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6(a). Shifting Goals of Journalism Education

*Meeting summary report by rapporteurs Inger Munk, Danish School of Media and Journalism, Denmark, and UllaStina Ewenfeldt, University of Gothenburg, Sweden; syndicate expert/background report author Nico Drok, Windesheim University of Applied Science, The Netherlands; chairs Anna McKane, EJTA and City University, London, UK, and Ian Richards, JEAA and University of South Australia; and team members.**

The group focused its discussion on the importance of teaching social media and entrepreneurship and rethinking journalism courses to keep them updated and to secure jobs for graduates.

1. Teaching social media

The group agreed students should be taught, by social media savvy teachers, how to use a wide variety of social media for journalistic purposes, including Vine, Twitter, Tumbler, You Tube and Facebook. And social media training should be added to standard journalism courses. For example, in a broadcast TV course, smart phones should be used along with external microphones. And in a regular journalism course, Twitter could be used while covering sporting events and Facebook groups could be used to extend conversations beyond the classroom.

2. Teaching entrepreneurship

The group agreed that students need to learn transferable skills, such as how businesses work, even though they may not create their own businesses. Such teaching could help them become more open to entrepreneurship and commercialization in order to improve their understanding of shifting journalism realities and how to make a future living. Participants also agreed that students should create, when possible, their own projects and feature their work in online portfolios. In addition, ethical considerations should be taught.

Examples of how some universities in different countries work to achieve entrepreneurship goals follow:

*In Demark: Entrepreneurship training starts early, followed by a specialized course during the students' final year, which helps students learn how to create their own jobs.

*At Fontys University of Applied Sciences, the Netherlands: Starting with the first year of journalism training, entrepreneurship skills are integrated in classes, which include how to generate business ideas and pitch them to industry. Next, students are taught how to start a company.

*At Coventry University, UK: Students learn how to create hyperlocal websites their third year of classes, which provide them with positive digital footprints.

*In Turkey: Although the business side of the media is integrated in the curricula, students can also shape their own business-related education by choosing from courses taught campus-wide. Students also practice website publishing and management and write business plans to maintain their enterprises.

3. Rethinking journalism courses to keep them updated and to secure jobs for graduates

The group agreed that professors must understand new, changing skills needed for cutting-edge journalism before they can adequately teach them. Both academic and practical understanding and teaching is needed, and the challenge to teach new skills quickly must be overcome. To help achieve such goals, teachers should work with others inside and outside of the academy and to find ways to become more experimental and flexible within the curriculum to get needed quick changes implemented.

It suggested that meaningful, sustainable journalism courses should be taught, and those not doing so should be challenged for the good of the field and the continued viability of journalism education. And critical thinking skills should be used to rethink elements of courses before new innovations are introduced and facilitated from the idea stage to finished product. Also, resulting best practices should be shared with colleagues worldwide.

Recommendations

The group's discussion resulted in the five following recommendations for colleagues worldwide:

1. Teach students entrepreneurship, including project management skills and the ability to identify and handle change.
2. Encourage students to think creatively and innovatively.
3. Teach strategic and craft competencies in a world in which journalists are rapidly changing from gatekeepers to sense-makers.
4. Support enhancing professional development for educators and engage students, trainers and additional educators in the process whenever possible.
5. Continue prioritizing ethical considerations, such as plagiarism, fact checking, verifying and critically analyzing sources. And be sensitive to local settings and cultures along the way.

**Additional Shifting Goals of Journalism Education participants included: Abdelmajid Fadil, Institut Supérieur de l'Information et de la communication, ISIC, Morocco; Monique Hamers-Regimbal, Fontys University of Applied Sciences, The Netherlands; Henrik W. Jørgensen, Danish School of Media and Journalism, Denmark; Raisa Koivusalo, Haaga-Helia University of Applied Sciences, Finland; Jeanne Nutter, Bloomfield College, USA; Lene Rimstad, University of Southern Denmark; Erkan Yüksel, Anadolu University, Turkey; Paul Masden, Coventry University, UK; Bertha Amakali, Polytechnic of Namibia; Gabriel Botma, Stellenbosch University, South Africa; Wallace Chuma, University of Cape Town, South Africa; Maria Guglietti, Mount Royal University, Canada; Zvenyika Mugari, Midlands State University, Zimbabwe; Greg Newton, Ohio University, USA; David Ostroff, University of Florida, USA; Par Landor Turku, Finland; Karsten Baago, University of Southern Denmark; Elizabeth Mweene Chanda, University of Zambia; Bevelyn Dube, University of Venda, South Africa; Tehwui Lambiv Gideon, University of Yaounde II-ASMAG, Cameroon; Elizaveta Golousova, Ural Federal University, Russian Federation; Susan Keith, Rutgers University, USA; Jessica McBride, University of Wisconsin-Milwaukee, USA; John Murphy, University of Hertfordshire, UK; Ibrahim Saleh, University of Cape Town, South Africa; Andre Schibli, Zurich University of Applied Sciences, Switzerland; Philipp Schneider, Walter Sisulu University, South Africa; Alexandra Stark, MAZ – The Swiss School of Journalism, Switzerland; Alan Stavitsky, University of Nevada, USA; Wayne Wanta, University of Florida, USA; Deborah Wenger, University of Mississippi, USA.*