 _____

2 _____

3 _____

The area of class performance that I am **most satisfied** with is: _____

The area I need to **improve upon**/clarify: _____

The **concrete steps** should involve:

The **tools/resources** available to me: _____

The **time** I plan to allocate on the task: _____ hours

Date: _____ Year _____ Month _____ Date _____ to _____ Year _____ Month _____ Date _____

How do I know that I have grasped/overcome the challenge:

After today's class, I have the following **questions**:

6 Practical Section

6.1 Class should take two minutes to read the following two answers to a DSE question. What level do you think the two students have scored? (Note: does not mean that this section will be scored accordingly in DSE)

Can you point out in what aspects have the two students performed well and what areas can be improved upon?

Apply the following **Learning Outcomes and Assessment Requirements** to conclude the features of good answers. (knowledge / grasp and application of concepts/organisation and delivery)

Learning Outcomes	Assessment Requirements
<p>Upon completion of the curriculum, students are expected to :</p> <ul style="list-style-type: none"> (a) Acquire basic understanding about theories of ethics; (b) Apply various theories of ethics to make judgements and analyse personal and social ethical issues; deal with ethics-related issues with an open, consistent and encompassing attitude; (c) Able to identify scenarios that require prioritization of values or virtues; (d) Understand the complexity of ethical choices; (e) Have the ability to think critically to discuss various issues of ethics for example: cloning, prostitution, euthanasia, and to make reasonable and responsible ethical choices; 	<p>Unit 1: normative ethics</p> <p>Upon completion of the curriculum, students should be able to:</p> <ol style="list-style-type: none"> 1. Learn about basic theories of ethics and analyse ethical issues in a diversified society; 2. Distinguish between different ethical theories and evaluate them critically; 3. Apply different ethical principles and methods of deduction to make judgements and clearly express personal stances; 4. When necessary, prioritize values contradicting values and virtues; 5. Maintain an open and encompassing attitude and respond to various ethical issues in life; 6. When discussing ethical problems, show rationality and consistent thinking. <p>Unit 2: Personal and social issues</p> <p>Upon completing this unit, students should:</p> <ol style="list-style-type: none"> 1. Learn about the complexity of ethical choices; 2. Learn about the relationship between ethical issues and values (for example agency and responsibility), and apply it to solve personal and social problems; 3. Identify the ethical problems

	<p>involved in personal and social issues;</p> <ol style="list-style-type: none"> 4. Apply different theories to analyse ethical problems; 5. Understand the ethical stances of different religions and persons; 6. Rationally discuss ethical issues, and make ethical choices in a reasonable and responsible manner.
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Question:

“PRISM” is a global surveillance programme overseen by the National Security Agency (NSA) of the United States. The programme was unveiled by an employee of an outsource company contracted by the NSA, and has drawn widespread criticism for its human rights violations.

Snowden provided a reporter of the UK newspaper *The Guardian* extensive unpublished documents about the “PRISM” programme. The UK government was reported to have requested the destruction of such documents because they were obtained illegally. One *Guardian* editor, however, pointed out that they would be failing their duties as journalists if they were to destroy the documents.

Should *The Guardian* destroy these documents? Support your answers by providing an argument from the angle of media ethics.

Answer I:

The UK government requested the destruction of unpublished documents about “PRISM” because they were obtained illegally. I believe *The Guardian* should not do so. The reasons are as follows:

From the perspective of media ethics, the public has the right to know. Once the documents are destroyed the public are withheld from the truth. The broad scope of the “PRISM” programme affects not only one nation but all nations. The public has the right to know what affects them.

Also, journalists have a duty to reveal the truth to the public. Destroying the documents would mean deception of the public. The public has little knowledge of the truth and it can only do so through the media.

From the perspective of utilitarianism, the destruction of the documents does not bring happiness to the majority – the global public and the reporters – but only to the US and UK government. Utilitarianism dictates an action should result happiness in the majority, but not whether the action itself is ethical.

Furthermore, media ethics dictates that reporters should not engage in self-censorship.

Answer II:

From the angle of media ethics the media has the duty to reveal truths without being threatened by power or authorities. Moreover, the public has the right to know the truth. Therefore, *The Guardian* should not destroy the documents.

First, journalists should follow their code of ethics. Journalists have the duty to unveil truths and monitor organisations of power including the government. In this case, the “PRISM” is a global surveillance programme overseen by an organization of power of the US. The actions of the government are inaccessible by the public, thus the truth is hidden. If *The Guardian* destroys the documents journalists cannot exercise their duty to reveal the truth. The government will not be subject to monitoring by the media. Impartiality, truth, justice and fairness are three major elements of the code of ethics of journalists, and the duty of the journalist is to convey truth to the public. If *The Guardian* destroys the documents the truth will be forever hidden. Therefore to exercise their duty and abide by the code of ethics, they should not destroy the documents.

Secondly, freedom of expression should be safeguarded. Media reportage should not be hindered by organisations of power otherwise the principle of freedom of expression will be violated. In this instance, the UK government requested the destruction of unpublished documents about “PRISM” because they were obtained illegally. However, according to the principle of freedom of expression the media has the right to freedom of expression and to reportage in different ways, and these rights should not be threatened by organisations of power. If *The Guardian* concedes to the request of the UK government, destroys the documents and withholds truth, it is exercising self-censorship and depriving itself of its rights of freedom of expression. To safeguard freedom of expression *The Guardian* should not destroy the documents.

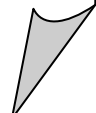
Thirdly, the public has the right to know. The public has a right to learn about what is happening around them. The “PRISM” is a global surveillance programme held by the US and affects the privacy of global citizens. The public should have the right to know if they were “under surveillance or if their privacy is infringed upon”. Thus they need to information of the document to learn about the truth.

If *The Guardian* destroys the documents all truth will be hidden. The government will be able to work in a black box and truth will be withheld from the public. To protect the public’s right to know, the documents should not be destroyed.

However, some may say that the freedom of expression should be limited and *The Guardian* should destroy the documents. According to the European Court of Human Rights when national security is at stake the freedom of expression should be limited. The documents may carry confidential information about the US nation, and once revealed may undermine national security. Therefore *The Guardian* should destroy the documents.

I have reservations about such a line of argument. “PRISM” is a secret programme that collects information about the world’s citizens. Their privacy is violated by an organisation of power of the US. This is at odds with public interest and human rights. The public has the duty to refuse destroying the documents to protect public interests. Protection of public interest is also a duty of the media, and the privacy and human rights of the people should be respected to safeguard the interest of the public.

In conclusion, from the angle of media ethics the documents should not be destroyed.



Answer assessment metric:

Refer to the learning outcomes and assessment requirements given in Section 6.1, what items do you think should be included in the assessment metric?

Item	Performance(5 best, 1 worst)				
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

The following assessment metric may help students understand the learning outcomes and assessment requirements:

Item	Performance(5 Best, 1 worst)				
Points:					
Number of points	5	4	3	2	1
Suitable length of exposition	5	4	3	2	1
Argument:					
Consistent stance and clear logic	5	4	3	2	1
Accurate understanding of related concepts/theories	5	4	3	2	1
Organisation	5	4	3	2	1
Expression	5	4	3	2	1
Coherence	5	4	3	2	1
Originality	5	4	3	2	1

7 Add-on knowledge

Six Data Protection Principles under the Personal Data (Privacy) Ordinance:

Principle 1: Personal data shall be collected for a purpose directly related to a function and activity of the data user; lawful and fair collection of adequate data; data subjects shall be informed of the purpose for which the data are collected and to be used.

Principle 2: All practicable steps shall be taken to ensure the accuracy of personal data; data shall be deleted upon fulfilment of the purpose for which the data are used.

Principle 3: Unless the data subject has given prior consent, personal data shall only be used for the purpose for which they were originally collected or a directly related purpose

Principle 4: All practicable steps shall be taken to ensure that personal data are protected against unauthorized and accidental access, processing or erasure.

Principle 5: Formulates and provides policies and practices in relation to personal data.

Principle 6: Individuals have rights of access to and correction of their personal data. Data users should comply with data access or data correction request within the time limit, unless reasons for rejection prescribed in the Ordinance are applicable.

Terms of Reference of the Panel on Information Technology and Broadcasting:

1. To monitor and examine Government policies and issues of public concern relating to information technology, telecommunications, broadcasting, film services and creative industry.
2. To provide a forum for the exchange and dissemination of views on the above policy matters.
3. To receive briefings and to formulate views on any major legislative or financial proposals in respect of the above policy areas prior to their formal introduction to the Council or Finance Committee.
4. To monitor and examine, to the extent it considers necessary, the above policy matters referred to it by a member of the Panel or by the House Committee.
5. To make reports to the Council or to the House Committee as required by the Rules of Procedure.

Code of Ethics of Journalists:

Code of Ethics

1. Journalists should handle news information with an attitude of seeking truth, fairness, objectivity, impartiality and comprehensiveness. Journalists should strive to ensure accuracy of their reports. They should not mislead the public by quoting out of context, distorting facts or twisting original meaning.
2. Whenever there are inaccuracies, misleading facts or figures, or distortion of original meaning, media organisations should provide persons or organisations affected with the earliest opportunity to rebut. Correction should be made promptly.
3. Journalists should not pander to prurience, indecency and sensationalism when reporting news, especially when it involving violence, sex-related crime or suicide.
4. Journalists should respect the reputation and privacy of individuals. Taking into account public interest, journalists should report on the private lives of individuals - who have not given their consent for doing so - only in ways that would not exacerbate unnecessary additional damages to the individuals.
 - 4.1 Privacy of children should be handle especially with great care. Media organisations should have full grounds when reporting the contents about private lives of children. Journalist should not disclose the privacy of children purely because of the social or political status of the minors' family or guardians;
 - 4.2 Journalists should have full grounds reporting the behaviour and personal data of public figures;
 - 4.3 The behaviour and personal data of public figures that are pertinent to the exercise of their public office are not considered as privacy.
5. Journalists should avoid conflict of interest. Under no circumstance should they be influenced by political, economic and other interests related to themselves, their families and their employers.
 - 5.1 Journalists should not seek monetary or other advantages form information that they have obtained in the course of discharging their duties; nor should they pass the information to others so that they might obtained an advantage;
 - 5.2 Journalists should not distort facts to appease advertisers or any other persons;
 - 5.3 Journalists should not write or comment on business dealings, organization

and its activities in which they have a stake. Journalists should declare interest should they be assigned to report and comment on matters in which they have an interest;

- 5.4 Journalists should not be influenced by external pressure or economics benefit in their reports and commentaries.
6. Journalists should not practise censorship based on non-journalist's considerations.
7. Journalists should obtain information, photographs and illustrations through proper means.
8. Journalists should avoid reporting news which will lead to discriminate on grounds of age, race, colour, creed, disability, marital status, illegitimacy, gender or sexual orientation.
9. Journalists should protect their source of information.
 - 9.1 To avoid misleading the public, journalists should strive not to use the information provided by anonymous sources;
 - 9.2 Journalists should handle with great caution information provided by people who are not willing to publicise their identity.
- 10 Under specific circumstances related to public interest, journalists may go beyond the terms laid down under the Code. Public interest should include:
 - 10.1 Exposing any unlawful activity, abuse of power, neglect of duty, or other misconduct by an individual or organisation;
 - 10.2 Preventing the public from being misled by statement or action of individuals or organisations;
 - 10.3 Preventing a serious threat to public order, security of Hong Kong, public health and safety.

Reporters sans frontières:

Reporters sans frontières is an international non-profit, non-governmental organization that promotes and defends freedom of information and freedom of the press.

Communications Authority (CA):

The **Communications Authority (CA)** is a statutory organization is formed on 1 April 2012 by combining the functions and responsibilities of the former Broadcasting Authority and the Telecommunications Authority.

The new Communications Authority will continue to implement the current *Telecommunications Ordinance* and *Broadcasting Ordinance*, and maintain existing regulating and licensing arrangements.

The **Office of Communications Authority (OFCA)** is an executive organisation under the **Communications Authority**.

Broadcasting Ordinance:

An Ordinance to license companies to provide broadcasting services, to regulate the provision of broadcasting services by licensees, and to provide for matters incidental thereto or connected therewith.

8 Concept Consolidation Exercise – helping students understand topic related concepts

Editorial freedom, self-censorship, freedom of the press ranking, stereotyping, the fourth estate, privacy rights, right to know, public interest

Divide into groups/according to labour and provide definitions, examples, elaboration/explanation for the above concepts within 100 words. Non-example: not necessary a counter-example but may be an exception – a similar scenario but with some differences.

Definition:	Elaboration:
Example:	Non-example:

Concept metric:

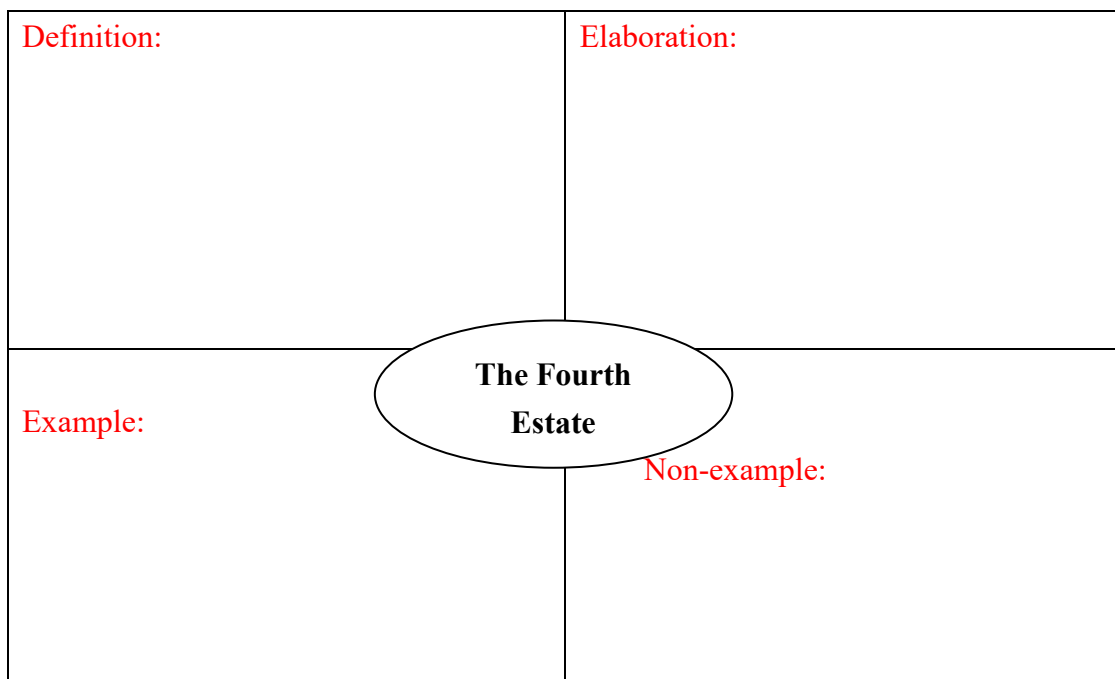
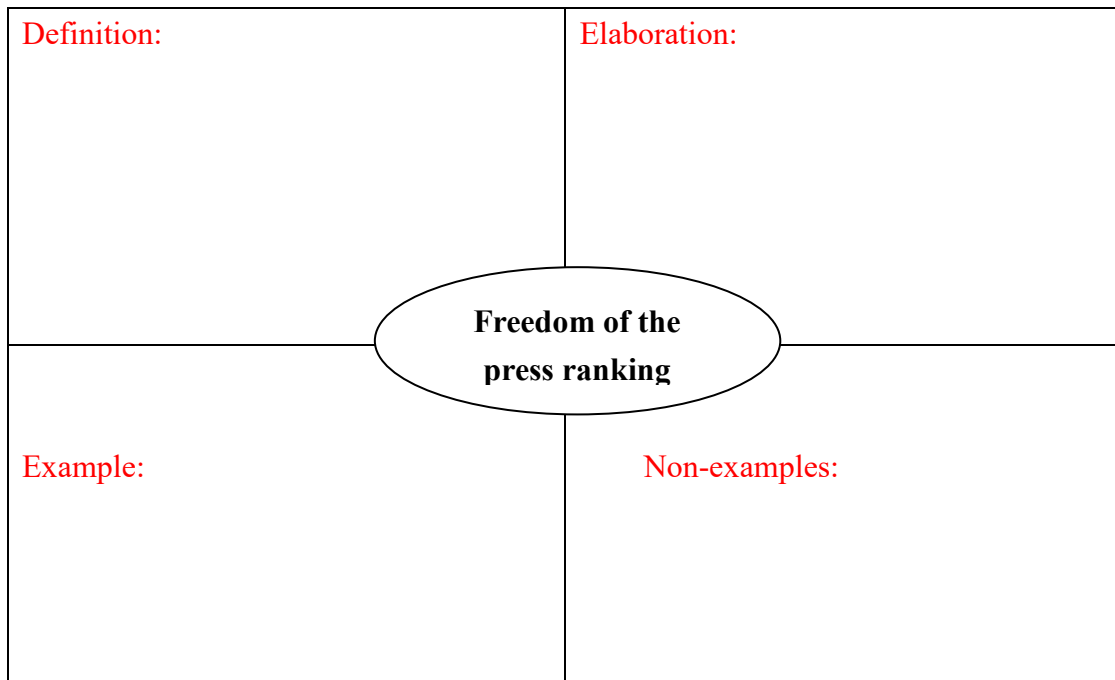
Items	Performance (5 best, 1 worst)				
Clear and concise definition	5	4	3	2	1
Elaboration of reasonable length and to the point	5	4	3	2	1
Examples are representative and include foreign examples when necessary	5	4	3	2	1
Non-examples are appropriate and help to correct grasp the concept while minimizing misunderstanding	5	4	3	2	1

Definition:	Elaboration:
Example:	Non-example:

Editorial freedom

Definition:	Elaboration:
Example:	Non-examples:

Self-censorship



Another understanding of the Fourth Estate is that the Fourth Estate is the fourth ranking outside of the three basic rankings (nobles, monks, commoners) of feudal Europe (*Encyclopedia Americana*). This saying is of little help in understanding the functions of media and is thus omitted.

Definition:	Elaboration:
Example:	Non-example:

Public interest

Definition:	Elaboration:
Example:	Non-example:

Right to know

Definition:	Elaboration:
<div style="text-align: center;">Privacy rights</div>	
Example:	Non-examples:

Definition:	Elaboration:
<div style="text-align: center;">Stereotyping</div>	
Example:	Non-examples:

9 References

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3. Christians, Clifford G. *Media Ethics: Cases and Moral Reasoning*. Pearson 2005.
4. Crook, Tim. *Comparative Media Law and Ethics*. Routledge 2010.
5. Stiggins, Rick. *Classroom Assessment for Student Learning – Do it Right, Using it Well*. Pearson. 2011.