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Identity and Integrity in Journalism Education

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Identity and Integrity in Journalism Education

Welcome to the proceedings of the 2016 World Journalism education Congress. The 4th WJEC was held at the Auckland University of Technology in Auckland, New Zealand, 14-16 July, 2016. With the support of journalism education organizations worldwide, the Congress has provided a discussion forum on common issues and interests and a foundation for supporting the continuing development of journalism and journalism education around the globe.

The congress theme "Identity and Integrity in Journalism Education" has offered a framework for the programme that offered a range of fascinating subjects for discussion on the 21st century ethical issues in journalism, Mobile/social/user generated media and journalism, Research trends in journalism, Journalism and informed citizenry, Journalism and journalism education in Asia, Journalism and journalism education in South Pacific, Making the professional connection work in journalism education and Journalism programmes offered by industry.

The World Journalism Education Council and the 4thWJEC Steering Committee are proud to present these *Proceedings of the 2016 WJEC.* The abstracts have been subject to double-blind peer review. We thank all the presenters and authors for sharing their research here and to all those who attended for making the congress such a memorable event.

World Journalism Education Council
4th WJEC Steering Committee

Disjointed regulation in a converged digital economy; The need for a review of Television broadcast policies in sub-Saharan Africa.

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As a result of the introduction of different technologies in recent years, the field of digital television studies has witnessed a "profound transformation" and necessitated a continuous review of the environment in which television broadcast is being practiced. Recent in this technological transformation is the shift from analogue to digital television known as the digital switchover (DSO) process. In conceptualizing the structure of global media governance, this study is confronted on how the policies and roles of different intergovernmental regulatory organizations, which are crucial and important, have shaped the global practices of television broadcast in sub-Saharan Africa? Most importantly, how have they aided or impeded the digital switchover process? In answering these questions, this study makes a review of the different models of governance and regulations across some selected television landscapes where the digital switchover process has been a success. Furthermore, this study presents an argument that these models of international media governance are unaffordable and will not work for the sub-Saharan Africa TV landscape if the DSO process will be a reality. Hence, a need for a critical review of the present models of the African media landscape with a need to also consider and propose what models of governance are best in the context of infrastructural and technological setbacks.Based on in-depth interviews with some 21 leading journalism educators from south Asian countries comprising - Bangladesh, India, Nepal, Pakistan and Sri Lanka - this article aimed to show that how the values and views of journalism educators in South Asia reflect their counterparts in the west. This study has uncovered that the future of journalism as an academic discipline, certainly looks bright for the region, facing a number of challenges – the need for indigenous theory, financial support for research, commitment to curricula development, emphasis on quality of teaching, and learning and research environments conducive to sustaining journalism as an academic discipline. It has also been found that journalism, mass media, or mass communication, and communication studies have had a complex, but poorly defined association ever since teaching of journalism was first initiated in early 40s during the last century. Finally, it has found that journalism educators from South Asia have sought a different approach – 'glocalization' – when they have an opportunity for designing the curriculum. In that way 'De-Westernization' does not indicate a rejection of Western (the notion from North Europe and the English speaking scholarship) theories and paradigms rather, it is a critical revision and improvement through openness for flexible integration of peripheral paradigms. It advocates that localizing (and 'glocalizing') the course contents are essential for both practical and moral reasons. Practically, without the local contents the curriculum would be unworthy to local realities as well as inapplicable in the local context as this society represents old civilization with a known history of thousands of years and having a distinct cultural identity of its own. It is the inheritor of culturally rich civilization rooted from 'Vedic' period that is basing on social mobilization. This reality must not be forgotten when designing and developing the curricula.

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Journalism Education in Nigeria: Human Resources, Problems and Challenges for the 21ST Century

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This is a descriptive and historical discourse on the sociological and philosophical foundations of journalism education in Nigeria.Using historiography as the methodology, the authors trace the metamorphosis of Journalism education in Nigeria, Africa's most populous nation and the largest black population on earth from its beginning in 1859 till date.It is on record Media researchers have noted with regret that virtually none of the African Universities, Colleges, Polytechnics, Monotechnics, and similar institutions offered any kind of formal Journalism training until the late 1950s (Akinfeleye, 1987). Although evidences abound that some form of non-formal journalism training existed before the 1950, but a well structured and formalised journalism training was completely absent until after the independence of most of the African nations from their colonial rulers (Britain, France, Germany and Portugal).Journalism Education suffered seriously in its development in Africa, not only because of low literacy rate, or lack of interest or vision, but because of the perception of most of the colonial administrators who had at the tertiary level, very little or no formal journalism education and training at their home bases.Early trends of Journalism education, and training influence of the British on J-Education, types of J-Education, characteristics of each type of J-education, Philosophy of J-Education, Infrastructures, critical issues, media policies and the urgent need to Africanise Journalism education in Nigeria are brought to focus.Who should train those going into journalism? What kind of journalism training is desirable in the 21st century? To what extent should J-education support democracy? These and other issues and relevance of Freedom of Information law which came into effect in Nigeria on May 28, 2011, and its enforcement are discussed to support the conclusion of James W. Carey (2001) who says that "Journalism is another name for democracy or, better, you cannot have journalism without democracy and without journalism you cannot have sustainable democracy''.The need to design curricular of relevance by inclusion of multi-media, online Journalism, blogging, pod casting, cell phone journalism, data journalism and many more are part of the conclusion and recommendations of this paper.The paper finally calls for a new re-orientation in J-education in Nigeria. The most critical recommendation for this study is the call for J-education in Nigeria to begin from the beginning i.e. "catching- them- young phenomenon'' through the teaching of journalism education like any other subject like history, geography, economic, chemistry and biology right from the secondary school.An early exposure to journalism education at the secondary school will certainly add value to journalism practice at a later day and will support the concept of making Nigerian journalists loyal members of the Fourth Estate of the realm and not as members of the Fourth Estate of the wreck.

Proliferation of Journalism Training Institutions in Nigeria and Their Impact on Professional Practice

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Journalism worldwide is now a more exciting and glamorous profession with its pleasures and hazards. It is on record that virtually none of the Nigerian Universities, Polytechnics, Monotechnics, or similar institutions offered any kind of formal journalism training until 1950, in spite of the fact that

Journalism practice began in Nigeria in 1859 when the first newspaper – "Iwe Iroyin", was established by an Anglican Missionary named Rev. Townsend. For a long time, journalism in Nigeria was regarded as an "unqualified profession", hence the delay in its formalization. Using the historical and comparative discussion as our methodology, this paper treats the subject-matter from three foundations. These are; from the historical foundation, (i.e. what journalism training was), the sociological foundation, (i.e. what it is now, and finally) from the philosophical foundation, (i.e. what journalism training should be and ought to be). The paper identified and treated the basic imperatives of journalism education and training; forms and types of education, accreditation of J-school and its impact on professional standards. In addition to the treatment of the evolution of journalism training in Nigeria, the paper submits that J-education in Nigeria had a late start. But despite the late start, journalism education has now come to stay with an unending proliferation of J-Institutions which continue to negatively affect the Journalistic integrity and professional standards. Within a space of 10 years, J-training institutions have jumped between 300 – 350%.The Influence of the British on-the-job-training format also affected the form, type and direction of J-education in Nigeria. The rate at which J-institutions are being established in Nigeria, without the concomitant pre-requisites of adequate laboratories, studios, staff, ICT material, relevant books, infrastructure, sufficient remuneration, large classes in skilled courses, lack of tutorial and media interns and/or industrial attachments are contributing negatively to Journalistic professional standard. The figure has jumped from two (2) J-Institutions in the 60s, to 55 in the 70s, and currently to 200 J-Institutions at different levels. Some are accredited, many are not accredited and some are even not accreditable both in the conceptual and structural frameworks. Today in Nigeria, J-Institutions are established almost every hour on the hour, and at the rate of establishing gas stations. Adequate quality assurance, professional ethics, integrity, even social responsibility concepts are harshly present in the training of journalists in Nigeria. With the exception of a few institutions that have been rated Centers of Excellence, and/or Reference by UNESCO, many J-institutions are underfunded and curricular of relevance are absent thus making the would-be-journalists ill-prepared for the profession. Over admission and carrying capacity, low staff-student ratio and mix are now common phenomena in most of our J-institutions. Is journalism as currently practiced in Nigeria a Profession? Is it a craft? Or is it an Occupation? Who and what should be the philosophy of J-training. What role should the media/ regulatory bodies play in the J-training, Does the would be Nigerian journalist adhere to the Code of the Profession? These are some of the basic issues treated in this work. The paper calls for a new sociology, a new philosophy and a new psychology of J-training in Nigeria and that the proliferation of J-institutions should and must be controlled so as not to continue to negatively affect the professional standards. It is not how many the J-schools are, but how well equipped, functional, and how they (the J-Students) are trained to respond to current professional challenges. How well the J-school are empowered to train more journalists of conscience should be the philosophy behind the establishing of J-Institutions. So therefore, owners of J-Schools in Nigeria are told to invest on Journalism for growth and NOT Journalism for gain.

Students' Reflections from a Media Literacy and Production Approach to UNAM Echo - an Online Training Publication

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The concept of media literacy is contested from its definition to approaches (Hobbs, 1998). It has moved from critical analysis and appreciation of literary works and effective communication to production of traditional and new media content (Brown, 1998; Zettl, 1998). The approaches have included targeting consumer activist groups, religious organizations, school districts, university degree programmes, individual teacher, regional government agencies, children, youths, adults, parents etc. through workshops, customized clinics, short-course training, weekend media literacy retreats, and summer intensive curricula intended to aid their understanding of the media and its operations (Brown, 1998).Brown (1998) notes that some of the media projects transmit information and principles, some are participatory leading to discovery and realizations, most deal with concepts and reflective reasoning while many involve learning "to emulate professional procedures and production practices to understand how media products are constructed and factors influencing them" (p. 46). The production perspective usually takes expressive – when students can exhibit their creativity, and vocational forms – which would foster the growth of the media and communication industry with students picking up valuable skills; but the criticism here is that instead of a critical perspective students, simply ape industry production (Hobbs, 1998). But other scholars argue that the effort involved in production such as greater mental processing aids comprehension and makes for greater pedagogical effectiveness (Banerjee & Greene, 2006; Jeung, Cho & Hwang 2012). Banerjee and Greene (2006) document the advantages of the production component of media literacy: Assists in developing a critical understanding of the media, equips students with production skills and abilities, and fosters self-esteem and expressiveness. Following the introduction of the training publication – UNAM Echo – in April 2015 at the University of Namibia, the present study sought to test these advantages of the production component of media literacy by asking students who were responsible for managing and marketing the newspaper what they gained from this effort. The study, therefore, privileges the media literacy and production approach which involves creating content. Our findings indicate that the students were full of praise for the opportunity to be part of the training publication which is an online-only monthly newspaper and pointed to skills and abilities in writing (features, news, opinion pieces etc.), photography, building online engagement and buzz, sub-editing, advertising, public relations and marketing, design, editing, ethics, interviewing, time management, teamwork etc. as valuable skills and abilities that they learnt. They were also able to develop a critical understanding of the media as evidenced in various suggestions on how to improve every stage of production, management and marketing of the newspaper. These also go to confirm the expressiveness component of the media literacy and production approach. It can be deduced that they also gained greater self-esteem as they expressed confidence in been able to function in the media and communication sector based on their experiences with the newspaper. The pedagogical implication of these findings is that the media literacy and production approach adds greater traction to journalism education and better prepares graduates to fit seamlessly into the world of media and communication work.

Future journalists in training beyond the formal courses: an in-house volunteer TV experience.

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Future journalists in training beyond the formal courses: an in-house volunteer TV experience.Traditionally, journalism students gain professional experience before graduation through internships and part-time jobs, but the delay in doing so or the lack of academic guidance could make this activities not be sufficient to adequately prepare them for the professional workplace. A different venue is that of in-house volunteer work on a faculty media outlet.Since 2012 our school is running a streaming TV channel that offers communications students an in-house media experience in the audiovisual

journalism area. This project found theoretical and experiential support in previous – and still ongoing – projects as a magazine and a radio station.This TV channel is also part of a learning by doing methodology focused on giving the students options to develop their rising careers before their first steps as professionals and with the possibility of going beyond the rigid structure of classes and courses.While the preparation in a formal academic context is mostly focused on the skills required for a journalist working in a newsroom – in fact, the students prepare and put on air a daily news show for a couple of months in this very TV channel –, there is a parallel system giving journalism students the option of investigate and deliver another kind of topics and stories, beyond daily news.This project became a semi-formal learning space that allows journalism students to work on different types of TV shows, developing thus another set of skills, also necessaries to work on TV stations outside. And it is presented as an option because the students that participate in this project are completely volunteers.Every semester near to 20 new students join this experience. The TV shows and new TV projects are supervised by a TV lecturer with media experience, and it is being designed for students to take different responsibilities depending on their level of advance on their undergraduate programs. It also encourages an internal career, asigning the students that have spent several semesters working, leadership positions in production, edition or direction areas.The context, although, is completely professional. The volunteer students are surrounded by a professional and technical team and they have access to fully equipped TV sets and direction rooms, and to different kits of cameras for field recording. They also should have to approach to professional standards in terms of general production.Considering that there is no more stimulus than the "flying hours" and the possibility of learning something different in area that results naturally interesting for them, the results in terms of commitment and appreciation of the experience are really valuable.At least a 60% of the students that joins for the first time remains for a second semester and there have been at least 10 students that worked for 4 semesters or more around the different TV projects. Currently, the average permanence of the students in this semi-formal space of learning is between a year and a year and a half.This semi-formal learning space is completing 4 years, with 3 of them producing seasons of different TV shows. Volunteer students have produced more than 50 episodes of these original TV shows, completing nearly 40 hours of contents. They are also experimenting since day one with online tools to enrich their audiovisual stories. Some of them even have had the opportunity to be part of bigger live broadcastings.According to their own words, this type of experiences has been priceless for their early professional development not only in television, but on journalism in general.

Journalism Curricula in the Arab World: A Comparison of Public or Private Universities

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Many sectors in the economies of Arab nations are developing at different rates, and education is no exception (Muysken & Nour, 2006). In addition to a documented mismatch between the skills provided by educational institutions and the market (Muysken & Nour, 2006), many universities practice cultural, religious and political pressures that exist in their societies (Creedon, Al-Khaja & Kruckeberg, 1995). For example, some classrooms are segregated by gender in institutions for higher education—even those where mass communications is taught (Creedon, Al-Khaja & Kruckeberg, 1995). However, these issues depend on several factors, such as the national culture and the university policies. Our study will examine the curricula and administration of public and private universities in several Arab nations: Kuwait, the United Arab Emirates, Qatar, Lebanon, Jordan and Egypt. The chosen universities from Kuwait are: Gulf University for Science & Technology (private) and Kuwait University (public). The chosen universities from the United Arab Emirates are the American University of Sharjah (private) and Zayed University (public). The chosen universities from Qatar are Northwestern University (private) and Qatar University (public). The chosen universities from Egypt are the American University in Cairo (private) and Cairo University (public). The chosen universities from Lebanon are the American University of Beirut (private) and the Lebanese University (public). The chosen universities from Jordan are the Middle East University (private) and the University of Jordan (public).Our paper will be guided by two theoretical areas. First, we will examine the role of globalization on the university's administration. We will look at the university as whole where we will be asking questions like, "To which extent are male and female students segregated?" and "Are classes taught in Arabic, English or French?" We will then take a closer look at the mass communication teaching structures within each university. For example, we will see if mass communication and journalism is a college in itself or a department of a different college. More importantly, we will analyze the curricula where we will try to find out how each university organizes its major sheets. For example, we will look at the core and elective courses offered and see whether courses offered are more practical based or theory based. Also, many universities in Europe and the United States have adapted to the recent technological developments in the media by adding new courses that focus on electronic journalism and social media or by developing new majors. We would like to see if such modifications were considered in mass communication curricula around the Arab World. We would like to examine how teaching mass communication and journalism is different between public and private universities and between countries that are part of the same region, but do not share the same political, economic and media environments. A content analysis of curricula and policies will be conducted to investigate these matters.Next, we will replicate Zhang, Cropp, and Wanta's (2004) application of the diffusion of innovations theory to further our understanding of the Arab mass communications curricula. Given concerns about the freedom to teach mass communication education around the world (Knight & Hawtin, 2010), we will also examine the number of courses focusing on strategic communication (e.g., advertising and public relations) as opposed to journalism. This is possible because most Arab mass communications programs were developed based on standards set in the West.This analysis will shed light on the different kinds of contributions offered by public and private institutes of higher education where mass communication is taught. Further, the analysis of Arab curricula is a unique contribution, as few studies have examined the mass communications curricula in so many nations.

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Journalism education for conflict resolution: an examination of migrations in value from journalism's products to its processes.

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This paper offers an analysis of a project in Northern Ireland which engaged 398 children and young people, including those who were marginalised and disengaged, to work together across community faultlines to explore issues of sectarianism, overcome engrained social, political and religious divisions and prejudices and to work towards the goal of a shared vision and future.The project used media tools and journalism skills to enable groups from Catholic and Protestant and minority ethnic communities to tackle together hard issues of sectarianism, racism and conflict. It encouraged personal development, fostered critical thinking, developed skills to enhance employability, and enabled the young people to produce reports for publication and broadcast which demonstrated how communities could resolve conflict and share hitherto conflicted ground. The project was developed and delivered by a charity which encourages the development of young people through journalism, by giving them a voice, and a hearing, on issues that they identify as being of concern to them.MethodologyThe project was evaluated by the charity through an innovative multi-modal methodology. This involved data collection from a participant survey at entry to establish a baseline and another at exit to identify the changes which had taken place across a range of themes relating to attitude, opinion, ability, understanding, behaviour and social engagement. But data was also captured continuously through participant observation and commentary, video, audio, photographically and textually. This provided a body of media content that was also available to the participants so they could see their own transformation during the course of the project and reflect critically on those changes.This paper draws on a series of semi-structured in-depth interviews with the project team, with members of staff from participating schools and on the data sets collected during and after he project's delivery.FINDINGS: The project raises significant new understandings relating to the migration of value in journalism from the products to the processes (Deuze 2008; Jarvis, 2009; Picard, 2009; Robinson 2011, 2013). Process, and hence value, has hitherto been conceptualised primarily in terms of collaborations and interactions between users and producers in constructing journalistic product. That might be, for Jarvis, a continuing accumulation of individual posts which together move towards informational truths and for Picard, the gathering and conveyance of information and knowledge on whatever platform is relevant. This project demonstrates that value can also be derived from the processes involved in undertaking journalism practices in terms of outcomes for the young people and their communities which would not usually be considered to be journalistic outputs: such as the gathering and conveyance of information and knowledge. An evaluation of the project demonstrated that the participants had developed deeper understandings of 'shared space'; were better able and prepared to discuss difficult inter-community concerns and issues; were better able to relate to members of other communities and both recognise markers of similarity and respect areas of difference. They had developed a greater reflexivity concerning their own attitudes, opinions and behaviour towards others. The young people achieved these outcomes by working together and drawing on training and guidance from youth workers and media professionals to produce recognisably journalistic outputs in terms of photography, podcasts and video reports. But the value of these outputs was found to lie not in their wide dissemination to an audience, a traditional marker of journalistic success, but as markers of personal achievements and validation of personal development and social engagement. The project was also found to have adopted a form of journalism more closely related to the Continental European tradition (deliberative, analytical, dialectical, literary) rather than the Anglo-Saxon tradition (distanced, objective, informational). This raised further questions regarding the relationship between process and product which are addressed in this paper.

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The State of Current Affairs Television in New Zealand and its impact on Journalism and an Informed Citizenry

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The State of Current Affairs Television in New Zealand and its impact on Journalism and an Informed CitizenryThe research objective of this paper is to examine the consequences of deregulation and commercial pressure on current affairs television programmes in New Zealand. The current affairs genre in many Western countries is considered to be in decline and part of a diminishing public sphere in journalism (Franklin, 2001; Pilger, 2001; Franklin, 2005; Herman & McChesney, 1997). This paper continues my earlier research into the changes to broadcasting content in New Zealand current affairs after deregulation in the 1980s. My previous research confirmed the findings of earlier New Zealand research that demonstrated that deregulation

fundamentally changed the content, purpose and format of television news and current affairs programmes. Broadcasting in New Zealand went from what could be termed a public service broadcasting system to a commercialized system which had a profound consequence for the state of broadcasting in this country. For many commentators the state of New Zealand Current Affairs Television is seen to have been dramatically impacted by the impact of deregulation in the 1980s which has only been exacerbated by other changes such as heightened commercialism to broadcasting after this. This paper considers the current state of current affairs television in New Zealand in context of these changes and considers its impact on Journalism and an Informed Citizenry. The paper incorporates a quantitative content analysis of representative current affairs television programmes sampled from 1984, 1994, 2004 and 2014. This is complemented by a qualitative evaluation of the extent to which New Zealand current affairs television became structured as infotainment. I utilize quantitative data to illustrate the changes in to current affairs programmes and reflect on how the impact of commercial imperatives have altered the genre. I also consider how these changes impact on journalism education as a possible way forward for the genre. The research demonstrates that deregulation and commercial pressures continue to produce far-reaching and problematic changes in current affairs television programmes.

An inexplicable gap: Journalism and gender in New Zealand

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An inexplicable gap: Journalism and gender in New ZealandNew Zealand is a microcosm of Western media in many respects. Most of the media is foreign owned, including the two major news publishing companies, Fairfax Media and New Zealand Media and Entertainment (NZME). Changes in the industry have been significant over the past decade. These changes appear to be the direct result of international economic changes and the increased use of technology, compounded by contracted media ownership in the country. One aspect that has not been monitored appropriately is gender patterns which have altered dramatically in the past four decades. Apart from a significant drop (61 percent) in print journalists over the seven-year period between the national census in 2006 and 2013, the ratio of male-to-female in newsrooms has remained virtually the same. This ratio is high compared with other countries. Although studies indicate that the number of female journalists has increased world-wide – the global percentage of women reporting the news rose from 28 percent in 1995 to 37 percent in 2009 (Gallagher, 2010) – New Zealand has a higher, approximately 50:50 gender ratio of junior and senior journalists in newsrooms (NZ Statistics, 2013). Nor are women in New Zealand relegated to writing soft news – the lighter stories – which North (2006) described as more feminine in form and content. Many females in New Zealand are covering hard news, which has traditionally carried more prestige (Allan, 1998). Of the seven metropolitan daily newspapers in New Zealand, all but one has a female police reporter in the top role. This paper discusses the implications of women in these roles. In contrast to the percentage of women in newsrooms, enrolments by gender at the largest journalism programme in the country increased between 2005 and 2015 to an average of 76 percent female. These figures are compared internationally. This paper includes a statistical analysis of both the 2006 and 2013 census data, which indicates that males are more likely to be employed as print journalists, to earn more and achieve senior positions. Figures also reveal that female journalists in New Zealand were earning more in 2013 than 2006 but that only one third of those earning over $100K were women. Therefore women are still concentrated in the lower income brackets and, proportionally, they tend not to stay in the career. A study by Strong (2011) found 68 percent of females left the newsroom within the first two years of employment, compared with 52 per cent of males. By comparing the census data and the journalism school enrolments this paper identifies and discusses the implications of the marked discrepancy between the number of females studying journalism, the numbers in newsrooms and the high turnover. The chasm identified between the number of female journalism students and working print journalists reinforces the need for more comprehensive data gathering to monitor gender patterns in the New Zealand media industry and to address this inexplicable gap.

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Ethics in the Indian Media Industry: Practices, Problems and Prospects

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The omnipotence of media in contemporary global society is universally acknowledged. This power of media makes it binding to practice objectivity, social responsibility, ethics and fairplay. Therefore requires strict adherence to the codes of ethics on the part of media professionals. However, the business interests of the media industries, lack of professionalism among media personnel, ethical principles not being properly codified and other factors have hugely contributed to the present day media immorality. The media situation in India is no different. The metamorphosis of Indian media from social service to commercial entity converting itself as an industry and its growth technologically is noteworthy. Although Indian media industry has grown enormously in the last quarter of a century in terms of availability, accessibility and reach, it has come under severe attack on grounds of corruption, non-professionalism, content triviality, invasion of privacy, personality assassination and influencing judicial procedures by involving in media trial and so on. In view of this situation, the present study seeks to unravel the state of Indian media industry, its ethics, exploring its dimensions, its obstacles to adherence to ethical norms and possible remedies to counter the unhealthy media ambiance. "Media Ethics" can translate into a broader concept of social responsibility which becomes appropriate for the purpose of reasoning in both legal and sociological terms hence the procedure involves analyzing related content and also informally interviewing small groups of media stake-holders. The selected groups for this particular study includes: media owners and managers, media professionals and media consumers. The dialogues with these group members will focus on conceptualization of media ethics,

dimensions of it, existing codes of ethics and suggestions for more comprehensive codes, the impediments in implementation of such codes and ways and means to overcome such obstacles. The present study may also come under the theoretical framework of the Social Responsibility Theory to analyze what is right what is wrong what is acceptable and what is not. The analyses of these interactions with different groups of media stake-holders will concentrate on the following facets, the differences in perception of what constitutes media ethics between the three groups i.e. owners and managers, professionals and media consumers,identification of different dimensions of media ethics truth and objectivity, social service, protection of individual rights, media freedom and independence,the existing codes and proposals for building up further to perfect them,pressures prompting violation of codes and how to withstand these pressures and make possible the practice of ethics in media operations.The upshot of the analysis will be a comprehensive conceptualization of media ethics and its dimensions, identification of impediments to practice media ethics and proposals to make media functioning more ethical and principled.

KEY WORDS: Metamorphosis, Media Industry, Media Ethics, Professionalism, Social Responsibility.

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Exploring Gender Bias among Filipino Sports Journalists: A Case Study

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The study entitled "Exploring Gender Bias among Filipino Sports Journalists: A Case Study" highlights the existence and the prevalence of gender bias among Filipino Sports Journalists through the narration of experiences and description of perspectives of the selected informants. The study's objectives are; to know the profile of the selected Filipino Sports Journalists composed of sportscasters, sports analysts, sports writers and athletes; to know the informants' meaning and concept of gender bias; to narrate the situations in which the informants experienced gender bias in working as a Filipino Sports Journalist and to know how gender affects the sports journalist's writing and reporting styles and strategies, credibility, and familiarity and knowledge to sports. The researchers used the qualitative approach and descriptive design in the study. In-depth interview was used to gather data from the selected informants obtained through specified criteria. From the data gathered and interpreted, the researchers found out that most of the informants of the study have been working as a Filipino Sports Journalist for many years, ranging from 5 to 24 years. The informants are from different media industries including print, broadcasting and online journalism, as well as the athletes of both gender. The informants' meaning and concept of gender bias is about one gender being superior to the other where often, female sports journalists were dubbed 'inferior' to their male counterpart, although most of the informants agreed that gender bias is not a serious issue among Filipino Sports Journalists anymore. However, the informants enumerated possible factors that might trigger situations of gender bias in sports journalism. One of which is the outdated belief and the old mentality that sports is for men only and is not a suitable work area for women while the other factor is the difference on the coverage of men and women's sports. In terms of writing and reporting styles and strategies, the researchers found out that male Filipino Sports Journalists are inclined to writing technical and play-by-play reports. Female Filipino Sports Journalists, on the other hand, are motivated into producing emotional, human-interest sports stories and reports. As to how gender affects the sports journalist's credibility, familiarity and knowledge to sports, all of the informants stated that gender is not an issue. With these findings, the researchers recommend that gender should not be a hindrance for someone to work wholeheartedly and passionately in the field that he/she is dedicated to, most especially in sports journalism. May this study be a revelation to everyone that issues and concerns of gender bias must be addressed not just among Filipino Sports Journalists and in the field of sports journalism but also in other profession where gender division is evident.

Twenty minutes is all it takes to let students commit libel in the classroom. (They may never do it again outside the classroom.)

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For student journalists it is important to be immersed in news media law and ethics. Not only is this important for when they graduate, but also for the years leading up to commencement day while they are working for campus media and/or other publications for internships.Undergraduate journalism students, at least in the United States, often have to wait until their junior or senior year until they can take media law and ethics courses, or a combined media law and ethics course. However, some programs allow students to take a one-credit course early in their college career, followed by another two-credit course at a later point in their program.Early exposure to concepts such as defamation, intellectual property, and trespass are important for any journalists to know, but strictly providing lectures on what journalists should know may not be the most effective manner for students to learn about media law and ethics. Educators could adopt student-centered teaching strategies to encourage students to take an active approach to learning, which is important for student progress.This presentation is focused on the results of a content analysis of stories produced by about 200 journalism students

during an in-class exercise to examine to what extent they are able to avoid putting misinformation in their stories, as well as to avoid to commit libel or any other legal and/or ethical violations. (As the saying goes, just because it's legal doesn't make it ethical...)

Building a journalism core curriculum in the 21st Century

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Higher education offers one of the most formative periods for journalists. As they pursue their undergraduate degrees, journalism students learn skills and tools they will apply repeatedly in their future careers. They gain writing proficiency and production skills, but they also learn lessons about the profession and the world upon which they will be reporting. Yet educators have only a limited number of courses in which they can prepare their student journalists for entry-level jobs and beyond. Therefore, administrators must make tough decisions about what courses to offer as part of the journalism core curriculum and as electives within the context of resources that are available for journalism departments and schools as part of larger institutions.Prior research indicates that U.S. program directors considered writing and reporting courses as the most important to offer to their students, as well as media law, media ethics, and visual reporting. Many of them also would like to offer a critical thinking course, although there usually is not enough room for such a course in the core curriculum because of the other priorities.Those choices have become even harder in the past few years, as the result of an increasingly interconnected world in which a plethora of messages are constantly disseminated through a variety of channels each second around the globe. Against this backdrop, journalists have to become better equipped in the verification of information and its source(s). Alongside the demand for more media literacy skills for news producers and consumers, recent technological innovations have also led to developments in coding, media analytics, big data, camera equipment (from GoPro to unmanned aerial vehicle [UAV], or drones) and virtual reality headsets. All of these tools come with their own challenges, skillsets, and legal and ethical considerations.Overall, this indicates that there is more for future journalists to learn., Yet the time constraints for educators remains the same. No matter how the profession of journalism changes, an undergraduate degree in the United States will stay at 120 credits, rather than expanding for the sake of having student fully trained in all these emerging areas. Moreover, the core curriculum is usually limited to seven or eight courses for all journalism students within a department, even though the students usually branch of based on specialties in medium (e.g., print, broadcast, photography, or infographics) and/or reporting topics (e.g., politics, sports, or entertainment.) These are all limitations educators and administrators need to keep in mind while designing the core curriculum.The researchers of this study want to get a better understanding about the constraints and opportunities that the technological innovations in the past years have led to new approaches in developing journalism curricula on the undergraduate level. What types of new courses need to be offered and what type of courses, consequently, should disappear to make room for the updated curricula?The researchers will distribute a survey to more than 400 U.S. undergraduate journalism program directors to get a better understanding on what they think should be taught in the ideal core curriculum for journalism majors. This will allow the researchers to compare the results with earlier findings in this regard and examine whether recent technical innovations put strains on what is currently taught in undergraduate journalism programs.The data will be collected in March. Participants will receive email invitations to complete the survey on Qualtrics through the institutional license of the home institution of one of the researchers. They will receive up to three reminders in the weeks following if they have not filled out the survey. The researchers will analyze the data in April. And write the paper in May.

Should the ACEJMC accreditation program expand further internationally?

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Accreditation plays an important role in higher education. This is not only important for universities and colleges as institutions, but also for many individual departments on those campuses. The Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) accredits more than a hundred U.S. undergraduate journalism programs. This organization is dedicated to promoting high standards because "(j)ournalism and mass communications are among the most vital forces in the maintenance of society and are fundamental to a democratic government and a free society."For a long time, only one university journalism program outside the U.S. was accredited: Pontificia Universidad Católica de Chile. However, in the past three years, this has grown to six, with the addition of institutions in Mexico, United Arab Emirates, and Qatar. This emerging trend may continue, as competing schools in the country or region may also consider applying for ACEJMC accreditation, or perhaps institutions in other countries consider a similar step. But some international expansions have raised questions about the meaning of accreditation as they certify programs in nations that lack the same commitment to freedom of the press historically offered in the U.S.It is yet to be investigated how U.S. journalism program directors assess the opportunities or downsides of expanding the accreditation process outside the United States. International expansion could lead to increased opportunities of learning about different journalism practices, routines, and cultures in other areas around the world. However, accredited programs overseas may cut into international students considering U.S. programs, which could lead to some revenue losses and declining international diversity on campus. Furthermore, accrediting institutions who must conform to the dictates to repressive regimes could damage perceptions of ACEJMC's credibility.During the (re)accreditation process, each six years, the programs have to conduct exhaustive self-reports and assessments of prior accomplishments, as well as vision statements to indicate plans for further enhancement of its journalism education. Those documents are presented to a visiting team that also interviews faculty, administrators, and students about everyday practices in- and out-side the classroom to gauge the effectiveness in teaching journalism.The visiting team bases its judgments on whether the programs adhere to nine standards: (1) policies and practices of the unit, (2) the overall curriculum, (3) diversity and inclusiveness issues, (4) balance of academic and professional credentials for full-time and part-time faculty, (5) advancement of scholarly and professional knowledge and creativity, (6) support and services for students, (7) adequate resources to fulfill and sustain its mission, (8) professional and public services, and (9) assessment of learning outcomes.Accredited journalism programs use their status as reputation enhancement and often like to point out to high school recruits—and their parents—about being accredited (as well as mentioning that competing schools are not). However, there are also downsides of ACEJMC accreditation. For instance, the organizations limits the number of credits undergraduates

can take for journalism courses as part of their degree programs and, thus, makes programs less flexible to add important new components to the program. For example, recent innovations in media analytics, coding, and big data are important to be covered in journalism programs, but adding modules to existing courses or creating new courses must be balanced by removing the same amount of materials from the existing curriculum—as most programs already have the maximum number of journalism course credits on the books. A study that was conducted a few years ago about U.S. undergraduate journalism program directors' attitudes toward accreditation indicated that many of them questioned the value of accreditation on enhancing journalism education. This includes directors of programs that were accredited. Some thought the resources (money and time commitment) would be spent better on other things than the accreditation process. The researchers will distribute a survey to more than 400 U.S. undergraduate journalism program directors to get a better understanding on what they think about the ACEJMC accreditation, in general, and about international expansion, specifically. The data will be collected in March through email invitations to complete the survey on Qualtrics through the institutional license of the home institution of one of the researchers. They will receive up to three reminders in the weeks following if they have not filled out the survey. The researchers will analyze the data in April. And write the paper in May.

Localised but fragmented: non-metropolitan newspapers and social media

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Newspapers based outside major cities in countries such as Australia have tended to lag behind other media outlets - and much of the population in general - in their engagement with social media. Their role as a dominant or sole provider of local news and information, their generally older audience and the limited immediacy of most of the news they provide has encouraged a continued focus on their print product. This, along with resourcing limitations and in many cases a lack of a defined and supported digital strategy, has led to often limited engagement with online and social media, and what appears to be a largely ad hoc approach to communicating with online audiences beyond the confines of a website or e-edition. In Australia, shifts by publishers such as Fairfax to "digital first" strategy are changing this landscape, but social media use by local newspapers remains relatively fragmented. Some have engaged extensively with platforms such as Facebook and Twitter, while others have remained largely disengaged from social media. This paper reports on the findings of a study of social media engagement by daily and non-daily newspapers in regional Australia. Drawing on earlier research which found that Facebook and Twitter were the dominant social media platforms used by the news outlets, it explores and analyses content posted by newspapers in several Australian states to these platforms over a three-month period, concentrating on posts by the news outlet rather than by individual journalists. Posts by the outlet can – like the printed newspaper – be seen to represent the "official" reporting and commentary of the outlet, even though the content is generally mediated by journalists. The analysis focuses both on the extent to which each outlet utilised social media and the kinds of content each posted or Tweeted. This mixed methods approach allows for consideration of both the extent and the type of engagement of each outlet with social media. In both extent and type, the key theme among the findings was that there was no consistent pattern across the news outlets. The frequency of posting varied widely from publication to publication, even those owned by the same company or with similar print publishing cycles (such as daily or weekly), with some posting daily or more frequently and others only sporadically. There was also a wide range of types of posts, with most outlets favouring a limited number of formats. For example, some publications utilised the idea of engaging the news audience in discussion, while some used social media as a means of publicising the print newspaper and others as a way of highlighting local news and/or sport, and some a combination of all of these elements. The most consistent pattern, widely evident across the publications, was an emphasis on local content, with most of the posts and Tweets highlighting people, issues and events from within the circulation area of the print newspaper. Where broader news and information was included, it was often in the context of seeking local comment or examples. The patterns of social media engagement identified by this study both emphasise the ongoing focus of such news outlets on localised news and information and raise a number of questions about the social media strategies adopted by local newspapers and what these mean for journalists' professional practice and audience engagement.

Audience metrics and foreign news production: what do we teach students?

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Digital technologies have transformed the relationship between news outlets, journalists and their audiences. Editors today have access to extensive, precise information about the popularity of different stories, where readers come from, how long they spend on each page, and whether they share or comment on content. As journalist Glen Stanaway puts it, "the internet lets us measure precisely, virtually every minute, story popularity... the web forces us closer to our readership. Feedback is instant" (quoted in Este et al 2008, 17). Research suggests that news editors are increasingly using this feedback to guide their news production – for example, if metrics show that a particular story is popular, placing it prominently on the website homepage, and commissioning stories on a similar topic in the future (Anderson 2011a, 2011b; Boczkowski, 2004; Bright & Nichols 2014; Dick 2011; Loosen & Schmidt 2012; MacGregor 2007; Peters 2010).These developments concern some commentators (e.g. Currah 2009) who worry about editors struggling to balance the pursuit of page views with a desire to preserve traditional norms, values and professional judgment. These developments also raise question for journalism educators, who must decide how much time to dedicate to audience metrics, and whether to give students the tools and / or encouragement to produce audience-driven news content. To date, research on the influence of website analytics has focused exclusively on editors and journalists working within newsrooms (see Tandoc 2014 for a recent overview). There has been little discussion of whether this data may also be used to guide international news production, and the work of foreign correspondents posted abroad. This is a significant gap given the important role international news plays in shaping audiences' perceptions of foreign events (Baum 2002; DFID 2000).This paper explores how foreign correspondents do and don't use audience metrics in their work today, and it uses this data to discus whether more attention should be paid to audience metrics within journalism education courses. The paper draws on data from 67 interviews with working foreign correspondents based in East and West Africa (collected between 2008 and 2015, as part of a long-term, multi-national study of news production in Africa). Correspondents were asked about their work practices, commissioning processes and awareness of their audience. The interviews found three quite different practices among foreign correspondents to the use of readership data. Foreign correspondents could be grouped into those that were, firstly, "data-driven": these correspondents selected stories on the basis of what readership data suggested their audiences would want to read. They also framed their stories in ways that highlighted its most popular components. A second group were "data informed": these correspondents were more strongly guided by news norms, but sometimes referred to the

data, particularly in making decisions about 'day two', follow up news stories. A third and final group could be called "data denial-ists" – these were generally elite publications (like the Economist), where journalists paid no attention to audience behavior or desires. These findings support MacGregor's contention that, "social and organizational context rather than technology alone" shape the way journalists use new tools (2007, 280).Drawing on these findings the paper argues that journalism education needs to address and explain audience metrics to students. However, owing to the significant variation between how news outlets use their metrics, and the very swift evolution of these practices, courses should focus more conceptually on the journalist-audience relationship, rather than the practicality of using specific technology. The paper also suggests that audience metrics should be addressed in some detail on ethics courses. The use of metrics raises a number of important questions about the role of professional values and norms in news work, and the extent to which these could - or should - be insulated from audience and commercial pressures.

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Faking Journalism in the 21st Century: Special Advertising Sections and Capitalist Enterprise?

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Traditionally, the institution of journalism has been perceived as the 'Fourth Estate' - its aim to honor and foster democratic imperatives, and its journalists endowed with the status of guardians of the public's trust. However, due to the global shift of many media industries towards 'infotainment' as well as a thriving advertising industry, journalism is losing its reputation and trustworthiness.This essay evaluates the continuous emergence of advertorials – advertisements presented as an editorial copy, also known as special advertising sections, which are often disseminated with quality press. A particular focus of this study is on 'economic' reports on countries, which often leave an average reader confused by what is considered a journalistic text and what is an advertisement. Can these reports be categorized as business journalism? A marketing technology that serves as a tool for nation branding hoping to bring a positive change to a developing country? Or are they really a profit-driven predatory capitalist enterprise?This essay draws on the theoretical concept of neo-imperialism to explore the incentives of the media power elites of western corporate world which produce special advertising sections. It also contextualizes the special advertising sections within the concept of global media ethics and their implications on the reputation of journalism as socially responsible institution.The paper uses mixed method approach. It focuses on a case study of a series of 'economic' reports on countries produced by the leading companies in the special advertising section industry, namely AFA Press and The Business Year. The study employs descriptive and critical discourse analyses to assess how and why the language of country reports operates in a way it does. This analysis is supported by carefully selected in-depth interviews conducted with business owners and government officials from a number of socioeconomically disadvantaged countries featured in the reports as well as economists, media experts and former employees of the special advertising section industries.I conclude by showing that special advertising sections are purposefully using the trustworthiness of journalism in order to further corporate interests instead of contributing to making a change in emerging economies. Additionally, this paper finds that country reports are confusing to the readers in

terms of focusing on positive information only and lacking of comprehensive analysis. The examination of practices of blending journalism with advertising contributes to scholarly and industry literature that examines the implications of special advertising sections, as well as to conversations about the future reputation of journalism and the capitalist-driven knowledge production in which much media companies engage.This study carries significance to both the academic and professional communities. The significance of this essay is driven by a shortage of scholarly and industry literature examining the practices and implications of special advertising sections with reference to journalism and knowledge production. The essay implies that country reports undermine the trustworthiness of journalism and it argues for the emergence of global media ethics. It also aspires to prompt intellectual conversations among policy-makers to propose policies, which would regulate the operations of special advertising section industries. It is also hoped to educate journalists, governmental officials and the public about practices of special advertising section industries.

Mapping Journalism Education to the 'Real World': Rethinking Curricula for a New Media Society

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The field of journalism has changed remarkably over the past decade. Reporters rarely tell stories in one format for one platform. They instead use a variety of methods to tell stories for multiple audiences. As journalism itself has changed, so has journalism education. Today's university students must be trained to write well across a variety of genres, tailor the content to various audiences, and use various media and platforms to tell engaging stories. Students must be able to write, edit audio and video, and use social media in order to produce news stories for immediate broadcast and publication. No longer do television reporters have until the 6 p.m. newscast to put together one package, and no longer do they work solely in a broadcast medium. The same is true for reporters who work at daily newspapers or for radio stations. Some news outlets are now online only.Unfortunately, many journalism programs suffer from insularity and stagnation. For every journalism program filled with faculty who actively engage in multimedia storytelling and promote interactions with practitioners, there are programs filled with faculty who are not familiar with current platforms and do not help students make meaningful connections with industry professionals. Similarly, while many news organizations have embraced digital tools to enhance storytelling for their audiences, others have remained bound to historic methods of delivery – and finding their bottom line suffering in the process.The literature reveals an industry struggling with how to adapt to the rapid changes in news consumption. Recent research indicates that there is a difference in embrace of industry change based on focus area, with print-focused journalists embracing convergence more rapidly and adeptly than their broadcast counterparts. Consequently, journalism educators also are struggling to implement corresponding curricular modifications necessitated by these industry changes while continuing to include the foundational instruction in theory and global consciousness seen as crucial to student development as a member of the global community.This study examines current job duties and practices in newsrooms and reviews the expertise necessary for daily newsgathering and production from an industry standpoint. Specifically, qualitative, in-depth interviews, conducted with individual journalists at small market television stations and newspapers – the likely locations for first jobs of new graduates – offer insight into the manner in which journalists cover daily news stories and the skills needed to produce the news for different platforms. The study maps daily work to curriculum that prepared the journalists for their careers and/or the skills they learned while on the job. The study also notes areas of lag where university curricula have failed to keep up with trends and industry needs.In this way, the study attempts to help journalism educators and university administrators better understand what courses help students the most when they enter into the practice of journalism plus what courses are needed to better prepare students for journalism careers. The overarching goal is helping produce, enhance and sustain a symbiotic relationship between theory and practice that will best suit the needs of both education and journalism in general.

Important, But Not Essential: Consumers' Awareness and Use of Professionally Produced News on Social Media

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In the United States, public use of traditional news sources has declined substantially over the past two decades. For instance, for newspapers of all sizes, weekday circulation declined by 19% between 2004 and 2014, and cable news viewership in prime-time dropped 8% between 2013 and 2014 alone (Pew Research Center, 2015). The implications are potentially dire in terms of citizens' ability to keep track of what government and business leaders are doing and to participate fully in the democratic process. Indeed, Braw has argued, in regard to news consumption declines in many Western countries, that "a society where voter cynicism has fossilized into permanent distrust of societal pillars risks becoming a society of mass voter withdrawal and thus a society where public decision-making carries little legitimacy" (2014, p. 6). Braw (2014) argues that the public's distrust of traditional news outlets has been exacerbated by the increasing use of social media, which has reduced people's sense that they need journalists to ensure their access to public information.
 On the other hand, many individuals, especially young people, now come in contact with news – the kind produced by professional journalists rather than other consumers – through their use of social media such as Facebook and Twitter. Indeed, a recent study by the Pew Research Center showed that 63% of Facebook and Twitter users get news from those sites; given the widespread use of both of these social media platforms, that represents a substantial role for social media in news delivery. The Pew survey estimated that 10% of U.S. adults get some news through Twitter, and more than four times as many (41%) get news through Facebook (Barthel, Shearer, Gottfried, & Mitchell, 2015). One question, however, is whether individuals fully recognize how much news they are consuming as part of their social media experience. Consumers now spend less time seeking out news or attending to news in habitual ways (such as reading the morning newspaper or watching the 6 p.m. newscast) and more time consuming news as part of social media; the shift may help to explain changing perceptions of journalism's place in society. This study employs a uses and gratifications approach to examine the relationships among the amount of news people think they consume, the amount of news they actually come in contact with, and the importance they place on obtaining information about various news topics (e.g. politics, science, crime, etc.). It looks specifically at whether or not consumers view social media channels as news sources. By establishing the degree to which people are aware of their news consumption, this study seeks to make a connection between that perception gap and the functions of news. In addition, this study addresses the perceived value of journalism by examining not only how important people think it is, but also the potential for public underestimation of journalism's value in our day-to-day lives. The study uses an online survey, conducted through Amazon's Mechanical Turk program, to determine the importance of social media channels in providing consumers with information

about several topic areas commonly identified as primary motivators for seeking out news, such as local, national and international political events and issues, science and health, crime, traffic, weather and other key news subjects. The sample will be limited by age to reflect the demographic characteristics of individuals most likely to be receiving news via social media sites. Among Internet users between the ages of 18 to 49, 89% to 82% are on social media, while only 65% to 49% of Internet users 50 and older are social media users (Pew Research Center, 2014). Participants first will be asked to identify their primary news source and to categorize that news source as either a social media channel (e.g. Facebook, Twitter, Reddit, etc.) or a traditional news channel (a newspaper's website, CNN.com, etc.). They then will be asked to rate their interest in the key news topics and to estimate how their understanding of these topics would change if they could not use their primary news source.

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Journalism capstone units based on agreed principles and standards

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The variability of tertiary journalism courses in Australian universities has contributed to significant differences in standards and difficulties in measuring graduate skills and capabilities. This was revealed in a recent audit of all undergraduate journalism degrees and majors in Australian universities, which showed a wide diversity of units on offer (17 in all) and differences in content, emphasis and delivery. Some courses were more focused on theory-based units, while others opted for mainly practical skill-building units. Currently, it is difficult for news editors in Australia to measure a skill set from a graduate's journalism degree or major, and for graduates to demonstrate evidence that they have acquired skills and competencies for employment. What's more, there is still a lack of agreement about what skills journalism graduates need for employment in the industry and how these can be demonstrated and assured. Yet, in a tertiary journalism curriculum, there should be a way to identify the minimum standards and test skills and capabilities to be met by a graduate from a bachelor level degree or enrolled in a major in the field of journalism. There is agreement that, if effectively designed, capstone units can improve students' learning and experience and enhance graduate employability. Evidence to support the need for effective journalism capstone units is also evident in findings from a previous research with 50 tertiary journalism educators and 50 news editors across Australia conducted in 2012 and 2013. There was broad agreement among the editors and educators that journalism education should aim to achieve three key outcomes: build a broad knowledge base, develop research and analytical skills, and teach core media and communication skills. However, in terms of the last outcome, there was a consensus that one commonly used journalism capstone unit – Professional Industry Placements (PIPs) was problematic for testing graduate skills and capabilities as they were decreasing in number, and students enrolled in PIPs did not necessarily have the required skills and often ended up performing menial tasks in the newsroom. As a way to counter this, journalism education in Australia has seen in recent years the use of journalism capstone units at several universities. Universities increasingly offer capstone subjects as part of curricula to prepare final-year undergraduates for employment and bridge the gap between academic learning and professional work. However, the current journalism capstone units all vary in content, delivery and learning outcomes. Some opt for research projects or simulation newsroom units, while others offer PIPs or a selection from a list of core units. Hence, it is difficult to define exactly what journalism capstone units are from what is currently on offer, and how they actually measure graduate skills and capabilities.To address this situation, the author successfully applied for a 2015 National Teaching Fellowship and argued that journalism capstone units, designed by both journalism educators and news editors, with agreed principles, standards and guidelines, would facilitate a more accurate and consistent demonstration of graduate capabilities. This is essential to improve the employability of graduates. The Fellowship project has three stages. The first stage (October - December 2015) consists of discussions and interviews with selected journalism academics in Australia about the content of existing journalism capstone units at several universities that include Monash, Swinburne, Melbourne, RMIT, Wollongong, Sydney and Canberra. In the second stage (January – July, 2016), data from phase one will be further discussed and analyzed with news editors and academics in order to build journalism capstone units based on agreed principles, guidelines and content. Face-to-face interviews with journalism educators and news editors in Australia will be a key data gathering process for this research. The third stage (from August to December 2016) will focus on the dissemination and promotion of the journalism capstone units. More details are available at www.journalismcapstoneunits.org. When finished, this Fellowship project will, for the first time, present a series of agreed criteria, principles and standards to guide journalism educators in the design and implementation of capstone units that effectively demonstrate and measure required graduate skills and capabilities. While no one wants a unified tertiary journalism curriculum, there must be a way to identify the minimum standards and test capabilities to be met by a graduate from a bachelor-level degree or enrolled in a major in the field of journalism. There is much to be gained from collaboration to develop consistent assessment criteria and standards.

Model curricula for Mongolian journalism education: its vision and reforms in the new, democratic period

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Nowadays. Mongolia has 555 media organisations in the media market.The journalists who work for those media organisations have been trained by 19 universities and institutions. Journalism education has a 66 year history in the country's 102 year history of journalism. This article focuses on several projects and research which have been initiated by the state and universities in order to redesign and improve journalism curricula since 1990. Until 1990, the content of journalism curricula was based on the experiences of the universities in the Soviet Union and reflected its national features. As a result of

these research project, the main documentation including the curriculum at the Natioanal University of Mongolia was redesigned, made it closer to the global standards and offered to all institutions preparing journalists. This article compared journalism curricula of 19 universities. From this comparison, the structure of the curricula is fairly similar, every university has its own features and advantages. These curricula are also similar to the structure of the NUM. The reason is the Ministry of Education and Sciences demands that universities follow the old journalism standards and most universities use the journalism curriculum of the NUM as a model. This article analyses the journalism curricula of 19 universities in Mongolia and includes a focus group interview to collect the data from the heads of the journalism departments. The research which aimed at determining the current situations and problems facing Mongolian journalism involved the teachers and head of the department. Only 10% of the teachers think that the curriculum should be developed or redesigned. The survey which was conducted in 2014 revealed that 67% of the universities redesigned the curriculum in 2013 and the rest of them are thinking of changing their curriculum in 2014 but they do not know what kind of changes have to be made so far. In other words, these universities argue that they have always improved their curriculum so they consider the curriculum they are using as at the required level. Although universities develop their curriculum once every 3-4 years, it has not brought any big advantages yet. The article compared the two main surveys; "Current circumstances of Mongolian journalism training" from the journalism teachers and administration of those 19 universities in October, 2015 and "Satisfaction survey for the Journalism students" from students majoring in Journalism in February, 2013. The students who were not satisfied with their course explained their reasons regarding to the lack of resources, inappropriate learning environment and curriculum. However, researchers have focused on curriculum less and the state demands the universities to follow the old standards. In this case, the curriculum which was designed based on the old standards that was approved 10 years later cannot be changed. Furthermore, there are several issues which influence the quality of journalism training such as restrictions in curriculum choice, there is not a consolidated idea in the content and quality. The universities do not consider the needs and wishes of employers, civil society, and research organizations when they design the curriculum. To sum up, journalism education at Mongolian state and private universities has still followed the traditional style curriculum of the Soviet Union. Despite attempts at implementing American and Western style curriculum design for journalism education in Mongolia, many have claimed that this has not been implemented adequately so far. There is a demand for redesigning the journalism curricula to incorporate technological developments and changes in the society in addition to public attitudes towards the media.

Addressing the Numeracy Problem

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The media reports on the scale of events. In order to do this accurately, journalists and other communication professionals need to be trained to contextualise numbers and explain the limitations of the data- gathering processes behind them. The importance of data journalism is widely acknowledged yet few institutions are training their students in the key mathematical concepts that underpin it. Academic research persistently expresses concern about poor quantitative literacy (QL) skills among journalism and other arts graduates (Meyer, 1973; Green et al, 1983; Maier, 2002; Maier & Curtin, 2004; Fullerton & Kendrick, 2013;). These studies have found that communication students tend to be math-averse (Harrison, 2014), that faculty staff may also be math-averse and under-skilled in numeracy training skills (Dunwoody & Griffin, 2014).Through the Australian Qualifications Framework (AQF) and the Tertiary Education Quality Standard Agency (TEQSA), the regulatory landscape for Australian higher education has a clear focus on improving the standard of tertiary teaching, particularly in core skills areas including numeracy. In addition, the AQF (2013) identifies the aim of aligning standards and benchmarking between tertiary institutions and scales being used by the Australian Bureau of Statistics and the Australian Core Skills Framework. Numeracy, academic numeracy (Coben, 2000, p. 35), statistical reasoning (Garfield 2002, in Dunwoody & Griffin 2014) and QL (Gillman, 2006) are all terms that describe the skillset under discussion. There are clear indications that soon students will need to demonstrate competency (probably to level 3) in order to qualify for a bachelor degree in Australia, and this trend is visible in other countries.Current trends in the tertiary journalism education indicate that there is potential for an intervention in the next few years to enhance the QL skill sets of graduates and educators. These developments are: Pressure from regulators that are providing a push towards benchmarking; and pressure from industry which is providing a pull towards greater capacity to produce material that contextualises events and creates visual components of news stories, press releases and reports, such as graphs, charts, maps and timelines. This work is done in industry by journalists, graphic designers, PR consultants, editors and other communication professionals.This paper presents work to date on a cross-university project that seeks to map institutional strategies, staff competencies and student attitudes Australia-wide with regards to teaching QL skills to undergraduate communications students; as well as mapping current and emerging communications-industry needs; in order to identify problems and opportunities to change attitudes and behaviour. The overall body of work seeks to create broad systemic change by using the data from this essential first stage to develop and disseminate institutional strategies that constitute good practice; develop measurable criteria for evaluating the success of institutional approaches; and develop a community of practice (Wenger, 2007) that is able to offer support and assistance. The project will utilise research that has identified the potential of blended learning experiences (Ellis and Calvo, 2007; Bruff et al., 2013) and authentic learning processes (Herrington & Herrington, 2006; Reeves 2006) to overcome systemic long-term teaching and learning roadblocks, such as those flagged by Maier (2002) and Dunwoody and Griffin (2013). It also builds on the recommendations of Galligan (2013), in that it will consult with industry and with teaching staff to find ways to embed deeper learning in non-threatening ways.The full Reference List is available on request.

Does journalism education in Africa matter when journalists think about their occupational roles and whom they trust?
(Old challenges and new opportunities: Journalism education, world views, professional orientations and work conditions in four global regions. Results from the second phase of the Worlds of Journalism Study (WJS))

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PANEL INTRODUCTION: The Worlds of Journalism Study (WJS) is an academically driven project founded to regu-larly assess the state of journalism throughout the world. The Study's primary objective is to help journalism researchers, practitioners, media managers and policy makers better understand worldviews and changes that are taking place in the professional orientations of journalists, the conditions and limitations under which they operate, as

well as the social functions of journalism in a changing world. This panel represents some of the findings of the present phase of the WJS in four global regions: (1) Africa, (2) Asia/Middle East, (3) Europe/North America and (4) South America.

ABSTRACT: Journalism education in Africa is still largely uncharted territory. Little research has been undertaken about the way African journalists with journalism education perceive their occupational ethical roles and their trust in societietal institutions that are either still struggle to obtain or sustain media freedom. The paper presents the first comparative ana-lysis of these issues in eight African countries. The research forms part of the Worlds of Journalism Study (WJS) project presently being undertaken globally in ninety countries using one survey instrument. In Africa, the WJS questionnaire was administered in Botswana, Egypt, Ethiopia, Malawi, Sierra Leone, South Africa, Sudan and Tanzania. This paper starts off by briefly highlighting how executing the research protocol in Africa offered particular challenges. Lack of previous comparable large-scale sys-tematic, quantitative research results in most countries made it difficult to find common ground. Also difficult to obtain, was agreement on a definition of a journalist on the basic level of collection, treatment and dissemination of information. On the normative ques-tions based on higher levels of conceptualization, it was often problematic to ascertain an acceptable level of understanding. The central argument was that journalism education in Africa has long been criti-cized of being overtly based on Western concepts of media ethics and prescriptive jour-nalism practice and consequently inappropriate for societies in need of developmental jour--nalism. This comparative study sets out to determine whether this is still a realistic assumption in terms of the relationship between education levels and ethical/practical elements of journalists' daily work routine. Four countries are discussed: Ethiopia in the north, Sierra Leone in the west, South Africa in the south, and Tanzania in the east. In Ethiopia (N = 350)* journalism education had a tremendous growth over the past decade. Since the establishment of the first degree programme in 2003, the country now have undergraduate programmes in journalism at twelve universities and several gra--duate programmes. In contrast to the past, Ethiopian journalists today usually have a university degree (97%). The state media has made an undergraduate degree the mini-mum requirement for new employees. This is also the case in Tanzania, Uganda, and other Eastern African countries. Preliminary results for Ethiopia, however, find no sys-tematic influence of specialized journalism education on professional ethics, role per-ceptions or levels of trust in various societal institutions among the survey's respondents.In Sierra Leone (N = 201)* journalism teaching and education were still not being localized. The curriculum and materials used at the universities and other tertiary institutions offering journalism training and education are mainly westernized. And similar to Tanzania, the concepts being taught, and the books used, do not in many cases fit the realities in which the journalists work. Sierra Leone has a clearly drafted media code of ethics which journalists are encouraged to adhere to. Data analysis will show how journalists perceive the code and its application, as well as journalists' trust in public institutions, which is a very sensitive, but open topic of discussion. In South Africa (N = 371)* and running against conventional wisdom that journalism students "do not find work in the media" 63% of the respondents reported that they had journalism and/or communication in their first degrees, 20% had masters degrees (or the equivalent) and 2% had a doctorate. Some respondents (9%) undertook some university studies and 7% only had a high school diploma. In a country still in flux 21 years after apartheid, journalists seem to be more left of centre, with only 10% on the right, 35% belonging to the centre, and 55% to the left. However, journalists showed relatively little trust in politicians and state security, but scored positive on ethical questions. In the Tanzanian (N = 272)* sample, where a degree is now required to practice journalism, about 91% of respondents reported that they had a university degree, and 8% had earned masters degrees (or the equivalent). However, only 43% indicated that they had specialized in both journalism and communication, of which 33% specialized in jour-nalism alone. The majority of respondents reported that they had 5 or 6 years of working experience in journalism. Details of why these descriptive data are important and what their variations mean compared to other African countries presented in this paper will be discussed in detail once the statistical analysis is conducted. If the scale shows good reliability in all countries examined here (where α = or > than .55), new variables will be further developed by combining all items for media ethics, trust, journalistic roles and education-related variables into composite variables. A hierarchical multiple regression analysis and test for moderation will be applied to link journalism education to the trust variable as well as their occupational role perceptions. *Data for full analysis from all countries listed above will only be available in February/-March 2016.

Selective Processes and Propaganda Functions of Traditional and Digital News Media Content

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Looking back to a classic television show like All in the Family, research can show how the selective processes work: Archie Bunker may have been designed to portray a narrow-minded bigot, but for plenty of viewers, he reinforced their racial or ethnic prejudices instead of challenging them (Vidmar & Rokeach, 1974). Likewise today, mainstream news media may be intentionally slanted toward a more conservative or a more liberal point of view, but viewers may not recognize the bias. This study investigates the level of bias recognition by young adults of content found in traditional news media distribution as compared to online, digital news stories and the stories' related user comments. The research will begin by collecting news media content from traditional and digital media sources, attempting to create a collection of traditional and 'new media' materials coded by the researchers as liberal and another collection coded as conservative. Using a third collection of news materials coded by the researchers as moderate and non-biased, the study will then attempt to demonstrate whether or not young adults are able to identify their own biases when judging traditional news, then compare those findings to young adults' perceptual skills related to online news and social media content to which they are exposed. Participants will not be advised that the intent of the research will be to evaluate levels of bias. This concept as applied to political affiliation is referred to by Stroud (2010) as partisan selective exposure.RQ1: Does the news content of local broadcast television newscasts have a perception of providing balanced news coverage of political parties and story topics heavily debated in national political strategy (terrorist and war issues, immigration, gay rights, abortion) when evaluated by those who self-identify as liberal?RQ1b: Does the news content of local broadcast television newscasts have a perception of providing balanced news coverage of political parties and story topics heavily debated in national political strategy (terrorist and war issues, immigration, gay rights, abortion) when evaluated by those who self-identify as conservative?RQ2: Do sources commonly identified as providing polarized political attitudes (MSNBC and FOX) lead to increased or decreased perceived credibility related to ideological leaning?RQ3: Do respondents who self-identify as liberal recognize liberal bias in traditional media news coverage of politicians and political agenda story content?RQ3b: Do respondents who self-identify as conservative recognize conservative bias in traditional media news coverage of politicians and political agenda story content?RQ4: Does those who self-identify as liberal or conservative recognize liberal or conservative bias in online news stories and related user comments in a similar manner as may be found in traditional media?As much as digital media and social media have been assigned a new role as an 'equalizer of power' through the likes of user generated content and citizen journalism, this study attempts to reveal whether or not this assumed new level of engagement might allow any uniquely new non-polarizing abilities. Ultimately the study will attempt to reveal whether or not digital media and social media offer any evidence of more diverse views and more willingness to engage in a more robust challenge of individuals' ideologies than did and does traditional mass media. It is posited that individuals' selective

perceptions will lead to demonstrating that digital media offers no new abilities to provide a greater diversity of voices or viewpoints than traditional media. Mullen (2010) made a case on the twentieth anniversary of the Herman-Chomsky Propaganda Model of News that the model still was relevant. The Propaganda Model attempted to explain the behavior of the media in the United States, suggesting it consistently served the interests of corporate and state power. The current study will also use the original Propaganda model along with Mullen's analysis to demonstrate how media messages are constructed and disseminated based on issues of power and propaganda, but will do so in a way contradictory to Herman and Chomsky's original thesis.

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The role of investigative journalism stories produced in university by undergraduate students in the strengthening of an informed citizenry: a case study

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Much has been said about the importance of investigative journalism in fostering democracy. There is consensus on the fact that this genre is crucial for the satisfaction of the right of information, freedom of expression, the promotion of transparency, authorities´ accountability, and the development of an informed citizenry (Carson, 2013, Kaplan, 2013, Hunter, 2013). But investigative journalism is often considered as an expensive genre due to the time and resources that are needed to produce such stories, and its development can be constrained in highly commercialized and homogenous media systems, leaving certain topics out of the mainstream media coverage (Waisbord, 2000).Little has been said though about the role that universities and its journalism students can have in the strengthening of an informed citizenry through the production of investigative stories as part of their undergraduate education. To explore this subject, the paper will take an investigative journalism course for undergraduate students from a university in Latin America as a case study. Teaching a specific investigative journalism method, and focusing on the use of freedom of information law and access to open sources, the course has proved to be successful at being able to make students produce stories that might fill in the informative void left by the mainstream media contributing to the development of an informed citizenry.Specifically, the stories that these students have produced tackle failures of public policies, unearth corporate corruption and expose organized crime, with a very restricted budget and in a time frame of less than three months for reporting and writing. The pieces have been published online on the website of the university and their authors have consistently won national awards of journalistic excellence for content developed at the undergraduate level of education, demonstrating the high professional quality standards of the stories. Sometimes the mainstream media have even reproduced the investigative pieces amplifying their reach.The paper will analyse both the stories produced and published by the students in 2014 and 2015, and the factors that influenced such production, considering the method that is being taught and the professional and academic background of those who teach the course and guided the investigations. This twofold focus is important because, as Cottle (2000) suggests, the analysis of media texts should be complemented with an evaluation of the context of production. In this level of analysis, the topics, sources and angles of the stories will be identified and their newsworthiness will be assessed. Complementarily, the research will include a comparative analysis of the mainstream media coverage of those issues and the coverage done by the students. It will be assessed if and to what extend do these stories contribute to increase the diversity of topics –or angles- in media coverage and to the unearthing of socially relevant issues that were hidden and could have been neglected by professional journalists working on the mainstream media.It is important to mention that this is an exploratory research and, as only seven stories have been published by the students, the findings might not be suitable to be extrapolated to other contexts. Still, this paper will add knowledge to a relatively unexplored subject and the implications that this case of success might have for journalism education and the alleged need of multiplying this kind of course in undergraduate studies will be discussed. It is possible to anticipate that the findings of this research will suggest that investigative journalism produced in an academic environment can and does contribute to fill the informative gaps that a media system that is highly commercialized, homogeneous and with concentration of ownership brings about. Through the unearthing of issues of institutional failures, corruption and organized crime, undergraduate students and the investigative stories they produce might be contributing to the strengthening of an informed citizenry.

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Teaching human rights journalism through a hyper-local journalism project: Change Makers

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In recent years the relevance of tertiary journalism programs and courses in Australia has come under question. The media industry has queried the appropriateness of university-based journalism programs and has long held the view that there is a disconnect between the approach of the academy and the realities of the industry. These differing views reached a climax in 2012, when a series of editorials published in The Australian newspaper argued that journalism programs in Australian universities were 'out of touch'. However, this conflict is not just limited to a battle between industry and the academy. Journalism students have also been critical of journalism programs and courses questioning their relevance, the kind of content being taught, but more importantly how it's taught. Anecdotal evidence from unsolicited first year student responses has criticised the use of task-driven assessments with seemingly little linkage between current and emerging trends in the media industry. Students have highlighted the need to value-add to their student experience by facilitating opportunities to have their work published. It would be fair to say that given the rapid changes to business models and the decline of print journalism in the global media industry, that journalism, and journalism education, has been in a state of flux during the past five years and that this has left many journalism educators in a quandary, as to how to deal with these changes.To respond to some of these issues, journalism programs at most Australian universities during the past decade, have been developing and fine-tuning advanced level, practiced-based courses aimed at ensuring students receive on-the-job practical training before graduation. This Work-Integrated Learning (WIL) model, as it has become known, has generally been embraced by students and welcomed by the media industry. However, this paper argues that the proliferation of WIL courses and the desire to provide students with hands-on practical experience has come at the expense of other pedagogical approaches, such as service learning, that provide well-rounded journalism graduates. This paper explores the value of service learning initiatives in journalism education and documents how a suburban-based, human rights project, that was developed and piloted at the University of Queensland in 2014, has made tremendous inroads at presenting an alternative approach to experiential learning. This service learning project has become a multi-awarding winning journalistic enterprise that has been acknowledged for its journalistic innovation and its role in covering complex multicultural issues in Queensland. The Change Makers' project's aim is to build greater connections and cross-cultural understanding between the Aboriginal and Torres Strait Islander, Pasifika, Australian and newly arrived refugee communities in the Logan area, south of Brisbane. The project, based at Woodridge State High School, publishes a magazine to tell the story of Woodridge's youth through the use of stories, photography, artwork and illustrations. By using student reflections, interviews and unsolicited feedback, this paper will explore the significance of reporting suburban-based human rights stories and will demonstrate the pedagogical and journalistic significance a grassroots 'start-up' such as this can make.

Innovation Pedagogy in Journalism Teaching

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The media landscape and journalism practices and is changing at an accelerating pace as well are the journalism teaching methods in higher education. Making news, reports, magazines, newspapers, online journalism and participating to social media is not enough. Journalists work nowadays as producers, social media architects, bloggers or loggers, curators, co-creators, data analytics and entrepreneurs, and all under the pressure to innovate new media products. (Dyer 2015; Blanding 2015; LeComte 2015; Seitz 2015; Watson 2015.) New skills are needed in working life (Bedwell, Fiore & Salas 2014; Robles 2012; Wardrope 2002), and at the same time schools and universities need to promote high quality teaching. Current discussion in educational policy, often seek innovations that may help educational systems comply in a changing world (Vieluf, Kaplan, Klieme, & Bayer 2012).Integrating innovation to journalism teaching arouses at least these questions: What is innovation and what is pedagogy? Innovation is a new product, idea or a further development of an existing product, service, process or method and creating added values its users (Kirkland & Sutch 2009). "Good pedagogy requires a broad repertoire of strategies and sustained attention to what produces student learning in a specific content domain" (Chapuis 2003). Pedagogy can be seen as enhancing students' learning and the way teachers are facilitating the learning. Innovation pedagogy and innovative pedagogy are both similar new learning approaches. Innovation Pedagogy prepares citizens for the digital knowledge society and educates people for creative and analytical use and management of information.Miles and Louis (1990) claim that universities can offer supportive conditions for innovations as well as being innovative. Universities can also excite change and connive to university improvement (Darling-Hammond, 1996; Little, 2002; McLaughlin & Talbert, 1993).Innovation pedagogy is a very practically oriented method and can be used for doing applied research. This new learning approach defines how knowledge is assimilated, produced and used while innovating (Kettunen, Kairisto-Mertanen & Penttilä 2013). In universities of applied sciences the research focus is in applied research and one vital aim is to enhance students to participate in research and development activities with the business and other organization in the society. Innovation competences are based on knowledge, skills and attitudes that can be developed by implementing new teaching and learning methods. (Kettunen, Kairisto-Mertanen & Penttilä 2013.)The aim of the study is to describe how to integrate innovation pedagogy to journalism teaching while creating a new product to a national broadcasting company. The objectives of the study is to create a new course model where journalism students are learning and creating products and services with various other degree programmes, including ICT students in three different stages: networked and collaborative learning, group-based learning and individual learning.The research questions are:How does the innovation pedagogy support to achieve the learning outcomes?What are the benefits of the collaboration with various other degree programmes?What are the roles of the commissioning company and the teachers in the innovation and learning process and what they think about the innovation pedagogy?The data will be collected during the whole autumn semester 2015 by interviewing the students and commissioning company, observing the innovation process and documents produced collaboratively, and assessing the individual and group assignments and the final outcome the new product.

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To lie or not to lie: Interrogating Codes of Conduct on photo ethics in the era of digital technologies.

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This article aims to explore the ethical dilemmas of photo journalists in the era of new digital technologies. New digital technologies such as Adobe Photoshop and Silicon Beach Software's Digital Darkroom have radically transformed the face of photo journalism, raising concerns about how they impact on the ethics of photo journalism. The new technologies have brought with them limitless opportunities for photo journalists to manipulate photos, for example, moving objects from or within the frame, adding elements which did not exist before or putting together two photographs to make one picture. This manipulation has, in some cases, resulted in the distortion of news, promotion of propaganda and also in individuals or organisations being harmed. This is evident in the exponential increase in the number of photo manipulation scandals that continue to rock the world of photo journalism all over the world. The well-publicised TIME magazine's publication of the deliberately darkened face of OJ Simpson on their cover page is a case in point. Other notable examples include the University of Wisconsin's digital insertion of the image of a black student in a crowd of white football fans to give the impression that the university respected diversity in its enrolment, and the Reuters journalist's manipulation of a photograph to increase smoke billowing from a building in Beirut in order to create the impression that Israel's bombing of that city was worse than it really was. Yet, while so much evidence of photo manipulation abounds across the globe (most of these violating existing codes of conduct of the institutions that published them) there is hardly any research which attempts to engage with the new dynamics brought to photo journalism by these new digital technologies. The purpose of this article, therefore, is to examine the ethical challenges that photo journalists and editors in South Africa and Zimbabwe face, in this era of digital technologies, as they go about their profession, the main objective being to establish whether current codes of conduct of most media organisations, which are founded on deontological ethical principles, are adequately addressing the new challenges brought by these technologies.The study seeks to establish the perceptions of participants on current practices of photo manipulation in the media organisations they work for. To do so, the researcher will interview photo journalists and editors from different media organisations in the two countries. The data collection exercise will be divided into two parts as follows: The first part involves interviewing journalists on their own practices regarding photo manipulation, whether they follow particular codes of conduct in their work places, as well as what they have observed in their work places in so far as photo manipulation is concerned. Participants will also be asked what they consider to be acceptable or not acceptable practices in photo manipulation. The second part will require participants to study pairs of photographs (sourced from different media organisations), the original and the doctored, to establish their perceptions of what they consider to be morally acceptable or not. Different kinds of manipulation will be shown to the participants. Data obtained will coded and categorised according to themes, and they will be discussed in terms of deontological and utilitarian ethical theories. From the findings, the researcher intends to propose ethical principles that could be used to guide photo journalists and editors in their decision-making involving photo manipulation, as well as open up conversations amongst journalism scholars and professionals of how to address the ethical challenges posed by these new digital technologies.Our sample included 26 Canadian data journalistic projects that were published between 2012 and 2014. Our main findings suggest that the quality of the projects was limited by two main factors. First, technology and the use of free online options that were not easily customizable and second, by a limited number of practitioners who worked on complicated data journalism projects largely within traditional journalism frameworks. For example, a byline analysis found that the majority of the 26 data journalism projects involved one or two people (65%) compared to best practice in the literature that suggests the importance of interdisciplinary two to four person teams for this domain with at least one journalist, one developer and one designer. The largest projects involved students or non-profit media, with a student project using the most contributors at 19. The media with the next highest number of contributors included a start up non-profit data organization with eight people and a legacy for profit news organization with seven people. We also assessed professional labeling finding that the most common ways of describing of journalists involved in these projects included, editorial (58%), web designer (10%), project manager (8%), developer (7%), data analyst (6%) and other (9%). With the incorporation of a second person in the project, the tasks were

often split, with the second contributor identified as a web designer, developer, data analyst or project manager, which suggests a bifurcation of practice within a system attempting to integrate journalist/programmer skills through team building. Finally, we found the most used journalistic elements were dynamic maps and textual analysis followed by graphs and video, with the most popular interaction techniques being inspection and filtering, which are also largely the most widespread, according to the HCI literature. These are largely considered "pre-techniques" and we suggest that these techniques are used because of their availability online for free. We end with suggestions on how this analysis provides an opportunity for journalism educators to isolate specific learning outcomes related to computer science thinking and development of co-curriculum relevant to current quality gaps.

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Creating socially committed dispositions among journalism students in an era of consumerism: the views of South African journalism students

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South Africa is one of most unequal countries in the world, in terms of measures of both asset and income inequality. Despite post-apartheid reductions in absolute poverty, relative deprivation remains stark. Youth unemployment levels are the highest in the world. The post apartheid "rainbow nation" social compact of the Mandela era (1994 to 1999) is currently widely viewed as being under strain, with surges in localised community uprisings and, more recently, upheavals on university campuses that forced the closure of most universities (and their journalism schools) for a week or more late in the 2015 academic year.Partly because of South Africa's nascent democracy and acute social challenges, there has been fierce debate about what university-based journalism education should teach, in terms of imparting particular skills, dispositions and values to journalism students. Many but not all South African journalism schools foreground the 'monitorial' and 'radical' normative roles of journalism (after Christians et al 2009). There is little emphasis and less teaching on other normative roles and kinds of journalisms, including the 'journalism of recreation' such as sports reporting, arts, entertainment, travel, motoring, and even health or science journalism, to cite just some examples.Over the past decade, there has been considerable scholarly appraisal of these approaches to the teaching of journalism, both locally in South Africa, and in terms of related international debates, among journalism educators and often including the views of working journalists and media establishments. The views and voices of current journalism students and recent graduates is however often absent from such studies. This paper, drawing on preliminary results from a wide survey of journalism students' views at four English-speaking Universities (and across each academic year of study at each university), and from interviews with a representative sample of final year journalism students at these universities, explores students' expectations of their journalism education, and how these expectations mesh with or clash against educators' curricula and sense of mission.From preliminary data from a large sample of students (n=323) at these four universities, approximately 40% of journalism students in South Africa do not intend to work in any form of journalism post their graduation from university. Of the 60% who do express a desire to work somewhere in journalism more broadly, large majorities express strong interest in working in 'leisure' or 'lifestyle' journalism of various kinds. Less than 5% of students across these four universities want to work in newspapers, or for news agencies, where the bulk of primary reporting is still done, i.e. where most 'hard news' is still generated in South Africa.This study suggests that at least two trends are evident from both the survey data and interviews with students. Firstly, while there is some shift towards a more socially committed disposition among students over the course of both three and four-year undergraduate journalism programmes, these shifts are relatively marginal. The data suggests that as they move through their degrees, growing proportions of students do express support for values such as 'working for freedom and democracy' or 'building the nation'. The paper attempts to tease out if these shifts are connected to journalism school curricula the students are exposed to, or whether these shifts are derived more from either non-journalism subjects taken by students or from other experiences of student life.Secondly, the paper explores if these shifts might not be in partial response to 'market forces' in terms of student's assessment of 'the jobs out there'. The paper argues there is significant movement, accelerated in recent years, but somewhat understudied, away from 'hard news' about political parties, national politics, crime and courts, that has so dominated South African legacy news media historically, and towards lifestyle and leisure reporting. This is particularly the case in online media and newer digital-only journalism platforms that, while carrying some 'hard' political news, mostly foreground 'softer' lifestyle journalism. Of course, leisure and lifestyle issues, and journalism done in these fields are by no means intrinsically apolitical, especially in a country of social extremes such as South Africa. The paper explores how the theoretical lenses offered to students to make sense of society and social forces, and journalism's possible roles interact, in the students' conceptions, with a growing consumerism in South Africa, and a concomitant shift in the country's media towards more leisure orientated journalism.

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Into the void: Exploring media ethics in the digital age - International cases and consequences for journalism education

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PROBLEMS AND QUESTIONS: In the digital age, journalistic production is undergoing a process of constant transformation. Up till today, the scientific debate about this transformation has mostly been focusing on the specific potentials of web-based communication, which – at least in theory – is supposed to pave the way for new forms of participation (see, e.g., Singer 2011), more transparency (see, for instance, Eide 2014), and a general democratization of professional journalism (see Steensen 2011, among others). In the meantime, however, more and more counter-examples have been

suggesting that the promising innovations of digital journalism are reversed all too frequently, in order to confront journalistic actors with new ethical problems instead, which have long been unknown in analog newsrooms (see, e.g., Friend/Singer 2007). But what exactly are the typical ethical problems of digital journalism? How can they be systematized? In how far are they tackled by the central codes of ethics which institutions of media self-regulation use to define good and responsible journalism? And how can they be communicated effectively in educational programs for journalists? These questions will be answered from a cross-cultural perspective on the basis of a two-step research design.

THEORY: The research project replenishes recent studies about media self-regulation and accountability, which have primarily been concentrating on evaluating the impact and effectiveness of institutions such as press councils, ombudspersons and media journalism (see Frost 2007 for an overview). As far as current processes of digitization in journalism are concerned, academic analysis has often been stressing the particular potentials of web-based instruments of media observation (media blogs, media criticism on Twitter and Facebook etc.), which are believed to be quicker, more versatile and more effective than traditional mechanisms of media self-regulation (see Fengler et al. 2014). The proposed paper wants to expand this line of argumentation by also discussing and systematizing negative consequences of digitization. By integrating media accountability theory (e.g., Bertrand 2000; McQuail 2003) with recent attempts to outline the challenges of communication and media ethics in the mediatized worlds of today (e.g., Ess 2014; Rath 2014), it intends to lay the foundation for a comprehensive theory of journalistic responsibility in the digital age that clearly goes beyond the previous standard works in this area of research.

METHOD: On this basis, it becomes possible to implement an empirical study that assesses the status quo in twelve countries in Eastern and Western Europe (Austria, Estonia, Finland, France, Germany, Italy, the Netherlands, Poland, Romania, Spain, Switzerland, and the United Kingdom). For this purpose, a content analysis of journalistic codes and editorial guidelines in these countries was carried out – with the aim of investigating in how far the ethical problems of digital journalism (as described in the scientific literature) are really accounted for. This first step of the research project can be seen as an extrapolation and specification of similar content analyses (e.g., Limor/Himelboim 2006; Heinonen 2010), which are outdated by now and/or excluded the issue of Internet ethics in the first place. In a second step, the results were complemented with the help of problem-centered interviews with international experts from the fields of journalism, social media and media self-regulation. This qualitative approach should help to retrace even those developments in digital journalism ethics that have not been codified up to now.

RESULTS: The study shows that most of the prevalent journalistic codes of ethics in Europe have not yet reached the Internet era. In the majority of cases, they do not contain any references to ethical problems that result from the distinct features of online communication. Exemptions can be found in the guidelines by the Dutch Raad voor de Journalistiek or the Finnish Julkisen Sanan Neuvosto, which include specific rules relating to the editorial handling of web archives, of corrections in online media or to the moderation of discussion forums on the Internet. However, the problem-centered interviews enable us to verify that similar amendments of ethical codes are being discussed or prepared in various other European countries – even though not in all of the possible areas of conflict, which have been highlighted and systematized in the course of the study. Through a purposeful reference to disregarded gaps, the paper can illustrate the need for further action in all of the countries studied, thus collecting practical suggestions for an advancement of the given ethical codes. These insights are used to develop a model curriculum for teaching digital media ethics in journalistic educational programs, among other things including a database of instructive cases from different journalism cultures.

Digital buturaki: Government-sponsored blogs assail critics of Fiji's military dictatorship

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Enabled by websites such as blogger.com that offered free software and free hosting of personal diaries, web logs or 'blogs' became popular at the millennium. Political blogs were noted for affecting both campaigning and governing. Politicians and governments themselves thus took to blogs and other forms of social media in an attempt to contest the new digital political terrain. A 2006 coup d'etat in Fiji saw a clampdown on the press by the military dictatorship, in response to which numerous anti-regime blogs emerged as a de facto underground press. The military detained several suspected bloggers and also put pressure on the country's telecommunications provider Fintel to block blogger.com. In response, a group of bloggers from New Zealand offered to host the Fijian blogs on their own servers. According to Foster, a Fijian journalist, by cracking down on press freedom, the military had 'unleashed' the blogs. The resulting 'public relations nightmare', she concluded, proved worse for the regime's image than a free press would have. Several pro-regime blogs subsequently began publishing in an effort to counter the anti-regime blogs. In late 2011, the Fiji regime retained the U.S. public relations company Qorvis Communications to co-ordinate its information efforts in advance of a planned return to democracy with elections in September 2014. At stake was public opinion, both foreign and domestic, of efforts toward democratisation, including the implementation of a contentious new constitution. This case study examines aspects of those efforts, including the author's personal experiences. In early 2009, New Zealand resident Crosbie Walsh, a retired professor from the University of the South Pacific in Fiji, began a blog he called Fiji: The Way it Was, Is and Can Be, partly in response to what he saw as biased reporting on Fiji in the mainstream New Zealand media. In early 2011, Australian journalist Graham Davis began a blog he called Grubsheet which by early 2012 began to focus on Fiji politics almost exclusively. Blog entries by Walsh and Davis were regularly reprinted in the pro-regime Fiji Sun newspaper, as well as on Auckland University of Technology websites. In October 2011, the Fiji regime contracted with Washington, D.C., public relations company Qorvis Communications to, according to Prime Minister Voreqe Bainimarama, 'assist with training and support for our Ministry of Information – to ensure its operations take into account advances in social media, the Internet and best practices regarding the media'. Davis revealed in September of 2012 that he was employed by Qorvis. Throughout 2012, a constitutional review process became increasingly contentious, with political blogs playing a key part in the discourse. Reporting by Radio Australia journalist Bruce Hill was vilified by both Walsh and Davis, who also questioned the motives of constitutional review committee chair Yash Ghai after a draft constitution recommended restoring basic human rights that had been restricted by the military government. The author also became a target of pro-regime bloggers after he began a blog of his own to examine media issues and also organized a two-day symposium on Media and Democracy in the South Pacific.

Social Representation Over Religious Deviant Group' News Coverage on Republica Daily of Indonesia

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ABSTRACT: The subject of deviant religious group has been growing in mass media' news coverage during Reformasi' era of Indonesia. It might be assumed that it stemmed from the collapse of authoritarian regime. As a result, some newspapers highlighted the debate about it both in public and in university discussion. Outside academic arena, readers could share to one another and build an understanding about it through their daily interaction as well as their conversation. Some groups that are accused to have been deviated the belief of majority religious tradition being represented by printed as well as online mass media. For that reason, on the one hand, this paper tends to explore how society describe the deviant religious group exposed by mass media is. On the other hand, this paper will also describe media news coverage about deviant religious group as being deemed by audiences or media readers. Interaction between two or more people brings about social representation. According to Serge Moscovici (2000), when human being interact with his or her fellow human being both individually and institutionally is really based and guided by representation. When they meet others and acknowledge them, then exchanging representation among them happens. Information they have prepared them to seek relevant meaning on it. Uniquely, the process takes place no other than under supervision of each participant who involved in the interaction. To look at Indonesian context for instance, during a decade of Reformasi era mass media had been enlivened by the news coverage about deviant religious groups. Some religious group are accused to interpret religious dogma based on their own believe not similar with other majority group. In total number of follower, it really belongs to the small group. However, it is well organized internally, even be supervised from abroad. In Indonesia context, some member of defiant accused group stand for human right defendant activities by building close relationship with human right NGOs. These groups are, among others, Ahmadiya and Syiah. Specifically, this paper aims at exploring the emergence of deviant concept over certain religious group from society of newsreaders stemming from their reading on deviant religious group. In addition, it will also describe the condition of deviant religious group once they are being represented in the mass media. One example of mass media that will be researched is Republika daily newspaper. Republika is Jakarta based newspaper and tended to be a representative of Islamic discourse as it can be seen from it news coverage as well as read by significant Muslim readers. And, it was formed by some Muslim intellectuals who tried to grasp Muslim reader' attention on newspaper by presenting a sort of modernizing Islam in public arena. Method of research lays on case study approach. It is argued that case study approach suits to explore the case of representation of deviant religious group in mass media, especially in Republika daily newspaper. Some Republika reader will be interviewed to examine their opinion about their reading over deviant religious group in the media. The method to gather the data are through observation, in-depth interview as well as literature study.

KEYWORDS: social representation, Reformasi' era, deviant religious group, Republika daily, Republika readers.

Assessment of Journalism Currcula in Nigerian Universities and Polytechnics

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Journalism is offered in 73 Nigerian universities basically under departments of mass communication even though a few universities have slightly modified programme nomenclatures as communication arts, communication studies, media technology and media studies. The thirty-eight polytechnics that undertake journalism training maintain a more uniform nomenclature of mass communication (Joint Admissions and Matriculation Board, 2015). The statutory onus of quality control for programmes in Nigerian universities is principally domiciled with the National Universities Commission that sets appropriate benchmarks while polytechnics and mono-technics are guided by National Board for Technical Education benchmarks. These bodies regularly accredit courses in the universities and polytechnics to maintain high standards. In spite of this assumed quality assurance, industry professionals ceaselessly complain of the low quality of young graduate professionals, the most recent call been one made at the recent Diamond Awards for Media Excellence in Nigeria. This paper examines the curricula of twenty Nigerian universities that offer undergraduate and graduate studies in journalism as well as twenty polytechnics in Nigeria that award ordinary national diploma and higher national diploma in mass communication. The study which will cover all parts of Nigeria seeks to ascertain the adequacy of journalism training in terms of number of courses taught and their potential to equip trainees with relevant contemporary journalism skills that will match up with the dynamic demands in today's media organisations. The role of regulatory agencies such as the National Universities Commission, National Board for Technical Education and the Nigerian Press Council among others in ensuring quality control will also be critically examined. A content analysis of department handbooks containing curricula to establish the course listings will be complemented by a survey of students, journalism educators, industry-based professionals and regulatory agencies through questionnaire, oral interviews and personal observation to weigh the adequacy of journalism training.

Patterns of Comments on Nigerian Online Newspapers

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In Nigeria like other climes around the world, readers of newspapers have largely migrated online. A key feature of this is increased participation of readers through comments on stories of the day. This is a content analytic study of six Nigerian online newspapers – Daily Trust, Leadership, ThisDay, Vanguard, The Guardian and The Nation. The study sought to establish patterns of readers' comments under the parameters of response rate according to medium and subject, identities used by readers who comment online and quality of comments. Study findings show that readers' response rate by medium follows this order - The Nation, Daily Trust, Leadership, ThisDay, Vanguard and The Guardian while by subject, issues of politics and occasionally, sports elicit more comments. Over 70 percent of readers who comment online in Nigeria do not use their true identities but rather resort to pseudonyms and initials. On the quality of comments, the study found a mixed grill of constructive, half baked and nonsensical commentary with the later two in overwhelming majority. While this study has identified numerous shortcomings in the patterns of comments on online media, it nonetheless submits that the practice has greatly widened the space allowing audiences to freely express themselves on issues of the day which no doubt promotes the time honoured tenet of freedom of expression. What the study suggests is more effective moderation on the part of online media administrators to cut down on most of the deficits identified.

Déontologie journalistique: les nouvelles préoccupations

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Déontologie journalistique : les nouvelles préoccupationsPlus le monde se complexifie, plus la déontologie journalistique et informationnelle passe par des zones de perturbation et mérite d'être, partant, réajustée et raffinée. En effet, beaucoup de questions émergent aujourd'hui tels les nouveaux flux migratoires, le terrorisme, l'écologie, le communautarisme… qui posent aux journalistes des défis déontologiques d'envergure.D'autres changements liés à la perception de soi et de la société sont aussi en train de s'opérer : la téléréalité, les talk-shows où la publicisation des sentiments et émotions prend tous ses droits, la programmation de films pornographiques sur différentes chaînes de télévision. Toutes ces mutations incitent à reconsidérer certaines notions qui semblent avoir fait leur temps comme l'attentat à la pudeur, l'atteinte à la vie privée ou à la dignité humaine.Le rapport à l'Autre et les guerres nourries sur fond de religion poussent aussi à repenser le mode d'information épris de liberté sans bornes : le sentiment religieux relèverait-il alors de la dignité humaine qu'il faudrait préserver ? Cela ne s'opposerait-il pas, en revanche, au devoir d'informer et surtout à celui d'encadrer les citoyens par l'opinion ?Encore d'autres questions déontologiques restent en suspens. Qui décide de quoi en matière de déontologie de presse ? Quels sont les garde-fous qui constituent un préalable à l'accomplissement du travail d'éthique et de déontologie : a-t-on élaboré des codes qui rendent plus palpable la démarche déontologique ? Photographier un homme politique en plongée ou contre-plongée serait-il justifié déontologiquement ? De quelle manière interviewerait-on la famille d'un enfant victime d'agression sexuelle ?Par ailleurs, les caractéristiques du journalisme en ligne préfigurent encore des remous qui agiteront certainement des normes déontologiques déjà établies : l'interactivité qui hisse les avis et commentaires des internautes au rang presque de produit journalistique, l'actualisation constante qui donne au produit médiatique l'allure d'un produit toujours en devenir, jamais accompli, la rapidité qui laisse peu de temps à la vérification, le foisonnement de l'information qui impose davantage de vigilance quant au triage et la hiérarchisation des données, la convergence des médias écrits et audiovisuels qui requiert plus d'habiletés de la part du journaliste, la structure éclatée des rédactions des médias digitaux qui rend le contrôle des produits finis moins efficace… tous ces bouleversements au niveaux de la presse en ligne imposent un nouveau regard de la part des journalistes sur les règles en vigueur jusqu'à maintenant.La question des réseaux sociaux qui constituent autant le prolongement des produits journalistiques qu'une caisse de résonance qui amplifie leurs échos est là aussi pour nous rappeler que la déontologie liée aux médias classiques ne peut dorénavant être séparée de ces forums d'échange superpuissants que sont Facebook, Tweeter ou autres. Dénicher les rapports entre les deux modes d'expression (journalisme et réseaux sociaux) nous conduit à nous intéresser à d'autres préoccupations déontologiques d'un autre genre.Révolu le temps de la déontologie générale et globalisante, il faudrait aujourd'hui penser à une déontologie thématique, sectorielle et de nature pratique : la diversité, le journalisme inclusif, l'enfant, la femme, les réfugiés, les droits de l'homme, les élections, les personnes en situation de handicap… toutes ces thématiques méritent des chartes déontologiques appropriées.L'étique et la déontologie journalistiques au 21ème siècle méritent d'être en phase avec l'air du temps, mais surtout avec les nouveaux modes d'agencement des données qui constituent l'assise de la société de l'information et du savoir, tant convoitée.

Teaching New Journalism in Digital Age

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We are in the transition era where culture precedes technology and where technology amplifies the culture so that the product of media can be widespread into a larger community. The presence of the worldwide web has brought changes in many aspects in our life. Nowadays, how the internet as the medium of conveying message also changed the way of communication among us. The evolution communication is the main key of the technological change. The way human communicate becomes overwhelmingly electronic. Technology changes is not only about the gadget or the content, it has greater impact in the society. The way that the media is being produced and how the media is being consumed are no longer the same. This is what Henry Jenkins in his book "The convergence Culture: Where Old and New Media Collide" called as The Media Convergence. As the new media and media convergence spill out to the world, it challenged many sectors such as social, politics, entertainment, and education. The entertainment industry affected the most as it changed how films being produced and distributed. Today, everyone is a potential producer as well as potential consumer. It's all about sharing what we had created through the media channel. It doesn't matter the content but they have the desire to create and share it with others. It's the connectivity that matters. People want to get connected to stories, to new stuff, popular things or what is being hip among the community. People enjoying stories. In the world of media convergence, every important story gets told, every brand gets sold, and every consumer gets courted across multiple media platforms. Today, rather than talking about media producers and consumers as separate roles, we might see them now as participants who interact with each other according to a new set of rules that none of us fully understand. Frank Rose (2011) argued that consumers are no longer a couch potato as how we watch television is changed. We see television shows, movies, even advertising as invitations to participate, experiencing how to immerse ourselves at will. The world is full of participatory culture, a world where sharing with each other of what we create is mutually rewarding and has large emotional satisfaction. This is the reason why narrative journalism has become more popular especially when online media emerged in the past decade. Media convergence had greater impact as it has reached multi sectors, especially the creative industry where it is in the verge of transforming our culture. The media convergence talks about how the concept of media is changed where it has an integrated information system where content of media can be spread in multiple platforms of media. Films, comic books, music, television content have been widespread into multiplatform of media, creating a new style of storytelling called the Transmedia Storytelling. It is an ongoing process, occurring at various intersections of media technologies, industries, content and audiences. This paper illustrates the growth of new media and possible future of teaching new journalism in Indonesia instilled by digital storytelling using qualitative research method and Theory of Media Evolution. This thesis illustrates that journalists can better engage their publics by adapting the methods of transmedia storytelling to journalism.

Journalists' confidential sources: Keeping the State at bay

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This presentation examines the law's impact on the sanctity of Australian journalists' confidential sources. The 9/11 attacks on the U.S. have resulted in heightened mass surveillance, consequently harming journalist-source confidentiality. The State is able to intercept and monitor mobile or landline

telephone calls; penetrate databases and cloud facilities; and use malware systems to monitor an individual's computer or smartphone. These tools can "provide a mosaic of data from multiple sources that can generate valuable intelligence about particular individuals or organisations" (Emmerson, 2014, p. 3/22–4/22). Internationally source protection laws are under attack presenting "a direct challenge" to established universal freedom of expression and privacy rights and to press freedom (Posetti, 2015, p. 62).There has been some recognition that State powers must not be disproportionate to the problem at hand. Well before the 9/11 attacks the European Court of Human Rights held freedom of expression to be one of the "essential foundations of a democratic society" and the protection of journalistic sources as one of the "basic conditions for press freedom" (Goodwin v UK, 1996, para 39). More recently, the European Court of Justice declared invalid EU law requiring storage of citizens' telecommunications data for up to two years, on the ground that it seriously interferes with fundamental privacy rights and the right to protect personal data "without that interference being limited to what is strictly necessary" (Digital Rights Ireland Case, 2014). In the UK, the English High Court declared as invalid the part of the Data Retention law that permitted access to retained data inconsistently with EU law (Davis Case, 2014). In the US a court of appeals held that the bulk collection of telephone metadata, exceeded the authority of Congress (ACLU v Clapper case, p. 97). The UN has expressed deep concern at the negative impact of mass surveillance and communications interception (UN Resolution 68/167, 2013).Stricter legislation, however, continues to be pursued. The British and US governments, for example, are "pursuing an aggressive path toward entrenching surveillance powers at the cost of citizens' privacy" (Watt, 2015). In Australia national security laws introduced in 2014/2015 "seek to go after journalists' sources" (Media Alliance, 2015, 15). In the US research by a major writers' group shows that gaps in protections "are damaging to freedom of expression, press freedom, and access to information" (PEN, 2015, 4–5). Such moves represent a shift in State-Citizen relations "where individuals should have no expectation of electronic privacy nor control over their personal data" (Webster, 2015). An attack on sources is an attack on journalism (Oakes, 2015).The present study comprises a survey of Australian journalists and interviews with senior editorial personnel combined with a literature review. Journalism educators must address contemporary source protection challenges by adequately preparing students. This study's aims are: (a) to understand how journalists operate when it involves confidential sources; (b) to understand the impact of current laws on confidential sources; and (c) to identify law, education, training and other reforms to address current problems journalists face in this area. The study examines journalists' familiarity with source protection rules; and how recent legislative developments have impacted on journalistic practice. The study will contribute to the existing body of knowledge in this area (Fernandez and Pearson, 2015; Fernandez, 2015; Posetti, 2015). It is aimed at enabling journalists to adapt to the new reality of the Surveillance State. This reality is likely to worsen from an individual rights perspective as governments advocate a recalibration of attitudes towards privacy and promote acceptance of "greater impediments to personal privacy" on national security grounds (AAP, 2015).

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Peer Accreditation in Journalism Education

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Assessing the quality of journalism education has become a major issue worldwide. Governments, universities, parents and professionals are asking for evidence of quality. Most higher education authorities in countries worldwide have a system in place to measure the outcomes of instruction and research. While each country's efforts embrace its own national and cultural identity, the methods are frequently similar. This paper focuses in-depth on peer accreditation, a largely self-governing system that relies on the expertise and integrity of academic peers who serve as site team members and arbiters of quality. Peer accreditation in journalism education at the discipline level was pioneered in the United States in 1945 through the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Today, ACEJMC accredits 110 academic programs in the U.S. and Puerto Rico. There are more than one-half dozen ACEJMC-accredited programs [A1] outside the U.S., Catholic University in Santiago, Chile being the first. Three new international programs in three different countries received ACEJMC accreditation in 2015 (Dubai, Abu Dhabi, Mexico City). Additional ones are being considered in 2016. ACEJMC recently modified its standards to make them less U.S.-centric and more applicable around the world.This kind of quality assurance began in the United States, but is gaining more attention globally. Peer accreditation can be an attractive alternative because it is less dictatorial and rigid than government or industry accreditation and reflects in a dynamic way trends in the field.Peer accreditation is based on a series of sequential steps that occur over a period of time and are repeated for each accreditation cycle.
STANDARDS: The accreditor, in collaboration with educational institutions and/or programs, establishes standards.
SELF-STUDY: The institution or program seeking accreditation prepares an in-depth self-evaluation report that measures its performance against the standards established by the accreditor.
ON-SITE EVALUATION: A team of peers selected by the accreditor reviews the institution or program on-site to determine first-hand if the applicant meets the established standards.
DECISION AND PUBLICATION: Upon being satisfied that the applicant meets its standards, the accreditor grants accreditation and lists the institution or program in an official publication with other similarly accredited or pre-accredited institutions or programs.
MONITORING: The accreditor monitors each accredited program to verify that it continues to meet the accreditor's standards.
REEVALUATION: The accreditor periodically reevaluates each institution or program that it lists to ascertain whether continuation of its accredited or pre-accredited status is warranted.A key to peer accreditation success in journalism education is significant involvement of professionals who can blend their input in concert with the academic community. While industry-based accreditation provided an ample amount of practical journalism, its rigidity and myopic focus on skills made it increasingly unsuitable for a university environment.A challenge of peer accreditation is its ability to apply its standards fairly and consistently. Because peer accreditation involves a variety of volunteers assessing only a few programs, there is a risk that standards could be applied arbitrarily or inconsistently. Success depends on clear articulation of specific standards and vigilant oversight by quality control and policy-making bodies. Financing of peer accreditation is also an issue because, unlike government accreditation, it must finance its operations through assessments from accredited programs.

Challenges Facing Environmental Journalism Education

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ABSTRACT: The birth of the modern environmental movement in the 1970s sparked more extended and in-depth news coverage of ecological issues and events and awakened interest among journalism educators and prospective journalists to report about those issues. News organizations created specialty beats and hired or reassigned reporters to cover the environment, including scientific developments, economics, politics and policy, natural disasters and energy. In response to perceived news industry demand and student demand, university-level journalism programs added relevant courses, both skills-based and analytical-thematic. Some universities created centers for environmental journalism that married coursework for undergraduate and graduate students with mass communication research, training of professional journalists and environmental communicators, and development of environment-focused publications, websites, documentaries and broadcasts. However, recent dramatic changes in the news industry, journalism student expectations, faculty interests and higher education economics have triggered serious challenges for university-level environmental journalism educators in teaching, research and professional service. This study draws on in-depth interviews with full-time and part-time journalism educators to assess and classify such challenges. Interviewees were identified primarily through their membership in relevant academic and professional organizations such as the Communicating Science, Health, Environment, and Division of the Association for Education in Journalism & Mass Communication; Society of Environmental Journalists; International Environmental Communication Association; and the Journalism Research and Education Section and Environment, Science and Risk Working Group of the International Association for Media and Communication Research. The study relates directly to the WJEC theme of "Identity and Integrity in Journalism Education" and to the topic of "Journalism and an Informed Citizenry. It identifies such principal challenges as: the changing employment situation for current and future environmental journalists; opportunities for post-degree employment in related but non-journalism careers; curricular changes that added other journalism specializations that compete for student enrollment and university funding; the need to find financial support both within and beyond universities for environmental journalism-relevant research; and the ability of environmental journalism faculty to partner on research and course offerings with other social sciences and natural sciences disciplines within a university. Based on the interviews with environmental journalism educators who have varying amounts of professional and academic experience, the study also suggests strategies for continuing and sustaining interest in environmental journalism and communication among faculty, current and prospective students, university administrators, news organizations that value environmental coverage, government funders and industry. In addition, it recommends strategies for broadening the constituency for environmental journalism education by expanding the definition of "environmental journalism" to encompass coverage of closely related specialized beats such as health, science, technology, agriculture and international development.

Inside Out: An appraisal of digital journalism education from a visual communication perspective

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Contemporary journalism education – as with several other public communication disciplines – is challenged by a fast increasing need for visual literacy, digital literacy and multimedia storytelling skills by journalism professionals. Information sources have become more abundant but less reliable while messages need to be produced faster than ever before. Journalism educators have responded to the changing landscape of mobile, digital and multimedia reporting with various levels of urgency. Leaders in 21st century journalism education have are presently implementing visual literacy and digital production skills into their curricula. Some education providers encourage their existing academics to ad hoc up skill, while others hope to "outsource" the problem of digital education to visual communication professionals, web designers, multimedia producers and social media strategists. This paper investigates the challenges of digital education for journalists from a visual communication perspective. It juxtaposes journalists' self-assessment of required digital literacy skills with the practices, standards and values of visual communication practitioners. It compares journalistic gate-keeping with visual literacy gate-keeping and problematises the complexities of (re-)training the trainers with skills and practices that seem to erode several of the values that journalists have set out to uphold, e.g., source verification, truthfulness, good faith, transparent ethics and unfailing objectivity. The aim of the paper is to argue for the necessity of a deep convergence of epistemologies and practices from visual communication and journalism over the superficial "borrowing" of media skills from creative disciplines.

Negotiating medical news and the role of social media

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This mixed method study consisting of surveys and depth interviews-both journalists and PR sources- examines their relationship in the dissemination of medical-health news in Australia. Medical or health news can play a pivotal role in informing the public and health professionals about the latest medical advances, risks and drugs, and it can also affect public behaviour as well as government policy. The behind-the-scenes process of producing medical news often involves a negotiated struggle between reporter and PR source that is hidden from public view. In seeking out a medical story, journalists come into contact with PR practitioners working in a number of medical-health areas from corporate concerns to private consultancies. PR departments are also commonplace in hospitals, health departments, research sectors, universities and non-profit medical organisations. Media attention can benefit researchers, increasing citations of their work and assist in obtaining funding.The scholarly focus on medical news has mainly highlighted its miscommunication, inaccuracy and promotional content which prevents public access to reasoned, informed debate on matters of health. This reporting specialty has been thoroughly examined by content analysis – but news texts don't reveal decision-making processes or practices. Examining published reports has provided evidence of story quality, PR usage and other influences on news processes. Yet the views of reporters and PR practitioners and their relational encounters in the medical-health area - hidden from public view - have been largely neglected.This study found that the relationship between medical-health reporters-PR practitioners is complex and changeable, and while it cannot be neatly categorised, it is predominantly one of "exchange", which accommodates both conflictual and collaborative elements. Only a minority of reporters in this study adopted an adversarial stance to all PR practitioners/information (such as media releases), including those representing highly regarded prestige sources such as doctors, scientists and researchers published in peer-reviewed journals. At the same time, however, the relationship appears to be under threat from social media use, which has facilitated connections with stakeholders without the need for reporter-PR source interaction.The majority of journalists in this study reported using social media such as Twitter to access patients and researchers directly, spot health trends, "follow" scientists and conduct their own investigations on medical issues. For their part, PR practitioners used social media to "broaden" messages, reach new audiences, monitor public sentiment and identify which stakeholders are contributing to relevant health conversations. But this study also found that although social media are being used extensively in daily practice, they are used sparingly by PR practitioners to communicate directly with journalists, despite the ease of contacting reporters who are "on the road" all day. These results suggest that if reporters contact elite medical-health sources directly without PR mediation, and if PR practitioners get their messages out in the public sphere without the need for media, then by circumventing each other, the use of social media may significantly weaken the relationship. The use of social media also suggests that they promote an 'active' form of journalism, by facilitating independent research allowing reporters to investigate their own medical-health news leads, rather than rely on PR information.

In Praise of Subjectivity: a New Discourse for Journalism Educators

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ABSTRACT: There is now nothing new about new media. Indeed for virtually all current journalism students the pre-internet age is as about as relevant as the pre-Caxton age. The digital ecology in which most of journalism now lies presents journalism educators with new ethical and professional challenges with which to grapple.In this paper I will discuss a number of the changes and challenges and will advance a new code of journalism ethics which should provide young journalists with ways of thinking about, and practising, journalism relevant to today's media environment. In particular I am suggesting that the new age of journalism, in which distinctions between who is and who is not a journalist, creates a fundamental challenge to the principle that many believe to be at the hearts of ethical journalism – objectivity. Journalism educators have to confront the fact that over the last few years there has been a growing convergence between the practices of 'professional' journalists and their 'amateur' online counterparts (bloggers, twitterers et al) who have 'barged' their way into the news and information marketplace. Related to this is the broader question of the journalist as witness – interestingly discussed variously by Barbie Zelizer Sue Tait and Stuart Allen – who all raise the problematics surrounding the notion of the journalist not just as the reporter of events but as the witness. This is a dilemma that has always existed for journalists but one now much intensified by advances in technology that make journalists not just instant witnesses but also instant distributors through online outlets and 24-hour news services. At the same time journalists are now

obtaining a great deal more material from largely unverifiable non- journalistic sources, genuine eye-witnesses, able to record and upload video, audio and stills instantaneously from almost anywhere in the world. Even more problematically there has been a flow of 'news' from sources (notably but not exclusively linked to acts of terrorism) that seek to exploit the journalists' access to the mass media. All this in dramatic contradiction to the alternative view of the contemporary journalist, perhaps most elegantly articulated by Geraldine Muhlmann in her conception of the journalist as flaneur (stroller). So the key questions are: 'Who is, and who is not, a journalist? and 'Do such distinctions still matter?'and 'How should those who still call themselves journalists respond and report events that they, and others are, or claim to be, witnessing?' I will argue that this blurring of the distinctions between journalists and others has rendered as irrelevant, and even wrong-headed, traditional notions of journalistic ethics. And if this is the case it is bound to have serious implications for those concerned with the teaching of journalism ethics. I will propose seven new pillars of journalistic wisdom which I will contrast with seven older ones that I have constructed for the purposes of this argument. The first of these new pillars is the challenge to the central concept at the heart of traditional journalism- objectivity. I will argue that its apparent opposite 'subjectivity' is a far more useful touchstone, giving which journalists insight into their own biases, partialities and so forth. And it also helps journalists achieve their single most important ethical value – fairness, the ultimate test of the ethical journalist. Other values to be strived for set out in this new code include accuracy, thoroughness, verification, transparency and accountability – a new code for new times.

An "Imagination" of Knowledge Community: Discourse Analysis of China's Environment News Reporting

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KEY WORDS: Consensus Sharing Knowledge Community Environmental New Reporting.
This research project focuses on how knowledge community to be constructed between the environmental journalists and experts. Knowledge Community, as the theoretical model of a kind of comprehensive knowledge, can be regarded as an virtual organizationally supportive knowledge "alloy": in such a community, different kinds of disciplines' knowledge are efficiently and effectively located, captured and shared for easier distribution and reuse (He lin, 1998; ÓMichael H. Zack,1998; Sun Ge, 2001;). Environmental news reporting follows the basic rules of general news reporting, while it has its own characteristics that focus on the contradiction among human, natural environment, and the social problems, to inform the public of the true status of the human environment, thus to cause social warning. Environmental journalism began in the United States Conservation Movement (1850 - 1920), gradually formed in the 1960s, and got vigorous development in 1970s. At the end of the 1980s or early 1990s American scholars began to research environmental journalism as a new discipline different from the general journalism. Michael Frome (1998) put forward the concept of complete environmental journalism. Other cases analyzed how the media to affect the government and the public through their reporting environmental crisis issues (Krimsky Sheldon & Plough Alonzo, 1988; L.LaMay Craig & E.Dennis Everette, 2000). Some studies focused on how the media to construct the environmental agenda and how to spread the environmental implications (Hansen Anders, 1993). China Environmental news reporting and its research began from the 1990' as Chinese environmental problems were exposed gradually, got significant development as a kind of professional reporting area early this century, including social issues about water, air and soil and other related social problems. Focusing on professionalism of environmental journalism, some studies found that since early this century the environmental news reporting become more objective and rational than ever while some news reports still lacked acutance, balanced and scientificalness. Others concluded that environmental Journalists was in crisis because some positive environmental news stories were often associated with business purpose, and then, relationship among the environmental reporting, advocated information, and the objectivity of the news become complicated (Li Xiguang & Li Ying, 2005; Wang Jilong, 2009; Xu Yanxu, 2009; Liu Xiangrong & Zhang Bin, 2009;Le XiaoLan, 2010).Few of researchers used relevant theories of "New Social Movements" to describe and explain the environmental reporting in the social transformation as kind of "environmental mobilization" (Sun Wei, 2009).But it is regret that very few of study focus on relationship between the journalists and the experts in the environmental news reporting. Specifically, environmental news reporting needs to professionally across different disciplinary knowledge. When reporting, journalists' consulting the experts for advices to find out the problem and to interpret it correctly is obviously necessary. Many successful reporting were done by their corporation efficiently.One of the main criteria to evaluate the knowledge community is to see the its authority 's explanatory power of the facts, and to measure how much unique explicating knowledge included in the community is transformed for easier distribution and reuse so as to remain organization competitive (He lin, 1998; ÓMichael H. Zack,1998). According to our reality observation, the knowledge community of environmental Journalists and academic experts may have their specific characteristics. This paper puts forward two hypotheses: first, the construction of the knowledge community in environmental news reporting may be more dependent on the consensus between journalists and scholars about current Chinese events, not on their individual disciplinary authority. Second, the value of knowledge community generally comes from how much which is able to keep the organization competitive; however, the value of it in environmental news in China may contribute on its obvious influence on the reform of China's environmental policies. The research method of this paper involves content analysis, Newsnroom-Observation and depth interview. Firstly, content analysis will select the typical reports with media coverage of more than a few of months. Secondly, one researcher is going to enter some workshop to get newsroom observation on how the journalists and the experts to make some kind of consensus about a specific case in the knowledge community. Thirdly, two depth interview groups is design to study how a new knowledge community to be gradually formed. Interview of group of journalists will focus on how the journalists to find out and explain the problem, and the another one of experts will focus on how to share their own academic achievements or professional knowledge to interact with a large number of environmental journalists and how to provide solutions to the relevant government departments and their policies. Through above three research methods, this research expects to draw the "dynamic diagram" of how the environmental reporters and experts to synthetize in the knowledge community based on their "consensus" and "sharing".

Defining News: A Ten-Nation Perspective

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Worldwide, the consumption of news and information is greater than ever before. But twenty years of Internet news and a decade of social media have permanently altered the patterns of behaviors associated with how consumers look for news and even how they perceive what 'news' is for them. As the media landscape changes and old approaches no longer fit, it may be time to re-assess the fundamental definition of "news."Traditional news values have been defined and extensively studied by Western researchers, but little attention has been paid to the correspondence of these definitions of news with consumers' behavior in different countries.The challenge of defining "news" is complicated by the fact that almost any event has some news value in an age of niche-news. More importantly, the process by which news is defined has changed because of a shift in the locus of power to distribute information. In traditional media, professional journalists (especially editors and publishers) have had disproportionate power to define what constituted "news." But social media are shifting the locus that defines news from journalists to the public, with "news" becoming whatever a person chooses to share with others, and "newsworthy" being measured by the degree to which a story is shared and reshared.The most significant impact of this shift in the locus of power to define news is the potential transformation of news consumers from comparatively passive receivers of news distributed by traditional news organizations on predictable schedules to active seekers of news and information whose appetite is whetted by the morsels of information distributed through social media.This study addresses these questions with a survey of news consumers in ten countries (Canada, Chile, India, Mexico, Thailand, Russia, Ukraine, United Kingdom, United States, Venezuela). This inquiry begins with an exploration of traditional news values, then proposes a set of hypotheses designed to test the correspondence of these journalistic values with those of news consumers in general and specific groups of news consumers in the ten countries selected for this study. The analysis then compares two dimensions of news values, conceptual dimensions of newsworthiness (proximity, prominence, novelty, etc.) and self-reported consumption of specific news stories of varying global prominence.The findings of this study have the potential to impact the newsroom by steering editors toward specific content that has a stronger interest among news consumers. At a time when people depend on information technologies such as smartphones to the point of addiction, patterns of news consumption are in flux around the world. As a result, it may be necessary for scholars to re-think what values are important in the modern news age. At the heart of this inquiry is the basic question of whether there is a common set of "news values" for news consumers around the world, or whether patterns vary by country or culture. In the process, this study also addresses the fundamental question of whether news consumers have the same "news values" as journalists, or whether news consumers have a different concepts and operationalization of news.

Mass Shootings and the Media - rethinking our ethical frameworks

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A range of challenges currently face journalism and journalism education: the rise of the internet; social media; citizen journalism; and the seeming failure of traditional journalism business models. These topics dominate journalistic research and education. Even so, there is still room for historical analyses to provide frameworks for new approaches to the teaching of 21st century ethical issues for journalists, addressing journalistic integrity. One such key area is journalism's historical/contemporary/future response, in research, education and practice, to the coverage of mass random shooter.2016 will be a significant year in the annals of the crime of mass random shooting. 1st August 2016 will mark the 50th anniversary of 'The Texas Sniper', when Charles Whitman killed 14 people at the University of Texas. It's a crime that has been described as the 'first' of the modern mass shootings. Arguably, it earns this status because of the nature of the news coverage generated. Analysis of the details of how Whitman's crime was reported indicates that the media responded differently to previous mass random shootings and set an agenda which has been followed since.2016 will also see the 20th anniversaries of the mass shootings in Dunblane, Scotland (March), and Port Arthur, Australia (April). This paper will examine these crimes through the prism of their significance to our understanding of journalism education, and media effects and ethics. It will chart the evolution of the crime of the mass random shooting, and the evolution of the news coverage the crimes received.The current approach to coverage of the random mass shooter crime starts by asking 'Who' was he? 'How' was the crime committed? 'Why' did he do it? This 'script' has been used by the media ever since 1966, and in the 50 years since that date the crime of the mass random shooting has increased exponentially, to the point where there are about 26 around the world every year. In constructing a news story from any event, the journalist always structures their coverage to answer the questions: 'Who? What? Where? When? How? Why?' In relation to crime stories, the 'What? Where? When?' questions usually provide the basic factual details of the incident. But in determining, and reporting on, the 'Who? How? Why?' of random mass shootings, news outlets have utilised, to varying extents: descriptions of the perpetrator; their 'manifesto'; methodology of how the crime was committed; and speculation or analysis of a (potential) motive.Whilst there have been calls from such fields as public health and forensic psychiatry to re-examine the impact of the news coverage of these crimes, journalism practice and scholarship has not paid much attention to the matter of the possible effects of reporting mass random shootings. Far from accepting that ethical guidelines relevant for suicide reporting might also be useful for the crime of random mass shooting, Journalism educators note that there is no clear 'copycat' timeframe such as is evident with the detailed coverage of completed suicides. The work around 'copycat' suicides has proven a successful framework for journalism education and ethics-based practice in several countries. This paper will outline how a new understanding of the impact of mass shooting coverage, moving away from the copycat model, can inform a more nuanced application of ethical frameworks for future journalism education and practice.This paper will examine how news framing theory can provide an effective methodological framework for the analysis of the media coverage of the Dunblane massacre in Tasmania, the location of the Port Arthur massacre just six weeks later. This data provides a baseline study that allows an examination of modern ethical challenges to current journalism practice and education, exploring the consequences of journalistic choices, particularly in terms of the subsequent Port Arthur killings. The significance of these mass random murders for the countries in which they occurred is apparent – they were each the 'last' large mass shooting in the country in question, and both had a profound effect on public consciousness and subsequent legislative action on gun control. In a wider context, Dunblane and Port Arthur provide essential elements for examining our understanding of how the coverage of one crime might have an impact on the motivation for another. This paper will explore how the anniversaries of three crimes can (i) inform our understanding of, and approach to, 21st century ethical issues in journalism; (ii) seek to challenge our understanding of the consequences of the framing choices made in news coverage, and (iii) examine the implications for the teaching and study of journalism, now and in the future. Given that these anniversaries will generate significant media attention, this paper has the potential to contribute significantly to an important area of research and practice while also addressing the integrity of journalism education.

Detecting the Dynamic Interactions Between Journalism and State in China: A Case Study of the Coverage of Sino-Japanese Relations between 2001 and 2015 by Leading Chinese Newspapers Through the Lens of Framing Theory

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ABSTRACT: The interaction between journalism and the government has been a long-standing research topic in both global and Chinese contexts. Over the past two decades, due to large-scale commercialization, globalization, and the dramatic development of information technology, China's journalism industry has shown some considerable transformation in terms of ownership, organizational structure, profit models, and integration into the global media system, the discussion of the practices and functions of journalists in China's government policy has increasingly attracted research attention. It should be noted that the argument of journalism and the media acting as the 'fourth estate' by serving the public interest, which is widely accepted in Western societies is not an empirically evident in China, and journalism's press freedom and the media's influence on government policy is still quite limited. However, while Western understanding of the journalism does not translate well to Chinese contexts, the simplistic authoritarian paradigms that are preoccupied with images of state censorship and repression over-simplify the complex realities of journalists-state relations in China as well. This article provides insight for journalism studies in Chinese context, investigating the dynamic interactions between journalism and state in contemporary China by choosing Chinese journalists' reporting of Sino-Japanese relations as a case study. It examines the ways in which the Chinese journalists' reporting of Japan and Sino-Japanese relations reflect and affect China's policy towards Japan between 2001 and 2015. This study will employ framing theory as the lens to examine the journalism-state relations dynamic due to its specific explanation of the way journalists serve and exert influence on a government or regime. Framing theory proposes that the news media select and emphasize specific issues or aspects of an issue in order to influence their audience's attitude towards them (Entman, 1993). Based on framing theory, this research constructs an analytical framework to analyze Chinese journalists' reporting of Japan. In terms of methodology, this study will use a mixed methods approach, which combines quantitative content analysis of news reports of Sino-Japanese relations between 2001 and 2015 from three mainstream Chinese newspapers: the People's Daily, the Southern Metropolis Daily and the Global Times, and in-depth interviews with journalists and editors from those three newspapers and government officials. The interviews will be used to help decide the analytical categories and supplement the research findings. This study is situated in the field of journalism studies in Chinese context. It aims to provide a comprehensive explanation of the Chinese journalists' functions in China's foreign policy through examining the consistency as well as the variation of the journalists' practices during peacetime and political crises in Sino-Japanese relations. The author proposes that the Chinese journalists' function in government policy, especially foreign policy, are not uni-directional during different international and domestic political circumstances. Two opposite roles of Chinese journalists—Communist party's propaganda tool and change propellant—are interchangeable under specific circumstances. From a broader perspective, this thesis also aims to contribute to the debate about media-state relations that has been widely discussed in Western democracies but has lacked sufficient empirical attention in China.

The French Assessment System of Schools of Journalism: an Essential Precondition to the Professional Connection?

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In France, since 1956, there is a strong link between the media industry, the journalist's representative organizations and the schools of journalism. In 1956, for the first time in their history, schools of journalism had to go through an assessment process, to obtain a certification essential for having a high level of attractiveness. Through this certification process, journalism schools have to prove they have a strong link with the industry. This process is organized by a commission, the CPNEJ "Commission Paritaire Nationale Pour l'Emploi des Journalistes" / "National Labour/Management Commission for Employment in the Journalism Branch" within the National Press Card Committee (CCIJP). Through numerous assessments criterions (Professional Development Committees, very strict and restrictive rules on internship for students, requirements on diversity etc.) the profession tries to maintain control on the curricula and the development of schools of journalism, in a neo-Malthusian approach. In that context, assessed schools have a comparative advantage among the numerous non-assessed schools. It helps them to maintain a strong link with the profession and the industry to keep up with a rapidly changing environment. They also have to compete among themselves to strengthen their links with the leading media companies, to obtain the best internships for their students and to develop a strong employment network for their alumni. At the same time, as all other kinds of schools (Business, Engineers etc.), schools of Journalism have to comply with the general rules of the French ministry of Higher education. For example, in France, most of journalism degrees are two years Master programs. Almost no undergrad programs could be developed. The ministry will be very reluctant to accredit for the same profession, journalist, two different levels of qualification. This double injunction, of the Profession and the Ministry, puts the journalism schools in a position of uneasy balance. They have to build curricula that comply with the requirements of the profession (CPNEJ) and at the same time reach the expectations of the Higher Education Evaluation Committee. The role of the professional is essential in this balance, as they are seen as "non professional educators" by the Ministry of Higher education and as "key professional educators" by the CPNEJ. This paper will present how the assessment process of French journalism schools has also been constructed as a guarantee of a strong link with the professionals, for the greatest possible benefits to the students. It will also explore the future of this link. Due to a relative crisis of union commitment and representation this model seems to have reach its limits. How can, in that context, schools of journalism maintain the same level of commitment with the profession? Will this historical link be questioned? What will be then the implications for the profession itself in a country, France, where the profession is still ruled by a 1935 Law on the status of professional journalist? It will be shown that assessed schools of journalism are using this moment to build new link with their professional environment at the digital age, keeping up in mind a certification process build 60 years ago.

Current Citation Trends of Journalism and Mass Communication Scholarship and the Role of Total Online Access as a Predictor of Citations

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Number of citations is increasingly used by university administrators and scholars to evaluate the scholarly impact of a faculty member's research. Now many journalism research articles are accessible online via journal web sites and other online databases. Some journals display their "most read" articles on their web sites. How do such online access and total access metric affect citations? Prior research has shown that length of publication year and topic (new hot topics of the field) affect citations. But those studies did not examine how online access (page view and download) and specific journalism and mass communication research topics or medium affect citations. This study is a content analysis of a census of 99 articles of a leading journalism and mass communication journal which were published in 2012-14 and examines the article attributes that predict citations. The period was chosen when online web access became available for the journal's articles on the journal's web site and it is short enough to minimize the variation of the publication time between the articles. We could at least obtain citations of articles at least 12 months after print publication of the article. It facilitates the researcher to garner short-term impact that can be closely related to their online access, which is the highest when an article is first published online or recently published in print. The reason only one journal was used in the study is that the researchers were only granted total online access data of one journal to examine the effect of the online accessibility and amount of viewership of those articles on the amount of the article's citations. This study examines the online access's effect on Google Scholar citations because the numbers of Google citations are open to the public that can be verifiable. It includes many different kinds of publications and they are not limited to some specific journals such as those included in Journal Citation Reports. Especially as this study aims to study short-term impact, Google Scholar citations were deemed the most appropriate citation metric to use. The results of the study shows that three main factors predict number of citations: publication year, topic related to new media technologies, and amount of online access of the articles can predict 70% of the variance of Google scholar citations of the articles published in that three year period by November 1, 2015. The amount of online access is the most dominant direct predictor of citations. Significant predictors of online access amount are the same as the number of citations. A hierarchical regression analysis shows that non-content related attributes of an article actually predict citations much more than the content attributes. Even with one year's difference, the citation number can be substantially different. Topics that garnered the most citations are review or research trend analysis articles, research articles on internet and technology issues such as digital divide and media uses and adoption. Public relations, advertising, management, education and health communication articles in that journal received the least citations.The study medium also makes a big difference in citations. Articles which study mobile media received the highest citations, followed by social media, and television. Radio and newsletter, magazines received the least citations. We did not find any significance in gender of the senior author, Ph.D. institution and country affiliation which are author-related attributes in predicting citations. Study settings, number of references, originality of data, use of human subjects or funded studies do not boost the number of citations of the articles. Our study results indicate that the online advance postings of articles can significantly boost the citations of an individual article in non-open access journals. To journal publishers, total online access traffic including both number of page views and downloads is a very good predictor of the amount of short-term citations of the article. To identify hot topics of the field immediately, researchers can also use the "most read" articles as a proxy for the most cited articles in near future. Because the number of short-term citations of a journal article of the same journal is so dependent on the medium type and the topic and other non-study related attributes, the Thomson Reuters' Journal Citation Report two-year Impact Factor or other citation metrics such as Google Scholar as a measure to evaluate an article or a scholar should be used very skeptically. Administrators and scholars are advised to employ additional evaluation measures rather than just relying on journal impact factor in comparing the impact of journalism and mass communication scholarship among faculty of different research areas and to understand the limitations of those citation measures. They should take into account the factor that some topics are less likely to generate many citations.

Virtual Foreign Correspondence: Exploratory Qualitative Newsroom-Experiments on Challenges of Digital Information Retrieval in International Correspondents' Training.

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The study of 'Virtual Foreign Correspondence' aims at researching whether or not news reporting from abroad is adequately possible by simply using internet-based sources in a newsroom at home and, thus, making cost-intensive reporters on-site in other countries obsolete.Foreign news coverage is constantly decreasing because of an alleged audiences' lack of interest in it. Based on this assumption, jobs of foreign correspondents are jeopardized by economization processes as media outlets are favouring low-cost forms of reporting in order to save costs (Hamilton, 2012). Furthermore, global audiences demand up-to-the-minute reporting and technological developments can provide global news feeds via internet media. As Hamilton & Jenner (2004) implicated, foreign correspondents need to adapt to emerging changes and incorporate new journalistic patterns. As a matter of fact, incorporating internet-based investigation by gathering information online-only can help cutting costs. Based on these premises, we pose the following research questions: At what level of quality can journalists working at the foreign news desk at home report on foreign affairs abroad? What are the experiences of virtual foreign correspondents compared with those of traditional foreign correspondents based on-site?To answer these questions, we held six newsroom experiments with 90 journalism students over the course of seven years (2009-2015) to investigate if journalists working at the foreign news desk at home can substitute foreign correspondents working abroad. Methodologically speaking, this exploratory study is based on qualitative experiments held within curricular seminars we set up as follows: the participants formed teams of virtual foreign correspondents covering pre-defined world regions. We instructed the participants to investigate international topics. The groups edited foreign news stories by investigating official and unofficial local web sites of administrations, institutions, NGOs or online media outlets. In addition, the participants established contact with informants via social networks, e-mail or VoIP-software – on condition that all information used is acquirable through stationary and mobile internet technology. Afterwards, virtual correspondents had to propose their news stories to the whole group at the foreign news desk which finally decided upon realization. We analysed the experiments by holding two focus groups – one interim discussion halfway through the seminars and a final evaluation at the end of each course. Eventually, all discussions were transcribed and evaluated through qualitative content analysis. In this step, we classified segments of the material within systematic categories we derived from reviewing relevant literature; we used this framework as a guideline to structure focus group discussions. Furthermore, participants briefed each other on real working situations in reporting areas they covered and, finally, compared their products to professional news stories on respective topics. Above all, the participants composed research diaries documenting their experiences, which we compared with focus group transcripts in order to extract valid findings.Deduced from the focus groups, we can state that language skills are decisive for both virtual and traditional foreign correspondents. Regional knowledge can be described as key to opening up and accessing certain regions. In only few cases participants state that they could attain necessary cultural and contextual knowledge via online research. The lack of personal experiences and the dependence on online information may force them to resort to clichés in order to identify new topics. Both traditional and virtual foreign correspondents

have doubts about information they retrieve via internet media and state controlled media without having the possibility to double-check it. Interestingly, the results show that traditional foreign correspondents working on-site oftentimes rely on the same (online) sources as virtual correspondents as there may be restrictive information policies in their host countries. This can hinder international journalists' direct access to first-hand information. Against this backdrop, most participants use local media to deduce topics for their stories, collect information, and extract quotes. As a result, co-orientation and heteronomy are significant factors that heavily influence the work of virtual foreign correspondents. As a consequence of lacking regional and cultural knowledge, virtual foreign correspondence in contrast to traditional foreign correspondence is oftentimes limited to co-orientation and can lead to decontextualization. Surprisingly, in some cases virtual foreign correspondence can indeed lead to high-quality journalistic products: this not only accounts for hard news editing, but also for reporting in journalistic storytelling formats that supposedly would require a more personal approach and direct contact with people such as portraits and features. In most cases, however, virtual foreign correspondents cannot entirely substitute traditional foreign correspondents so far particularly in terms of background and contextual insights into foreign affairs. Nevertheless, virtual and traditional foreign correspondents could complement each other to optimise partition of work and workflows: whereas news desks at home could focus on up-to-the-minute news gathering, correspondents based in foreign countries could enhance stories by providing background and context according to their regional knowledge remaining a USP for quality media outlets.

Understanding the nature of media scandals in light of recent revelations in New Zealand's political life

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The paper considers the theoretical literature on media scandals and applies this to recent scandalous events in New Zealand, to help us better understand the part played by the media.A media scandal can be defined as when the media takes private information and makes it public, with the disclosure generally outraging society and producing any number of effects. These effects include the exposure and remedying of corrupt practices, and moral condemnation. The news media may publish scandals in a genuine effort to reveal and stop unacceptable practices or simply to gratify its audience's prurient interests. But as well as reporting on scandals, the news media may itself be the perpetrators of scandalous behaviour.The media scandals considered here have centred on two individuals: right-wing blogger Cameron Slater and internet tycoon Kim Dotcom. In the case of Slater, the scandals included Slater's exposé of Auckland mayor Len Brown's extramarital affair. Brown remained mayor but lost most of his public support and recently announced he would not be standing again for the mayoralty. Another was the revelations in investigative journalist Nicky Hager's book Dirty Politics that Slater, who many regard as a journalist (broadly defined), was secretly paid to write stories to assist his clients and had close links with the governing National party. The ensuing fallout from the book contributed to the resignation of a senior government minister. A further scandal was the fact a government agency had failed to maintain political neutrality in its dealings with Slater, and was obliged to apologise. There was also the hacking of Slater's email, a criminal act from which Hager benefitted. In seeking to identify the hacker, the police raided Hager's house, which Hager has argued was unlawful.In the case of Kim Dotcom, the scandals included the nature of a police raid on Dotcom's mansion, including his short period of imprisonment, which was seen by some as excessive. Then there was the revelation that government spies had illegally spied on Dotcom and other New Zealanders, for which Prime Minister John Key apologised. Another scandal was the manner in which the investigation into the leaking of a report into the spies' activities was impeded. This ultimately saw a government minister resign, although he was later reinstated. There was also governmental prying into the activities of political reporter Andrea Vance, who had received the leaked report, resulting in the resignation of a senior government official and a government apology. Another scandal was Dotcom's wife leaving him in the dead of night and beginning a relationship with a younger man, the focus of tabloid media reportage. When Dotcom founded a political party, the Internet Party, this led to further scandals. One was journalist Alastair Thompson's conflict of interest, in that he was supposedly an independent journalist but was also working for the Internet Party. Thompson was obliged to cease his journalistic work. When the Internet Party allied itself with left-wing party Mana, this saw one high-profile left-wing activist leave Mana in protest. With Dotcom's public persona becoming ever more extreme during the election campaign, Internet Mana suffered a comprehensive defeat at the polls, while the National-led government was re-elected.In part, the media publicised these events simply because the scandals involved celebrities and included sexual misbehaviour. However, in publishing these scandals the media also raised genuinely important issues, including citizens' trust in politicians, journalistic independence and illegal government spying. Ultimately, the media scandals revealed the conservative character of New Zealand society. Whereas the Len Brown scandal ended his political career, by contrast, despite the National-led government being forced to apologise for illegal spying and other serious transgressions, it was re-elected. It appears the public was far more appalled by Brown's sexual misconduct than by anything revealed about the government. And as Kim Dotcom and his colleagues' behaviour became ever more outrageous, that served only to strengthen the government's hand. In considering issues of the media's role in both reporting on and engaging in scandalous behaviour, this paper fits in well with the broad conference theme of identity and integrity in journalism education. It also engages with the specific conference themes of (i) 21st-century ethical issues in journalism and (ii) journalism and an informed citizenry. Much of the material in this paper was used this year in third-year and postgraduate journalism teaching at a New Zealand university. Nicky Hager accepted an invitation from the university to speak to the students about his experiences. From a journalism education perspective, students respond well when journalism theory is applied to contemporaneous news media events. Doing so enlivens lectures and tutorials, and shows students how theory helps scholars understand the media world. This helps and motivates students to engage with the material.

Why journalism students should believe in themselves. Journalism and communication student's subjective beliefs and their influence on learning the profession

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The study presented here will address a simple, yet very important question: Do journalism and communication student's beliefs in their own effectiveness as communicators influence their attitude towards journalism and their ability to learn the profession? This study is based on the results of an earlier study we did on subjective beliefs and their influence on journalistic identity. This earlier study showed that there were significant differences between professional journalists and PR professionals and that the distinguishing factor was communicative self-efficacy. In short: journalists set themselves apart by thinking that their voice mattered. We are now testing different groups of students – aspiring journalists and aspiring PR professionals – to see if this connection is already manifest or being learned during their studies. This will help our understanding of how a professional journalistic

identity is formed and how we can didactically support this process. The following paragraphs will give a short overview on the psychological basis of the problem, our earlier study regarding journalists and PR professionals, our methodology for the current study, and our research questions. From psychology, we already know about the importance of beliefs for our identity: who you believe to be has a profound influence on how you behave. Psychology has also already realized the importance of this connection for questions of (higher) education (Hofer 2001; Caprara et.al. 2011). For example, Heigl and Thomas (2013) have recently shown that self-efficacy – the belief that you can do something – plays a major role in solving problems and that focusing on fostering self-efficacy can help students develop better problem solving skills. In our own first study, which we finished in early 2015, we have compared different beliefs of audiences, journalists and other media professionals in one particular local market in Germany (midsize city, 105.000 inhabitants, regional metropolitan center). A standardized online-survey was distributed with the help of all local news providers. All journalists, freelancers, as well as the PR officials of local companies, organizations, and public institutions were contacted personally (n=250). A total of n=680 people participated in the survey (n=64 journalists, n=107 PR professionals). Based on previous studies in cognitive psychology (see above) and in journalism research on trust (Kohring/Mattes 2007), we developed seven scales to test people's "communicative self": e.g., their belief in their ability to perform journalistic tasks: to select information (a=.85), to research facts (a=.83), or to prefer many sources of information over a single source (a=.70). Professional roles, professional education, age, gender, media usage and trust in journalism were used as control variables. We found significant connections between what we have called "Communicative Self" – the belief that what you communicate matters – and, for example, trust in journalism as a source of reliable information. It was also significantly connected to what we might call a "journalistic identity": the belief that you are a good gatekeeper, that you can find and recognize relevant information, the belief in the importance of pluralism etc. Most importantly, we found significant differences between journalists and other media professionals in this regard. We have now taken reliable and tested scales from that study and applied them to a questionnaire for journalism and communication students at four German universities, offering programs in journalism and communication studies. The questionnaire will be distributed in early 2016 in both first and fifth semester courses in order to test for learning effects. We are aiming to test a minimum of 200 students (100+ freshmen, 100+ advanced).In addition to testing communicative self-efficacy and journalistic identity beliefs, the survey will distinguish between aspiring journalists and students who want to go into PR and other media professions.

OUR RESEARCH QUESTIONS ARE: - Do students with different job perspectives already differ in their professional identity the way professional journalists and PR people do? - When do differences become evident? Are they learned or part of an attitude? - Does self-efficacy play the same important role we found in the earlier study? - If it does, what are the consequences for our journalism programs? How can we teach and support the development of a professional identity?

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Perpetually changing markets as challenge and chance for a new journalism education identity.Framework for an institutional model for journalism education research

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This presentation will argue that many of the problems journalism education faces comes from its avoidance of developing a deeper understanding of itself, one that goes beyond replicating practical knowledge from professional journalism. The argument is that journalism education lacks an own identity, one that is not based solely on the idea that we are 'educators for a profession called journalism'. This one-way definition of identity with its clear hierarchy does not work anymore when the guiding system (journalism) destabilizes. The presentation will propose an institutional model for journalism education identifying different problems on different levels and systemizing their relationship to one another in order to point out theoretically sound entry points for our research on future journalism and its education.So, why does journalism education lack an identity? "How do we educate students for a media world we honestly can't imagine?", Dianne Lynch asked in her insightful feature for the Knight Foundation (2015) and sums up one of the most prevalent challenges of journalism programs in many countries. Very often these days, journalism programs seem to be stuck between a rock and a hard place: For years, they have been serving a profession with a solid standing – a healthy industry whose "business" (providing news) was regarded as one of the pillars of democratic society. Journalism programs were doing a good job when they were able to provide good graduates, who had been taught the skills and knew the rules. Often, this was possible by hiring industry veterans who could pass on their knowledge. This is the way a stable system works. Unfortunately, stable systems tend to neglect developing innovation and creative processes which help them change in a time of crisis. And, more unfortunate still, the system is of course not stable any more.Nowadays, the profession we are teaching for is losing more and more of its former power in the information market, in many countries there is no job security for graduates any more, and, as Lynch (2015) pointed out, we cannot be sure if what we are teaching today will have relevance in the news market of tomorrow. In 2014, Robert Picard stated in a keynote address to the Toronto Journalism Education Conference: "The journalistic world of the 21st century is fundamentally different from that of the 20th century" – yet we, in many respects, often act like journalism has the same functions, role and place in society and journalism education requires teaching the same principles.In journalism education, we try to incorporate technological changes in educational newsrooms, we may experiment with new ways of storytelling, and we try to react to the exceedingly desperate situation on the job market by teaching our students additional entrepreneurial skills. However, one of the fundamental issues of our profession (as educators) is: we are simply lacking knowledge about our field. All in all, there is very little research about journalism education yet. There are some works about national education systems (e.g. Becker et.al.), their comparison (e.g. Fröhlich/Holtz-Bacha 2003, deBurgh 2005, Leung et. al. 2006, Harnischmacher 2010) or their historic developments (Barrera 2012). But on the whole, most of what we know about our profession as journalism educators are best-practice examples and graduate surveys, and most of what we do in our programs is trial-and-error.Today, we

are faced with fundamental questions with regard to our own professional identity as educators:What is the nature of the changes we are dealing with?How can/do we want to react to these changes?What is our role as higher education providers?Who do we want our students to become?The first step towards defining an identity for our field is to find a theoretical framework able to describe the interrelationship of the forces that affect journalism education. The presentation will propose a model based on neo-institutional theory (DiMaggio /Powell 1983, Greenwood et. al. 2002, Scott 2008) identifying journalism education as influenced by both changes in the field of higher education on the one hand and the field of professional journalism on the other. It can point out where many issues of journalism education originate (not least the classic "theory/practice" paradigm). Based both on organizational theory and different empirical research projects by the author over the past years, this model identifies the different principles at the basis of the two fields and describes the process (and the challenges) of educating for a perpetually changing market.

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Counting on the news: Why data matters to an informed citizenry
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"If you don't know enough to question data, then you really are impotent as a journalist". So wrote the distinguished editor and journalist David Randall, and his verdict points to an unresolved dilemma at the heart of journalism education – how do we ensure that future generations of journalists are competent and confident when dealing with numbers, given that so many of our students (not to mention instructors!) are data-phobes?It is a long-held truism that journalists and journalism undergraduates shy away from figures; being steeped in the culture of literacy, they disdain numeracy, as C P Snow observed in his influential essay on the Two Cultures in the 1950s.Yet public discourse is predicated on numbers, from budgets and schools league tables to healthcare and taxation. It is not just stories about business and finance which depend on numerical facility – crime, sport, housing, the environment, science and even the arts all demand fluency with figures. Failure to get to grips with numbers is a failure to keep our citizenry fully informed.But the issue is broader than merely that of being wrong-footed by arithmetic. At its heart, what is often lacking is the ability to analyse data; data which may or may not involve numbers. This broad notion of having an analytic approach to data is best capture by the term Quantitative Literacy (QL), rather than the more narrowly-focused term 'numeracy'. Employing the notion of QL, this paper argues, firstly, that journalism students tend to be less quantitatively literate than peers in other subject areas and, secondly, that this has a detrimental effect on reporting and hence on keeping the citizenry well-informed.The paper employs a triangulated research methodology. First, secondary literature is reviewed to establish the context within which the issue of journalism and QL is situated; secondly, a mathematical audit of a daily newspaper seeks to establish information about use and misuse of numbers by journalists; and third, a small-scale pilot study compares the QL competency of journalism students with that of statistics students. An interview with the editor-in-chief of a daily newspaper supplements the findings with qualitative data – for example, the acknowledgment that data-rich stories may be 'underplayed' if the reporting staff are not confident in QL.The results suggest that anecdotal reports of journalists' poor QL skills are founded in fact, and that a broad range of errors are common. This weakens journalism's claim, as one recent history of journalism in the UK put it, to ensure we can "understand what is going on so that we can play our role in society as voters and electors" (Kevin Williams, Read All About It, p6). The paper concludes by proposing that what is needed is a shift in the culture of journalism, starting with journalism education, away from a predominantly arts-based culture to one which embraces the sciences as well, in an attempt to bridge Snow's 'two cultures'. While acknowledging institutional barriers to change, the status quo is not an option if we wish to develop a well-informed and democratically active citizenry.

Perception of ethical principles among journalism students in different countries

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The impact of journalism education on journalism students' professional views and ethical perspectives has traditionally been neglected to certain extent in the scholarly literature. Until recently, most discussions in the field were based on educators' perspectives, with relatively little reflection about how journalism education was actually experienced by students, and what this meant for their future in the news media industry. In recent years, however, such analyses have gained currency among scholars, with an increasing number of studies conducted in various national contexts. In line with a more general comparative turn in journalism studies, studies have increasingly been conducted across countries, aimed at generalizing theories and findings. Rather than rely on potentially unique conditions in one country, comparative studies enable researchers to isolate specific national contexts in order to better understand the complexity of global developments in journalism education. One crucial component of journalism education across the globe is the focus that is placed on journalism ethics. This is important especially as educational institutions are deemed to provide an ideal environment to question ethics scenarios and train students to follow ethical guidelines in their respective context. Yet, to what extent students may actually adopt certain ethical guidelines is still poorly understood. One study at a US university found that students' ethical views changed following an ethics course, suggesting that ethics-specific education can have an impact (Plaisance, 2007). Beyond this, however, there is an urgent need to inquire more deeply into these issues within and across national contexts. This paper will therefore examine the impact of journalism education on journalism students' ethical views in Australia, New Zealand and Estonia. Based on the cross-national collaborative project "Journalism Students Across the Globe", the study investigates representative samples of the journalism student body in each country, across all years of study. In doing so, we focus on questions concerning deception and the value-dilemma journalists are facing in daily practices: confidentiality versus transparency. Both these aspects of journalism ethics are linked to the normative aspects concerning the information gathering phase in journalistic information processing and these controversial choices are usually discussed in ethics classes. The focus of the 21st century information ethics has moved from the question of publishing ethics towards information processing ethics. Cases like Wikileaks and espionage charges against Edward Snowden as well as the "The News International phone-hacking scandal" has revealed that confidentiality and privacy concepts are changing and the 21st century journalism ethics is partly in turmoil. On the one hand the privacy becomes increasingly important, on the other hand the evolution of democracies depends on an informed public having access to the information that power-holders would prefer to hide. Therefore this study in the first instance asks if there is a confusion also among media and journalism students? The study also asks if there are any country differences between the perception of these principles or whether it is mainly the learning experience that makes difference. We further examine what is the profile of students who are "situationists" or "exceptionists", compared to students who are absolutists. Questions included items about deceptive practices such as "claiming to be someone else"; "using hidden microphones or cameras" and "getting employed in a firm or organization to gain inside information". The questionnaire also included questions that enable us to analyze how journalism students perceive privacy/confidentiality and "public need to know" dilemmas by evaluating the justification of the practices like: "paying people for confidential information"; "using confidential government documents without authorization"; "making use of personal documents such as letters and photographs without permission"; "not protecting source confidentiality" and "exerting pressure on unwilling informants to get a story". These questions also enable to ask, if journalism students would make difference between loyalties and accountability to different stakeholders: their sources, private persons, government.

Teaching journalistic questioning

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The aim of this study is to provide an overview on teaching questioning technique that have been developed at the University of Tartu (Estonia) within past 15 years. The whole method is based on active listening, although listening-based questioning is one specific skill that deserves special attention.The aim of the study is to provide a list of typical shortcomings that journalism students still face after one-semester interviewing training-course. The second aim of the study is to describe various exercises and feedback methodology that enables to plan further training.The analysis is based on 65 (10 minutes long) interviews conducted by the first-year journalism students in 2014-2015. In addition, as all students have kept learning progress diaries throughout their semester to monitor the development of their interviewing skills and also they should also provide a transcript of their final training interview, the problems are also reflected by the students.The following problems were indicated: unclear introduction and several questions at a time; using conditional mood at posing questions; lost focus as a result of insufficient listening; too general questions; difficulties in formulating descriptive questions; presumptions in a question.According to the self- analysis of students it takes a lot of time to train to estimate the scope of the question. For example, the interviewee is asked for his or her opinion at very high level of generalisation: 'What do you think of the English literature?' or 'What do you think of the reform of the education system?' Questions with extremely large scope are: "How did you get an idea to become a teacher?"In order to train the students to notice the scope-problem and train the skills to correct too general questions, students should pose their partner three questions on one and the same topic: one question of large scope, one of medium scope and one very specific ques. Different narratives (e.g. "Snow-white", a front-page news story etc.) are also used in order to train the ability to formulate questions with various scope. The role of interviewee is to answer as precisely as possible and express his/her feelings if the question is hard to answer.The training method requires analytical feedback and the present study provides a couple of examples that teachers have used.The study also provides a discussion on the methodological complexities of a training-based study course. Students often want to get easy tips that will always work, but generally no such tips can be given for an interview as a process of interaction between two or more people.

From problems to perspectives: educating constructive practitioners

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The role of journalism in a democratic society seems so obvious that it is often taken for granted. Discussions about the future of journalism mostly focus on the implications of technological and economic changes. Yet, as educators we have an obligation to look beyond the technological and economic sphere and address the normative question about the social responsibility of journalism in the 21st century.The declining interest the (especially the younger) audience has for mainstream journalism in the Western world can not merely be explained by the rise of digital technologies. It is a much more

fundamental question, about how social responsibility of journalism is translated into the meaning journalism has for 21st century citizens. Over the past years, journalistic quality is defined in terms of professional (production) conventions, but today's society is better served by putting a greater emphasis on audience orientation in terms of the (user) value for citizens. Social developments are leading towards changing information and communication needs of the public. Journalism can respond to this changing social context and reconnect with their audiences by rethinking and refocusing their function in society. In the literature various approaches are positioned based on the normative theory of social responsibility. Within these approaches the right of freedom of publication is tied to obligations to society as a whole. The basic principle is that providing journalistic information is not seen as a goal in itself but as a means to contribute actively to the quality of live (or living together). Constructive journalism fits in the tradition of social responsibility and offers an alternative to mainstream journalism by actively supporting public deliberation and public judgment, and by paying more attention to solution-oriented information and perspectives. Furthermore, an important aspect is that journalists should concentrate more on analyses and journalistic investigations. Constructive journalism shows similarities with civil or public journalism, but is based on theoretical assumptions of positive psychology. The often negative approach used in contemporary news reports leads to an increase of negative emotions with news users. To escape from traditional news reports, often based on journalistic routines, news organizations should foster journalists who use creativity, engagement and an 'out of the box' thinking. Recently, Windesheim School of Journalism in The Netherlands embraced the concept of Constructive Journalism as important approach to renew the curriculum and as an important and promising field of research.In this paper we want to look closer to elements that are related to the normative approach of Constructive Journalism. Besides a few interesting experiments concerning the psychological effects of constructive, solution-oriented texts on readers, there is little empirical research on Constructive Journalism. In our paper we will give empirical input to the discussion on how the process of rethinking journalism can be broadened and what this means for the future of journalism education. Using three of our former survey studies, we conducted secondary analyses to answer the question how important actors in the news field perceive the importance of a variety of aspects that can be related to Constructive Journalism. First, audience perceptions about the so-called Mobilizer and Investigator functions are analyzed. We focus on how the audience perceives the importance of characteristics such as positive news, diversity of perspectives and in depth reporting. These perceptions are confronted with the role perceptions of professional journalists and journalism students and with the qualifications they see as the most important for future journalists. The methodology will be explained in more detail in the final paper. First results show that the audience believes both the Investigator and the Mobilizer function are important. All characteristics related to Constructive Journalism have a high score, with the highest ones for "providing a greater diversity of sources and perspectives" (M=3.4), "more in-depth reporting" (M=3.3) and "attention for solution based news reporting" (M=3.2). As for the professionals and journalism students, results show that they differ in the function they perceive as most important; Professionals value the Adversarial function (M=4.31) most, and journalism students the Analytical function (M=3.41). Furthermore, results show that the perceived importance of qualifications for future journalism is: reliability, accountability, analytical skills and finally sense of urgency/relevance. It seems that qualifications that can be related to the Mobilizer function are given less importance. In conclusion our research suggests that the time is ready to restructure the discussion about the role journalism should play in society. We argue that it is important to add characteristics from normative approaches such as Constructive Journalism to the discussion. Journalism education has always been focused on the status quo in the media-industry, on the reproduction of practical, daily routines. In today's rapidly changing news environment, education programs should implement experiments and educate positive innovators and reflective practitioners prepared to contribute in new ways to engagement in society.

Source Perception of Student Journalists' Professionalism

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INTRODUCTION & LITERATURE REVIEW: Experiential learning is critical to the development of young journalists. Rhodes and Roessner (2009) wrote that "journalism education should include professional training in the classroom" (p. 305) and found that hands-on practice with a magazine publishing class gave "students an added advantage of gaining real-world knowledge" (p. 311). Bailer (1995) suggested that students who work on student newspapers grow rapidly because of their responsibility for the finished, published product.Previous research has shown that student newspapers are often considered to be fairly on par with their professional community counterparts in terms of readability, information shared, length of articles and the use of sources (Bodle, 1996). However, Bodle noted that there are other markers of quality that warrant assessment. One such area may be the actual journalistic process and how sources perceive the professionalism of reporters. In the case of student newspapers, certain community members, such as faculty, staff and administrators may be recurring sources of information for the campus publication. Therefore, it is necessary to cultivate amicable relationships with sources whose help may be sought again in the future. Practicing professionalism also serves the students no matter the field in which they actually plan to pursue future employment. This research investigates whether sources believed students journalists were professional when they interacted in actual interviews.

METHOD: All of the campus sources for one semester of a weekly student newspaper at a small, private university were gathered from the publication's website. After removing duplicates, 397 potential participants were identified. One hundred and twenty-four people took the survey. Of those, data from two respondents who did not complete the survey was excluded from analysis. Another person reported not interacting with a journalist, and was thus excluded for a total response rate of 30.4%. The remaining respondents (N=121) included freshmen (n=5), sophomores (n=5), juniors (n=21), seniors (n=27), graduate students (n=3) faculty (n=27) staff (n=14), and administrators (n=19). Almost every major or department was represented, with a range of about one to three people from each major/department. Participants were also of a wide variety of ages, ranging from 18 to 70 (M=32, SD=14). Respondents identified as "female" (n=72), "male" (n=46) or "other" (n=3). As an incentive for completing the survey, respondents were given a chance to win a Starbucks gift card.

PRELIMINARY FINDINGS: A series of Likert scales was used to assess professionalism of the student reporter. In these, respondents were asked to assess the student reporter in terms of: punctuality, grooming, articulation, respectfulness, eye contact, listening skills, preparation, and confidence. The respondents rated the student journalist highly on all measures. The average for each measure was above 5, on a 7-point scale. The lowest rated quality was "preparedness" (M=6.23, SD=1.31), and the highest was "punctuality" (M=6.91, SD=0.98). These measures were averaged together to form the variable "professionalism" for subsequent analyses.Preliminary analysis explored a model for predicting the sources' perceptions of accuracy of the final article, with the idea that accuracy serves as a marker of professionalism. The final model included two significant predictors; Relevancy and Frequency (p's<.02). Thus, how relevant the questions were during the interview, and the frequency with which the respondent reads the student newspaper were significant predictors of perceptions of accuracy.A second, similar, analysis was done to determine the factors predicting the likelihood of a respondent

accepting a subsequent interview. Several important factors significantly predict the extent to which an interviewee would accept a subsequent interview. These factors include the student reporters' professionalism, the relevancy of the questions they asked, and the accuracy of the article that resulted from the interview. Independent t-tests were used to further explore the notion of accuracy. Ultimately, sources who indicated that their statements were accurate were more likely to report their journalists asked relevant questions, perceived higher levels of professionalism and were more likely to indicate that they would agree to a subsequent interview.

DISCUSSION & CONCLUSION: The preliminary findings of this research suggests that professionalism and accuracy are closely linked and that sources for student media are more likely to be willing to serve as a source again when their journalists exhibited qualities of professionalism. As such, cultivating professional tendencies such as punctuality, respectfulness, preparation and confidence in student journalists may enhance the relationship between the publication and campus community members thus leading to more beneficial experiential learning opportunities.

Newswriting Textbooks Earn Low Grades for Teaching Accuracy

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INTRODUCTION & LITERATURE REVIEW: Previous research has found that students do care about their course textbooks, however, Besser, Stone, and Nan (1999) acknowledged that there has been relatively few studies that examine textbooks or their use.As senior editors struggle to define accuracy (Author, 2012), it seems pertinent that we examine how the textbooks that students rely on teach and define the notions of accuracy and credibility. Corrections—the reactive mechanism for inaccuracy—are another area worthy of examination, as they have been shown to potentially aid in building credibility with readers (Nemeth & Sanders, 2009).

METHOD: Ten common journalism textbooks were identified. Previous research has identified that 10 dominant publishers account for nearly two-thirds of textbook sales (Nicholls, 2012). Among the 10 publishers were Oxford University Press, Pearson, McGraw-Hill, Cengage, and John Wiley & Sons. The textbooks were selected from these top publishers. Other factors that influenced selection were the publication date of the newest edition, and the identification of the textbook as one commonly used by journalism instructors (Gallagher, 2014).Each of the 10 textbooks was examined for its language that specifically addressed the concept of accuracy and any content addressing "corrections" or the reaction to inaccuracy. Multiple close readings allowed for common themes to emerge.

PRELIMINARY FINDINGS: Five textbooks were analyzed for preliminary findings: "Telling the Story" (Missouri Group, Bedford St. Martin's); "Writing and Reporting News" (Rich, Cengage); "Inside Reporting" (Harrower, McGraw-Hill); "Writing and Reporting for the Media" (Bender, Davenport, Drager, & Felder, Oxford University Press) and "Dynamics of Media Writing" (Filak, Sage). These five represent three of the top-ten publishers and three of the five were identified as commonly used textbooks in previous research (Gallagher, 2014). The Filak text is a new release.Using the indexes as a starting place, we find that the word "accuracy" fails to make an appearance in Harrower, which was one of the most popular textbooks identified by Gallagher (2014). While the books average nearly 400 pages (ranging from 271-496 pages) we find that on average, according to the indexes, the word "accuracy" appears on only about 12 pages per book."Accuracy" is frequently poorly defined. The term is commonly used as something to do or to be, without telling students exactly what it is or how to do it. For example, under the bold heading "The Importance of Accuracy" in Bender, Davenport, Drager and Felder, we get the following statement: Errors affect the public's perception of the media and ultimately the media's credibility with the public. Audiences will wonder whether any of the other facts in the same story or in other stories are correct. Editors, instructors and the public do not tolerate sloppiness of any kind, and they are particularly critical of errors in spelling, names and facts because there is rarely any excuse for them. Reporters who repeatedly submit stories with errors may be suspended or fired and have a hard time finding a job elsewhere.While there is nothing explicitly wrong with this statement, it frames the notion of accuracy by referring to a failure of accuracy as something to avoid. It does not tell students how to be accurate.Additionally, three of the five textbooks do not include the word "correction" in their indexes. Of the two that do reference "correction" they refer to pages in chapters related to media law and ethics. Both books use the term "correction" but fail to define it.

DISCUSSION & CONCLUSION: As accuracy is the bedrock of journalism, it is critical that we assess how we teach this concept to future journalists. As students and instructors rely on textbooks for guidance, examining common textbooks for how they teach this foundational concept is necessary. A preliminary analysis indicates that textbooks fail to explicitly define the term accuracy, and fail to include best practices or examples of how to ensure accuracy. And, when things go awry, textbooks mention corrections, but often fail to indicate when they should be used or how they should be formatted.

Student Newspaper Manuals Need Clarification on Correction Practices

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INTRODUCTION & LITERATURE REVIEW: Accuracy is the foundation of journalism. Despite the surfeit of information available, the Pew Research Center found that people believe journalists are more necessary today to help make sense of the content that is out there. However, news organizations are criticized for inaccuracy and are even accused of covering up their mistakes (Pew Research Center, 2013). Corrections, the small notes on page 2 of a print publication, or at the bottom of an article online, are one symbol of news media's willingness to be transparent with readers and to be clear when a mistake was made.Previous research found that student newspapers failed to effectively use corrections on their publications' websites (Author, 2014). However, the more professional the publication was, based on items such as how frequently it published and whether the website included any statements or language about accuracy, the more likely it was that there were corrections on the website. The current research extends this discussion by examining the handbooks and manuals of different student publications to see which outlets have clear language or recommended best practices that may enhance the use of corrections at student publications and thus increase efforts to be ethical, transparent and credible.

METHOD: Student newspapers manuals were gathered from a variety of outlets. Some were found on the websites of college publications, while others were solicited via a student media adviser listserv. Ultimately, 15 student media handbooks from different sized, public and private universities and colleges were reviewed to explore their language regarding accuracy and corrections. Multiple close readings allowed themes to emerge.

PRELIMINARY FINDINGS: After an initial round of analysis, some possible themes include a failure to define what a correction is and what purpose it serves. The word "correction" is often used in a limited fashion, only to indicate that they are necessary when something is inaccurate. For example, in a handbook from the University of Texas at Dallas, "correction" is only used twice in the following context: "When an erroneous statement is published or

broadcast, a correction should be published or broadcast in the first issue or segment possible after the inaccuracy is discovered. The prominence of the correction should be reasonably commensurate with the importance of the original article or broadcast." But there is no information about what actually warrants a correction, or how to format the correction. This is similar to the Kansan Media Policy Guide, which uses the word "correction" a total of six times, but also fails to indicate what is worthy of being corrected, or how to do so. The Butler Collegian's media guide has an "Ethical Guidelines and Best Practices" section that addresses corrections, but also does not give examples of what needs to be addressed.A similar lack of information was found regarding the word "accuracy." For example, "accuracy" only makes two appearances in the charter for The Stylus, the student newspaper at the State University of New York at Brockport. The 24-page document identifies "accuracy" as a responsibility of the copy team, and it is used as a quality of "sound news judgment."

DISCUSSION & CONCLUSION: As previous research has suggested that student newspapers do not use corrections as frequently or successfully as they might, it was important to investigate the handbooks and governing documents of these student media outlets. Preliminary investigation reveals that these documents, which student journalists may turn to for guidance, lack explicit language or recommended best practices of how to be accurate and how to address inaccuracy when it occurs. For students to practice professional, ethical journalism, they may need stronger guidance than is currently offered by their policy manuals.

Arab Spring, new journalism ans new threats to freedom of expression

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Arab spring, new journalism and new threats to the freedom of expressionSince their independence and under state control, the media landscape of Arab countries remained monochrome. Pluralistic titles and channels, diversity of content and languages were façades. Not without effect on journalists. Trained in journalism schools with obsolete and controlled curricula; they ignore human rights issues, the international standards for freedom of speech, investigative journalism, media liability and ethics. Regulated by restrictive texts with the compulsory use of official press cards, journalists and media roles were limited to the dissemination of official reports. Freedom of expression was hindered by several taboos, dogmas and red lines.By 2010, most of the non-oil producing states such as Bahrain, Egypt, Jordan, Mauritania, Morocco, Palestine, Syria, Tunisia and Yemen faced social movements. Revolution occurred and some rulers were forced down from power. Due to self censorship or complicity, official journalists did not cover the phenomena. However, alternative journalism and a new generation of media activists appeared in the form of citizen journalists, bloggers and whistleblowers. Their reports, tweets and scoops through social media and satellite TV and radio channels publicized the revolts and led to the Arab Spring.Despite the unsuccessful cases of Yemen and Syria; legal changes (Constitutional revisions) took place in states such as Egypt, Morocco, Jordan and Tunisia. Subsequently, new media rules were adopted: new press code, new status of professional journalists and the juridical recognition of digital media platforms. Moreover, today, the journalistic profession is subject to a new legal approach that covers offline / online journalists, freelancers, civic journalists etc. The new regulation reflects a formal and institutional interest in promoting new journalism and press freedom.However, as soon as debates on similar issues are started by independent and critical journalists; reports and investigative works published for that purpose are followed by new retaliatory measures.Thereafter, this question arises: is the new regulation/approach for a real change or will it lead to more of the same?Given the recent history of repressive measures against journalists, both legal (imprisonment and hefty fines) and para-legal (judicial harassment); journalists are not only engaging in self-censorship due to the dominating atmosphere of fear but many of them are also facing a new category of threats.On the basis of cases disclosed by the independent media, civil society and scholars; the purpose of this paper is to showcase this new generation of threats that the independent journalists, freelancers, bloggers and public journalists face in some Arab Spring countries (Egypt, Morocco and Tunisia). These new threats are text-book cases. They are to be considered by the international NGOs, UNESCO model curricula for journalism education and by the international training programs in order to enhance the safety of journalists within countries in a democratic transition.

Modernizing Academic Journalism Education in Ukraine and Moldova

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Many Eastern European countries formerly part of the ex-Soviet Union, are 25 years later and still today in a phase of transformation that is characterized by defective democracies and defective media systems. In order to overcome unstable political situations and post-socialist corruption, a strong civil society and powerful journalism are needed. Journalists in transition countries such as Ukraine and Moldova can only contribute to the emergence of a public sphere that complies with normative standards, if they have completed a substantiated university education before. A modernized and professionalized academic journalism education can pave the way for future opinion leaders and, finally, will be for the benefit of (civil) societies.Research QuestionsThis research project aimed at studying how to implement Western value systems into academic journalism education in Eastern European unstable political systems where those values of freedom and democracy are obviously lacking so far. Important tasks were: (1) to direct attention to the public and societal function of the media; (2) to establish a basis for investigative journalism; and (3) to meet, at the same time, in a didactically appropriate way the current challenges of media change with regard to technology, content and actors involved. Today, modernizing journalism education seems to be impossible without teaching contemporary crossmedia storytelling. In order to recover defective media systems in transition countries, journalists have to fulfil their tasks as disseminators of neutral information and to understand their watchdog function vis-à-vis those who are in power. Furthermore, they have to learn how and where to reach their audiences in the digital era.Methodology and MilestonesIn the framework of this EU-funded research project with five countries involved, we have developed a concept to modernize academic journalism education surrounded by defective media systems. This approach integrates crossmedia challenges of media change and the requirements of quality journalism that relies on intensive investigation. Our concept is based on UNESCO's (2013) recommendations for academic journalism education in transition countries as well as on guidelines of the so-called Project Cycle Management (European Commission, 2004). They help to put into practice large-scale projects of didactical modernization in which universities, civil societies, technologies and actors are networked on different levels.Three milestones are fundamental: First, a core-curriculum has been developed for Master programmes of journalism, that meets the international requirements of the so-called Bologna process. In

order to achieve this milestone, students, teachers and alumni have assessed previous curricula as well as media practitioners have been surveyed about what they request from academic journalism education. Finally, nine partner universities in Ukraine and Moldova under the direction of three universities in EU member-states have developed a curriculum that focus on the integration of theory and practice. Secondly, teachers affiliated with universities in third countries were taught over a period of three years how to integrate theory (i.e. normative standards) and practice (i.e. crossmedia storytelling) and how to teach this integration in classes in a didactically appropriate way. The third milestone concentrated on networking between universities, the media industry, politicians and actors of the civil society by signing contracts, lobbying, working together in think tanks and, last but not least, by agreeing on further cooperation.The project's 26 participating institutions in Germany, Austria, Romania, Ukraine and Moldova with altogether 140 persons involved have agreed upon the assessment that decision-makers of the media and NGO actors are forming the professional 'backbone' to stand behind the interests of the media society. Moreover, involving also ministries allowed widening the scope of universities.

FINDINGS: Since that time, nine universities in Ukraine and Moldova have implemented the modernized curricula or have accredited even new journalism programmes. Thanks to the involvement of also ministries this pilot project might set standards for other universities to follow. To conclude, this project might serve as a matrix for modernizing academic journalism education in transition countries. Academic journalism education always aims at enhancing knowledge of future opinion leaders, and by doing so, it has a significant societal impact. The majority of rather old-established teachers who have profited from the former systems and from corruption will probably oppose modernization. In contrast to them, younger teachers will be in favour of it since the former systems have oftentimes hindered their professional careers. Finally, it seems that obsolete structures can be only overcome by strengthening the cooperation between universities and the society. Therefore, media practitioners and actors of the civil society being strongly committed to new university programmes of journalism, can make the first move.

The struggle for professionalism, freedom, and autonomy: An overview of journalism education in four countries in Asia and the Middle East
(Old challenges and new opportunities: Journalism education, world views, professional orientations and work conditions in four global regions. Results from the second phase of the Worlds of Journalism Study (WJS))

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PANEL INTRODUCTION: The Worlds of Journalism Study (WJS) is an academically driven project founded to regularly assess the state of journalism throughout the world. The Study's primary objective is to help journalism researchers, practitioners, media managers and policy makers better understand worldviews and changes that are taking place in the professional orientations of journalists, the conditions and limitations under which they operate, as well as the social functions of journalism in a changing world. This panel represents some of the findings of the present phase of the WJS in four global regions: (1) Africa, (2) Asia/Middle East, (3) Europe/North America and (4) South America.

ABSTRACT: Journalism education in Asia covers a broad spectrum, from countries with an established tradition of Western-style professionalised journalism education, through to countries which are in a state of transition towards this position. In other countries journalism education is either subordinated to political elites, or in many cases outsourced. This paper reports on the Worlds of Journalism Study undertaken in fourteen Asian and Middle East countries. Journalism education in four of these countries is discussed: Qatar, Bang-ladesh, Indonesia, and New Zealand. The countries are on a continuum of media freedom, with widely divergent political, religious and economic cultures, yet common themes emerged of a desire to professionalise journalism training in order to free it from political and ideological interference from elites, and to meet a growing public and industry demand for journalists that exhibit profess-ional traits, such as adherence to ethical codes, practical journalistic skills and technical expertise, especially in the digital environment. However, despite a gradual loosening of political controls, journalists and journalism training in all countries are facing new pressures as a result of increasingly commercially competitive news environments. This paper offers an overview of journalism education in these countries as it relates to the WJS project. In Qatar, in the Middle East, the Aljazeera Media Training and Development Centre was launched to improve, develop media capabilities and sharpen professional performance through ongoing training and development programmes. While this programme is having an effect, journalists are ambivalent about whether journalism education is strengthening overall: In the WJS survey though 27% of the journalists (n=412) indicated that media education had strengthened; a larger proportion (36%) thought that it did not change. Even so, the country's journalism workforce is well-educated: 51 % had a bachelor or college degree, 13% had master's degrees (or the equivalent) and 4 % had a doctorate in journalism/communication.In Bangladesh, there is a well-established tradition of the news media playing a watchdog role: The WJS study (n=353) found 65% of journalists have little or no trust in police, and 61% felt the same about politicians. There were concerns that traditional values and practices of journalism – a sense of mission and social reform, as well as its role as a watchdog - were being lost in contem-porary Bangladesh's journalism culture. Media organisations are increasingly looking for graduates who are well-informed in politics, economics, sociology, law and crime, science and technology, sports and entertainment. This requirement has increased competition for journalism graduates with liberal arts and social science background; the number of universities providing journalism training increased from three in 1997 to 19 by 2015. The WJS survey found over a third (38%) of the respondents had a journalism or communication degree, and 12% had a master's de-gree in journalism. Despite the increasing level of professional education, the job market is still tight – 49 % of journalism graduates do not find work in the media. In Indonesia, the public's demand for free press after the 1998 political reforms was constrained by the limited number of schools available to train potential journalists, because prior to 1998 the Ministry of Education required journalism education to be focussed on development journalism, rather than providing skills and education on a free press and the public sphere. Although there are about 100 universities offering journalism as a major or 'concentration', the ina-de-quate skills of professors has influenced the integrity of journalism education. In New Zealand, a country with a long-standing democratic tradition, there is a well-established vocational training programme for journalists, aimed at meeting the industry's need for journalists with technical skills (shorthand, newsgathering and writing, and digital expertise). According to the WJS survey (n=320) 43% have a journalism qualification at sub-degree level, and a further 38% have a Bachelor's degree. But there has been little emphasis until recently on developing post-degree-level journalism education. Only 10% of respondents had a master's degree of any kind. Despite the rapidly evolving needs of the new highly competitive digital environment, journalists are largely satisfied in their work (82% rated themselves happy or very happy), and nearly three-quarters of respondents (71%) said they had either complete freedom or a great deal of freedom when it came to personally selecting stories. However, questions remain about the industry's ability to attract and retain employees that

reflect the country's increasing cultural diversity: only 5% of the workforce is Maori, despite Maori making up more than 15% of the general population. *It is envisaged that full data collection and analysis will be completed by February/March 2016.

Journalism Education: Identity, integrity and the professional connection

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How can anybody argue against the utility of fostering professional connections for journalism education programmes? Surely the advantages of being able to draw on years of experience within the industry are obvious – praxis-oriented courses can benefit from a range of hands-on skills in everything from writing news to colour repro while critically-oriented courses can benefit from a steadying dose of empirical epistemology when the theory gets too high flown. Everyone wins.Or do they?What if we take the neo-Weberian contention that professions are bastions of narrow and elitist interests that undermine democracy with their repressive mechanisms (Brant, Hermes, van Zoonen: 1997), and apply it to journalism education? In what ways would those misgivings play out? What might the elitist interests and repressive mechanisms be?They might be the exams set by the UK's National Council for Training Journalists (NCTJ), a body established in 1951 to improve the education of recruits to journalism but which actually, it can be argued, ensure that traditional and standardised modes and mores of practice are reproduced down the generations, discouraging innovation or different approaches. It might be said the NCTJ is actually more concerned to retain the status quo for proprietors than to professionalise journalists.They might be the war stories recounted by grizzled reporters to fresh-faced trainees, reinforcing particular approaches to covering zones of conflict and trauma.They might be rules set down by an art editor that layouts should be approached in a specific way and anything not meeting those criteria is a failure.They might be the strictures from an external examiner that stories appearing online do not really count as journalism because only traditional and mainstream media can be relied on to tell stories fully and truthfully.All of these examples might be considered part of a repressive mechanism that restricts journalistic identity and binds it to practices based on traditional forms and platforms. There is an emerging body of belief that the journalism industries damaged themselves, in many instances beyond repair, by turning a blind eye to developments in the digital sphere and relying on traditional one-way processes in a world of communications that was turning upside down.And beyond Weber, there is a long running debate about whether journalism can even count itself a profession, a debate that involves media academics including Carr-Saunders & Wilson (1933), Boyd-Barrett (1970), Goldstein (1985), Aldridge (1998), de Bruin (2000), Delano (2000), Hartley (2000), Tunstall (2001), Chambers et al (2004), Phillips (2005) – summarised in Holmes & Nice (2012).Given the above I propose a paper that asks the questions:* is it worth maintaining the professional connection in journalism educationand* how should the professional connection in journalism education be managed in the 21st century?The paper will examine the issue through case studies of three indie magazines:Mushpit – a feminist take on the magazine for young women, established by Bertie and Char, two students who were tired of the "professional" offerings and motivated enough to do something about it; Alpine Review – a magazine offering an integrated life view in the manner of Monocle but with a very different aim; it was founded by Louis-Jacques Darveau, a financial analyst with no experience of professional journalism and has been a springboard for multiple spin-off enterprises in the communications sphere; The Outpost – founded by Ibrahim Nehme in the Lebanon in the wake of the Arab Spring as a "magazine of possibilities". Its mission is to become a catalyst for social change in the region – exactly the kind of statement likely to be dismissed as vanity publishing by a professional. Through the lens of these case studies I will show that while a professional connection can be useful (especially for courses accredited by journalism bodies), educators need to be aware of the need to encourage journalistic identities – personal and textual – that lie outside the professional norm, that find new ways of addressing the public sphere and that develop new forms of integrity that involve being true to the information needs of a specific community rather than the imagined community of professional journalists.

Renegotiating journalism profession to the era of the social media.The case of Finnish Namibian, Tanzanian and Zambian students.

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The ideals and practices of professional journalism are a key area of academic journalism education. News media's use of citizen journalism and its dependence on user-generated visibility enhance the reinvention of the occupational ethos of journalists: the values defining journalism and constructing boundaries of journalism profession. Journalism students' conceptualisations of the values of the journalism are an interesting object for the research today. Students have grown up in a media environment saturated with social media and citizen journalism. Moreover, the blurring of the boundaries of journalism is a central area for current journalism research and education.This paper examines how 13 journalism students from four different countries —Finland, Namibia, Tanzania and Zambia — (re)define journalism profession and its ideals in the era of the social media. The paper relies on a case study. The conceptual framework relies on the sociology of the news, theorizing of journalistic ideals and practices, with a focus on the notions of participation, accountability, and ethics (e.g. Schudson 2001; Tuchman 1972; Deuze 2005; Singer 2007 & 2010), and Critical Discourse Analysis, CDA (Fairclough 2003).The students examined participated in an international course on journalism in May 2015 in Windhoek, Namibia. The course was a part of the North South South journalism network and was titled 'Media accountability in the era of social media'. The data gathered consists of focus group interviews with the students. Students' reflection about journalism profession and its ideals are examined in the context s of their home countries' and their journalism cultures as well as in that of a joint course. The interview data was analyzed using tools of critical discourse analysis. Four discourses defining journalism profession and its ideals were found. The discourses of 1) Open and collaborative journalism profession 2) Accountable journalism 3) Challenged journalism ethics and 4) Contextual journalism(s).Within the discourse of open and collaborative journalism profession, students discuss if journalism is an open profession and to what extent academic journalism education can be seen as a requirement into profession. The professional journalists and citizen journalists are seen as possible collaborative partners, also among African students who had previously perceived journalism as a more closed profession. In the discourse of accountable journalism, professional journalism's accountability to its audience is central: professional news media and 'good' journalist bear responsibility of the quality and trustworthiness of the contents published. The notion of transparency is made sense within the discourse and the practices of transparency are perceived as important. The problems with the accountability of journalism are connected to Africa within the discourse. The discourse of challenged journalism ethics was central in students' talk, defining good journalism and guiding individual journalist in work. Journalist's ethics and integrity are seen as ideals worldwide but differences are seen as considerable on the level of everyday practice. As portrayed within the discourse, journalism ethics faces many challenges in African countries. Within the discourse, there is a wish among the students to develop ethical practice in African media.   In the discourse of contextual journalism(s), the ideals and practices of journalism are represented as local, historical

and social constructions. While students perceive journalism as universal they see it is always tied to specific time, place, society, and culture. The presence of the discourse can be explained through the course where journalism was discussed from comparative perspective. The ideals of journalism are constructed among students in ways which resonate the modern ideals of objectivity and ethics. Journalism is seen as universal but also as a profoundly local cultural and social practice. Also new dimensions are brought in the negotiation: professional journalism is made sense in relation to citizen journalism and connected to the notions of collaboration and transparency.

Landscape, Identity and Challenges of Journalism Education in Malaysia

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Journalism is one of the popular studies and has been introduced in Malaysia for more than 40 years now. With the advancement of technology and changes in the media landscape today, journalism studies has been transformed or progressed to suit in preparing the future Malaysian journalists. As a profession, journalism generally operates under constraints coming from its political, economic, social, cultural and technological development. Hence, there should be a good balance between practice and contextual knowledge in studying about journalism. Many journalism scholars (such as Comrie, 2003; Deuze, 2006 and Reese & Cohen, 2000) agree that journalism education should prepare students by giving knowledge (education) and skills (training) to reflect on best practices in journalism. It should prepare the students to be responsible journalists with both broad general and specific knowledge which important in journalism. It should not only prepare them with good linguistic ability, technological advancement and changes in the news media. As for Malaysia, there are some tricky challenges in practicing journalism and its education. Being one of the colonized Asian, and having a multi-cultural with multi-religious society, Malaysia would definitely offer many challenges and insights as compared to other countries especially the West. Therefore, this study attempts to look at these objective: (1) to view the journalism education landscape in Malaysia; (2) to investigate the Malaysia national identity potrayed in the journalism practices; (3) to identify values that integrate the knowledge and skills needed by the Malaysian journalism students; and finally (4) to identify the challenges of journalism education in Malaysia. Weaver and Wilhoit (1996 in Deuze, 2006) mentioned that studying the work of media professionals can help preparing the students for career in news media organizations. Therefore, using the qualitative in-depth interviews as a method of inquiry, this study will conduct a 30-40 minutes interviews with the prominent media educators, journalists and editors from the Malaysian mainstream media and news agency. The recorded interviews will then be transcribed for its thematic analysis. Findings from this study are hoped to present the landscape, identity and challenges of journalism education in Malaysia.

A Trend in Media and Communication Research in Malaysia 1987-2005

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The state of media and communications research and education, including journalism, have been undertaken periodically in the United States of America (USA) (Berelson, 1959; Schramm, 1983) and Britain (Carey, 1996; Halloran, 1981). However, no similar published works were identifiable in Malaysia. If any, there were only few published articles by Malaysian scholars that criticized the nature of M&C research in Malaysia as functionalist and policy-oriented (Zaharom Nain, 2001; 2003; Mustafa Kamal, 1992; 2000). This paper presents a small part of a study on the state of media and communications (M&C) research and education in Malaysia. Specifically, this paper investigates the trends of M&C research published in the local journal publications. Riffe and Freitag (1997) used content analysis as a method in their study of 25 years of research trends through an analysis of Journalism Quarterly. Therefore, this paper identifies research paradigms and methodologies used in the two Malaysian journals on media and communications – Jurnal Pengajian Media (Journal of Media Studies) and Jurnal Komunikasi (Journal of Communication). There are not many M&C journals published in Malaysia and most academic journals are university based or published by the university. For example, Jurnal Pengajian Media is published by University Malaya (UM), while Jurnal Komunikasi is published by Universiti Kebangsaan Malaysia (UKM). A total of 86 research articles related to media and communications published in these two journals between 1987 and 2005. Using content analysis, each article were coded according to (1) research issues, (2) research paradigm, (3) research approach, (4) method of research and (5) data gathering procedures. Results show that half of the research articles (52%) published in JK and JPM are a-theoretical which demonstrates the administrative nature of research. While 48% of published articles did engage with theory, most were using 'old theories' borrowed from the effect tradition or administrative paradigm. Less than 10% of the total research examined critical theories such as post-modernism, globalization, Habermas' critical theory, social semiotics, cultural theory etc.

Disrupting the Narrative: examining 360 immersive journalism

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When the New York Times distributed 1.2 million cardboard headsets to its subscribers (11/2015), they made virtual reality accessible, placing it in the hands of anyone with access to a smartphone. 360 immersive films are rapidly being developed exploring the refugee crisis (MilkVR 01/2015), Sky News, 11/2015), crime scenes (Emblematic Group 04/2015) and protests (Vice News 03/2015). Virtual reality is not a new concept but the potential for rapid adoption poses challenges for broadcasters, journalists and educators. The goal is now to recast the role of the reporter as a storyteller and a guide for the VR audience. With a change in how stories are presented and consumed, there is a need to explore the narrative within 360 immersive films. The traditional presentation of a television story has been disrupted with the reporter taking on a different role. The structure of writing to pictures, interview set ups, sound bites and graphic sequences has to be rethought when placed within a virtual environment where the viewer is determining the way the story is viewed and the direction that they wish to take. It calls for a new relationship between the audience and the consumer and although it can work to increase empathy and a connection to the story, there are other ethical concerns over placing a viewer in a potentially emotionally charged environment. This paper explores and analyses the narratives found in the rise of 360 immersive journalism and how they disrupt traditional journalistic storytelling. It develops the idea that narrative has to change to accommodate this new form of storytelling. Through focus groups, a framework is presented to produce 360 immersive journalism that can be viewed within 'headset mounted displays', whilst developing a narrative for a new kind of

audience. The paper will also look at the opportunities for using immersive stories within a classroom setting to develop journalism education and guide the student journalists through reporting scenarios they would otherwise have little access to. This research is informed by a pilot project that has been running to determine how immersive education can work.2016 is predicted as being the year for VR with more devices being launched and 360 films being uploaded on social media daily. With Facebook acquiring Oculus Rift (March 2015), it is time for journalism to respond and journalism educators to think of what this narrative needs to be.

Multimedia Journalism, Phenomenography and Journalism Education

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Significance of a Phenomenographic Analysis of Multimedia Practise on Journalism Education. (571 words). This paper builds on previous research on experienced media employees 'perception of multimedia production. Through the implementation of a phenomenographic approach I analysed qualitative interviews with journalists, editors and graphic designers in international mainstream online media outlets. The aim was to explore how experienced media employees understand how multimedia journalism isexecuted. In the outcome space, I categorised six different perceptions describing collective approaches to multimedia production. The categories of perceptions wereassigned different metaphors, and these metaphors were structured in dimensions of variations from the highly multifaceted to the less multifaceted. Figure 1 present theoutcome space of the phenomenographical study. The outcome space vertically shows a hierarchy of perceptions of multimedia production from the learner to the manager. The collaborator's position in the hierarchy is visually placed at the bottom, but should be understood as a category that works across all the categories. Horizontally, the visualisation shows how the categories of perceptions are related on a scale from less to more multifaceted. Phenomenography as a research approach originally evolved from an educational and learning framework and has since been applied in various lifeworld experience studies. I will argue that the approach is suitable for journalism practicestudies because the execution of journalism and similar professions is a continuous learning process, and the findings of the phenomenographic research process cancontribute to the understanding of how and why media employees carry out their work the way they do. The six perceptions of multimedia production are concrete,applicable categories of conceptions that illuminate the field of journalism practice. In following the findings of this study, I point to three possible implications for furtherresearch, both for the media institutions that produce journalistic multimedia stories and for journalism education.This paper will elaborate on these three implications:1) The categories of perception can potentially influence how competencies are developed and how institutions might change or broaden the repertoire of interactionin the newsroom. Consciousness about the different perceptions of the work process and knowledge of the strengths and weaknesses of the different conceptions may helpto understand why collaboration processes fail and succeed. 2) Comprehending different ways of seeing the work process and how knowledge, skills and other attributes are developed and maintained in work performance can influence how multimedia production is implemented and organised in editorial rooms. Awareness among editors, journalists and other professional groups concerned with the different perceptions of multimedia production could help to assemble teams and working groups that 'fit together' or challenge each other. The purpose might be to create teams where the participants learn from each other's competencies in the different sub-processes. This could be one among many means that can be implemented to increase expertise and professional development among employees. 3) The phenomenographic approach can be employed to map different phenomena, allowing researchers to use the conclusion(s) in educational situations both in academia and in continuing professional development. Both students and professional media workers need interpersonal skills and consciousness about the variations in how media workers understand their lifeworld, open up to new ways of perception and consequently progress and work in new ways.

Journalism, Citizenship and Activism: A Proposal for a New Type of Course

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Deeply rooted in the history of democracy is the idea that citizenship carries with it both rights and responsibilities. Similarly deeply rooted in the history of journalism is the concept that citizens need information to claim their rights and carry out their responsibilities, and that where government fails to provide this information well—or at all—journalism will step into the breach and tell citizens what they need to know.Three realities of the 21st century, however, have combined to challenge these ideals. First, many voters, especially in the United States, have become cynical about the politics associated with the perpetuation of government (Cappella & Jamieson, 1997), including the generation known as "Millennials," who have been identified as less likely to vote or think that their participation in traditional institutional politics makes a difference (Gilman & Stokes, 2014). Second, the public has turned away—or, some might argue, been driven away—from traditional journalistic media, leaving news outlets that are dependent on profit with fewer resources for doing the type of journalism that supports citizenship (Kaiser, 2014), although there are encouraging signs that audiences may be engaging more frequently with news on mobile devices (Reuters Institute for the Study of Journalism, 2015). Third, in many parts of the world, frustrated citizens are taking to the streets to publically protest government, police, and corporation actions in demonstrations that traditional news media outlets sometimes fail to understand or cover only as spectacle (Bishop, 2013; Cissel, 2012).Meanwhile, college and university journalism programs, at least in the U.S., are sometimes being accused of being irrelevant, either because they are stuck in a pre-digital age (Newton, 2012; Wolff, 2013) or don't provide enough relevant hands-on training (Newton, 2013). Perhaps not surprisingly, then, journalism program enrollments have declined in the U.S. over the past three years for which data are available (Becker, Vlad, & Simpson, 2014), prompting some observers to suggest that journalism study should be reimagined as less "an assembly line for journalism wannabes" and more a "gateway degree to anything" (Schaffer, 2014).This paper argues that journalism programs should see this as an opportunity to offer a new type of course, which would train both journalism majors and other students in understanding citizenship and using media to advance community goals. The paper offer a rationale for a course called "Journalism and Citizenship" that would have three main purposes. First, it would serve as a civic literacy course for both journalism students and others, filling in information about participatory citizenship that other courses inside the journalism course/major (such as the media/communication law course or a media and society course) cannot hope to completely cover in a single semester. Second, it would introduce non-majors to the role of journalism as potential support for citizenship. Third, it would attempt to teach future journalists to understand activism, so that they can do a better job of covering it.The course would teach students not only conceptions of the role of journalism in society but also how to use the tools that can be employed by both journalists and

activists, such as freedom of information requests and scraping and analyzing data from government and online sources. It would also give students a chance to meet both journalists who cover activism and activists who either create their own media or attempt to have journalists understand their causes.This paper will offer a rationale for the course, taking into account modes of journalism instruction in various parts of the world, and provide a theoretical lens for viewing the course, based in the communitarian journalism ideals of Christians (2011) and Wasserman's (2013) ethics of listening. It will also outline potential units, readings, assignments, and types of guest speakers, with an eye toward adaptability to a variety of journalism education settings.

Teach The Teachers Workshops (TTT): Innovations for the development of integrated cross-media and quality-journalism seminars

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Most Eastern European countries do not include practical elements in university journalism classes. The seminars focus purely on theory. The teaching staff is recruited from the university environment, which primarily focuses on theoretical aspects of a subject. There is too little interaction with external instructors who have hands-on experience in the field. However, the shifting digital media landscape forces journalism professors to deal with real-life challenges. We need programs tailored towards helping graduates prepare to enter the workforce. This is the only way to guarantee the students' employability. The production of new cross-media content requires new types of journalism classes. Furthermore, adapting these programs is the only way to secure the sustained legitimacy of university journalism education. The cross-medial evolution requires the integration of the education's theoretical and practical aspects. Many Western European curricula also need to be updated to reflect this need.The issueThis project's objective was to determine the best way to prepare instructors lacking any accredited journalistic experience for the journalistic, technical and educational challenges in this shifting digital media landscape. Which practical skills must education impart to the students for the future? How can the practical modules be designed to align with the time and staffing constraints of the teaching program? What content and professional/societal concepts should a university's journalism program use as multipliers to take best advantage of the digital media evolution to benefit civil society?The technology is not an end in itself. It's a tool for cross-media and transmedia storytelling in tomorrow's journalism. This in turn is a prerequisite for capturing enough attention for the topic of quality journalism in the digital age. However, it calls for a coordinated series of team-oriented seminars.Methodology/ActionsThe basic idea was to develop a research-based and thereby requirements-based series of courses adapted to these countries to ensure a sustainable cross-media and quality journalism educational approach. In eight events conducted for an EU project, we trained 50 lecturers from nine universities in Ukraine and Moldova cross-medially within the past two years. (Our tenth partner, one from Crimea, did not participate after Russia annexed this region in 2014 as he had a different understanding of democracy.) A new training center was established and equipped with cross-media devices. This is where the Teach The Teachers program involving 20 journalists, NGO employees and experienced university lecturers from Western European countries was tested and held.The matrix for this innovative series is derived from the recommendations of UNESCO (UNESCO, 2013) as well as the multi-year experience in the field of change management within editorial offices, master classes of political foundations in Eastern Europe. An environmental analysis previously conducted in 2010 had used indicators from Transparency International and Freedom House (Transparency International, 2010, Freedom House, 2010) to identify typical problems in several Eastern European countries. The core: a needs analysis conducted among the students at the nine universities involved from Ukraine and Moldova had a response rate of over 86% (n=843) and identified the educational content needed. Qualitative surveys of alumni (comparing education and profession) as well as recommendations from decision-makers in the media (regarding required skills) were added in these countries. A total of fifty participants evaluated the training program. The results are being analyzed and will be presented for the first time at the conference.The content of this program - with regard to its quality and technology - was aimed at the requirements of cross-media storytelling. Important dimensions were: a) research and storytelling, b) media technology and usability, c) media ethics and didactic as well as d) media economics and management. The technical and organizational modules were viewed as tools for the media's responsibilities to the public. The focus was on journalism for the public good, characterized by independence as well as credibility. The final masterpiece was a self-organized transmedia project.
CONCLUSION: The research-based development and implementation of practical learning methods, which are adapted to the shifting media landscape, is often considered as new ground for the university journalism programs. Before adapting entire programs for tomorrow's media reality, it is necessary to test the practice in laboratory situations, to familiarize university lecturers with the technical skills and to test new, team-oriented teaching methods. External staff from the media industry and civil society must play a greater role. The technology, the content and the journalism's normative commitment to society must be thought of as one entity. If this is successful, the laboratory situation can easily be transferred into conventional university classes. In this way, the Teach The Teachers program can serve as an innovative blueprint and contribute to the modernization of journalism education at universities.

Public Action and Media: An Analysis of the Media Research on Public Action in India

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Media is an essential institution in the public sphere wherein it may play a varied role contingent on the specific socio-political situation. It plays a critical role in the social transformation during nation-building. Broadly, we can categorize the role of media into different functions, such as spreading rational and scientific ideas, taking peoples' demands to policy makers, augmenting the fight against injustice, giving voice to peoples' resistance, discrimination and poverty and so on. Studies on media have documented the growing participation of media in social movements, collective action and protest movements. Movements and media share a complex relationship that generate many fundamental questions like how a movement gets attention, what determines the way it is pictured and whether the attention serves the movement's goals. These questions are necessary elements in understanding the role of media in public action. The mass media is considered as a vital agent for social movements for their success. The quality and nature of the media coverage has the power to make an important impact on how the social movements are perceived in the public eye. However there has been very little research work in the countryside on public action and media. This paper aims to examine two layers of media research on public action in India. In the first layer the proposed paper will analyse the existing research work on media and public action in India. In the second layer the paper will analyse role played by the print media in the historic public action in Kerala. The development experience of the southern Indian state Kerala is a widely researched subject in

the country's social science domain, which is a miracle for social scientists because of its achievements on the social front even when its per capita incomes were low. As Ramakumar (2006)[1] points out, public action was the driving force behind the celebrated social development achievements of Kerala. Through public action, the state in Kerala implemented a historic land reform, invested heavily in education and health, initiated a number of social security measures (such as schemes for subsidized food distribution and for social assistance and social insurance for unorganized workers and destitute sections of the population) and encouraged cooperatives. This paper will looks at four major Malayalam newspapers, which emerged during the period of this public action, and which are still widely popular: Deepika (1887), Mathrubhumi (1923), Kerala Kaumudi (1911) and Deshabhimani (1942). It examines the role of these newspapers in struggles related to land, caste, and food. The initial analysis of the above said newspaper archives suggests that the Malayalam press had a varied position on different struggles that took place during 1920-70 and this trend dismisses the popular assumption about media's positive role in public action in the state. And this will take us to an interesting analyze about the popular assumption on the public sphere about the positive role of media in public action created by the existing media research on Public action.

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Impact of journalism education on the formation of professional identity and ethics: a cross-cultural perspective in Europe and North America.
(Old challenges and new opportunities: Journalism education, world views, professional orientations and work con

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In journalism, socialization into the profession generally happens in two ways: through hands-on training and/or through special education. Journalism students learn the tools, standards and values of their future profession from their teachers (usually former journalists) and their peers. Journalism education in North America, and to a degree in Europe, is largely based on the normative values of the 'liberal' (Anglo-American) model of journalism, and it can be assumed that a certain degree of homogenization of professional identity occurs.However, as research regarding journalism students in different countries demon-strates, various hybrid forms of professional identities exist that combine some uni-versal jour-nalistic values with national cultural heritage and societal conditions of a par-ticular country (Nygren & Stigbrand, 2014; also Splichal & Sparks, 1994). Professional socialization through hands-on training rests on learning from colleagues' experience and guid-ance, as well as in-house rules and traditions. In addition to professional socialization and the socio-political environment, history and the cultural context also influence the iden-tity and role perceptions of journalists. Also, the rapid digitalization and retrenchments in the media environment are altering the ways in which journalism is understood, taught and practiced. This paper explores the relationship between the two paths into journalism and journalists' views on their professional identity and ethics in various countries that represent different media systems. Following the logic of Hallin's and Mancini's (2004) seminal work on media systems, we have selected ten countries: the Netherlands, Finland and Norway (representing the Democratic Corporatist model); the U.S. (the Liberal model); and for the Polarized Pluralist model: Italy and Greece, as well as some Central and East European post-communist democracies (Estonia, the Czech Republic, Hungary, and Serbia). We ask:How do journalists in these countries assess the importance of journalistic education on their work?What are the factors and ethical principles that journalists see guiding their professional behaviour?What differences and similarities can be traced cross-culturally?In addition, we explore some more regionally focused issues, based on these research questions.We hypothesize inter alia that similar media environments and journalism education in the Nordic countries have unified ethical and role perceptions. This might be one of the reasons why the profession's ethical principles are more strictly followed and media accountability mechanisms have higher authority in these countries than elsewhere in the world. The post-communist countries of Central and East Europe stand on the opposite end: there seems to be a contradiction between journalists' perceptions of the normative concept of democratic journalism and its implementation. The background is that after the collapse of the com-munist regimes in Europe, journalists in these countries had to redefine their professional roles and values. The West expected that they would naturally adopt the model of "liberal" journalism with its values and basic principles. However, although journalism education in these countries broadly follows the same pattern as in Western Europe, this seems not to have happened, at least not on a large scale.As a general theoretical framework, we draw upon the concepts of profession-alization of journalism, professional socialization and journalism culture. The global survey of Worlds of Journalism Study project serves as the source of the empirical material for this paper.

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Journalism meets data science: a case study on a new data journalism course

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Journalism meets data science: a case study on a new data journalism courseThis paper is a case study analysis of a new data journalism course introduced to the journalism programme at the author's university in 2015. It critiques the author's experience of designing and delivering the course, highlighting some of the challenges faced by the author and the students. The paper places the case study in the context of developments in data journalism within both the media industry and journalism education. An important part of this context is what Hewett (2015) describes as the "obstacles to innovation in journalism education". The paper starts with a summary of the issues raised in the data journalism teaching and training literature (Finberg, 2013; Fink & Anderson, 2014; Hewett 2015;). It then outlines the growth of data journalism within newsrooms worldwide (De Maeyer, Libert, Domingo, Heinderyckx, & Le Cam, 2015; Uskali & Kuutti, 2015). The author presents a case study of the data journalism course, focussing on the challenges of course design and delivery. The first challenge was to define the scope and boundaries of the course, and among the questions arising here were: what skills to cover, how much maths and statistics to include, what software tools to use, and whether to cover programming (eg Python)? Also, was there a text book that would match the scope of the course? A second challenge was assessment: should assessments narrowly test students' technical knowledge and skills in terms of gathering, evaluating, cleaning, analysing and visualising data? Or should students also be expected to interview sources, take photographs and present their data work alongside a traditional text-based narrative? It was important that journalism outputs were not lost in the data-crunching. A third challenge was students' prior knowledge – how well did students coming into the course understand basic concepts in maths, statistics and information display, and what experience did they have of Excel, Google Sheets and other analysis and visualisation tools. A fourth challenge was the author's limited experience in data journalism and the limited number of industry practitioners available to augment the teaching. The author had valuable assistance in planning the course from an experienced US-based data journalism teacher.The author then sets out what aspects of the course went well and what aspects could be improved. This section includes feedback and reflections gathered from students at the end of the course. There is also a description of some of the projects students worked on for their final assessment. The paper concludes with some broad lessons learned from the experience aimed at assisting other journalism schools planning to introduce a data journalism component or course to their programmes.

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Samoan journalists' journey of free speech VS Media Laws

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This paper gives the Samoan media an opportunity to take its challenging role to the next level given that basic resources are made available by their own respective employers. This writer examined the struggle of Samoan publisher, editor, writer and poet, Savea Sano Malifa and his award winning newspaper, The Samoa Observer.For years, The Samoa Observer faced relentless pressure from the politically powerful, including former Prime Minster Tofilau Eti Alesana, and the ruling Human Rights Protection Party, for reporting on official corruption and abuses of power. Many journalists chose Savea's path because it was the source of light. However, they encountered numerous challenges such as not being fully equipped with basic skills, knowledge and attitude of doing journalism in Samoa, thus, warranted them physical abuses. In the mid-80's, a time when a small island nation like Samoa is still politically young as Savea puts it, leaders tend to become unprincipled at times and want to forge ahead sooner and quicker than it should. After years of several calls to abolish restrictions on the freedom to report, the Government not only plans to repeal the Acts but has taken the lead to set up a Media Regulator and/or Council. Parliament has approved the Media Council Act 2015. The Act also has given the Journalists Association of (Western) Samoa (J.A.W.S) the jurisdiction to become a statutory body like those of the Samoa Institute of Accountants, Medical Council and the Law Society. This would also allow the Association to lift the standards and qualities of what one must possess to become a qualified media practitioner. The Samoan media is aware of its 26 year old Code of Ethics, adopted from the model of the Code of the American Society of Professional Journalists 1989, but the Code still remains ineffective for the growing number of media outlets mainly broadcast media. The Journalists' Association of (Western) Samoa in 2004, hosted senior consultant, a member of the Thompson Foundation, Ian Beales from the UK to revise the current Code and research the possibility of setting up a Media Council. Recommendations were provided but still have not been implemented to date. The current J.A.W.S Executive is reluctant to implement the idea because of reasons highlighted in this paper. With the Act now in effect, J.A.W.S must go through a full organizational structure to reflect its jurisdictional role as required under the new Act so that every financial member is represented. Despite efforts to ensure that every media consented to being part of the Media Council and/or J.A.W.S Executive, the Samoa Observer has made its stance clear of not wanting to be part of the new structure at all. Reasons being are also highlighted in this paper. Another interesting aspect of this research is the interpretation of the bribery/gifts code in a cultural and sensitive society like Samoa. Debate continues as to whether such gifts qualify as 'sua' (traditional presentation) or bribery. This research paper also highlighted several recommendations by selected journalists to take the challenge further.

Climate crunch time – Australian media coverage of key climate summits – a longitudinal study

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This paper addresses the conference theme: 'Journalism and an informed citizenry'.This research project is undertaken as part of a 22 nation research round table called Media Climate. The research group has been conducting media coverage monitoring of the UN lead Conference of Parties (COP) meetings since the Copenhagen COP15 summit in 2009 and in some of the countries the bi annual media coverage research started with the Bali meeting in 2007.The project utilizes a mixed methods approach combining media content analysis with semi-structured interviews.The aim of the project is to capture and map how much coverage COP21 generates in a given time period. The amount of coverage and story salience offers an important clue for understanding how professional journalism is linked to national elites and national expert systems of governance.The second aim of the research is to capture and assess how different voices are accessed, ordered and amplified by journalism in climate change coverage in different parts of the world.The expectations in the lead up to COP21 have, in some respects, been quite similar to the prospects mooted before COP15 in Copenhagen; sentiments such as 'this is humankinds last chance to agree on meaningful action to limit climate change' are wide spread. Thanks to our longitudinal data, we will be able to compare the reporting of COP15 and COP21.Because of the importance of the Paris meeting we have added an interview study to the research design. We will conduct pre and post COP21 interviews with the journalists assigned to cover the summit on the ground in Paris. This study is focussed on how the journalists prepared for, their expectations of and the outcomes of the Paris meeting. In some cases we will interview journalists that have covered both the Copenhagen and Paris meetings. It is expected that these interviews will generate a unique comparative perspective on journalism practice when covering global climate change summits.This paper will describe the Australian data captured during COP21 and offer a comparative analysis with the COP15 data. Australia is of particular interest when it comes to climate change media coverage as some parts of its media sphere have offered extensive space to climate change sceptics in the period since 2009. There are currently some indications that the climate change sceptic sections of Australian media is losing ground and the results from this study may, or may not, confirm this trend. The longitudinal analysis will be informed by the three books already produced by the Media Climate group (Eide et al, 2010; Eide & Kunelius, 2012, Eide et al, 2016).Based on the pre COP21 interviews with six senior Australian journalists expectations are very high on the meeting delivering an agreement that will lead to concrete and meaningful global action on climate change limiting global warming to max two degrees by the end of the century. By the time of the WJEC 2016 conference the report card will be in and this paper will deliver an assessment on the role sections of the Australian media played in describing to its audience how events unfolded in Paris at COP21.References:Eide, E. Kunelius, R & Kumpu, V (eds.) 2010. Global Climate - local journalisms - a transnational study of how media make sense of climate summits, Bochum/Freiburg: Projekt Verlag.Eide, E. & Kunelius, R. (eds.) 2012. Media Meets Climate - The Global Challenge for Journalism, Gothenburg: Nordicom.Eide, E, Kunelius, R. & Yagodin, D (eds.) 2016. Media and global climate politics governance: How journalism covered the IPCC AR5 report? Palgrave McMillan (in press).

Framing the mind: Preparing journalism students for risky reporting, specifically around mental illness and suicide

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ABSTRACT: Reporting on mental illness, suicide and other distressing events can have a profound effect on journalists and by extension on journalism students. This panel of academics, educators and psychologists seeks to present current models of preparing journalism students for internships and the workforce, frameworks to enhance understanding of the potentially distressing nature of reporting, self-awareness, emotional intelligence in context of coping with stress and characteristics of developing personal resilience. The Mindframe National Media Initiative is an Australian model that provides national leadership and promotes best-practice on the portrayal of suicide and mental illness in the media. In consultation with the Dart Centre Asia Pacific, Mindframe has developed evidence-based resources about journalism and trauma to safeguard the wellbeing of journalists, as well as issues to consider when reporting traumatic incidents, including childhood sexual abuse. While there has been research about the impact of reporting trauma on journalists, these resources are the first to focus on the impact of reporting on suicide and mental illness. By collaborating on resources the panel members will discuss how they have enhanced the orientation process for journalism students before their internships, with view to raising awareness of anticipated exposure to traumatic reporting experiences and building personal resilience and emotional wellbeing. Concepts of journalism pedagogy in relation to mental health literacy, graduate attributes, resilience, risk mitigation and management will be discussed. International research has found that mental illness and suicide are issues which create significant economic and social implications. Research in 2007 found 45% of Australians aged 16-85 years (or 7.3 million people) had, at some point in their lifetime, experienced at least one of the selected mental disorders (anxiety, mood or substance use disorders). (Australian Bureau of Statistics [ABS] 2009). Journalism students can witness graphic evidence of death or violence and may be affected by other people's distress, or may be required to interview those who have been bereaved or have experienced or witnessed trauma. This panel notes that every person will have an individual response based on the type and severity of the experience, previous exposure, resilience and other psychosocial factors. Thus it is imperative that journalism students, particularly are aware of not only the importance of sensitive and respectful reporting but of their own personal vulnerability and coping mechanisms in such situations. The panel acknowledges from the start that , 'students learn when they build on their previous experiences, have authentic learning tasks and engage in meaningful activity, and have social interaction and critical dialogue around social issues' (Cooper, Orrell and Bowden 2010: 49). This presents a challenge for educators to create innovative experiential learning and skills development environments which will not only enhance journalism students' preparedness, but also cultivate personal resilience when tackling reporting in the 'real-world' during their work-placements and early careers.

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Citizen Journalism Education at the Margins

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Amidst burgeoning literature on citizen journalism, we still know relatively little about how and why genuinely marginalised groups seek to use this form of reporting to challenge their exclusion, and even less about the role of education within this (Thorsen and Allan, 2014). In this paper, we aim to address this gap. Since 2013, the authors have been delivering bespoke citizen journalism education to Access Dorset (a regional, user-led charity in the UK that represents over 5,000 disabled people), and The Big Issue (a national charity offering homeless people an opportunity to earn a wage as magazine vendors). In early 2016, the research team will be conducting further analysis based on similar workshops with disabled teenagers who suffer mostly with mental health challenges and learning disabilities.Based on over 30 hours of interviews with participants of the workshops already conducted, alongside auto-ethnographic reflections of those involved in the delivery, including undergraduate students, this paper will firstly explore the distinct challenges faced when teaching disabled and marginalized groups journalism practice. Such challenges in the first phase of research included restricted timescale; accessible and adaptable technology; attention span; low self-esteem; and physical and mental health problems to name but a few. In the second part of the paper, we explore how participants define their genre of journalism; the nature of journalism practices and editorial structures that emerged; participants' chosen subject matters and how these relate to their own perceptions of marginalisation in mainstream coverage (Thorsen, Jackson and Luce, 2015). What occurred following the initial training was remarkable: citizen journalism in support of a local campaign to make Pokesdown railway station accessible for disabled people was reported in a local newspaper, gained the support of local politicians, and was even discussed in Parliament. Access Dorset Television also attracted the attention of BBC Radio, and was featured on the BBC Politics Show where it set up a debate among politicians on the issues it addressed. Our disabled citizen journalists had found their collective voice, and were making themselves heard where decisions were made. No longer were they being marginalised and sidelined on an issue of great importance to them. It is expected that teenagers will focus their stories on social issues that affect them and their peers directly, but also provide a creative outlet for them to explore their disability as well. Undergraduate students also play a role in teaching and serve as journalism mentors on these projects. One student was so inspired by the project and what was being accomplished that it influenced the theme and sources for his own final year documentary project. Co-creation and co-teaching were seamlessly intertwined. Finally, in the last part of this paper we unpack the attitudes of our participants to journalism education. Here, issues of journalistic identity and self-empowerment are particularly pertinent. We find both concepts to be double-edged. In contrast to mainstream recipients of journalism education – and despite clearly producing journalistic work – we find journalistic identity to be ephemeral, and complicated by the many career obstacles our participants face (Haller, 2010). And whilst demonstrably empowering and esteem building, our participants were acutely aware of societal power relations that were seemingly still beyond their ability to influence. Thorsen, E. and Allan, S. (2014). Citizen Journalism: Global Perspectives, vol. 2. New York: Peter Lang.Thorsen, E., Jackson, D. and Luce, A. 'I wouldn't be a victim when it comes to being heard': Citizen Journalism and Civic Inclusion. Media, Margins and Civic Agency. London: Palgrave MacMillanHaller, B. (2010). Representing Disability in an Ableist World. Louisville, Ky: The Avocado Press

Usage of Mobile Phones in classroom learning- A study

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Mobile Media i.e. Mobile phones have created unprecedented new global communication culture. These mobile phones have taken unbeaten paths to initiate educational, cultural, sociological, psychological and communication revolutions. Mobile technology has raised the level of awareness to hitherto unknown levels. A cursory glance at the studies conducted across the globe compels one to take notice of this multimedia device which has become a mass medium. 'A survey of journalism students found that they regularly use mobile devices for personal use, but not necessarily for reporting assignments. After being taught by faculty how to use mobile devices for content production, however, many students were adopting mobile technologies to cover news, including recording audio for interviews and shooting photos and video' says Garyantes, Dianne M., Berkey-Gerard, Mark in a study in USA.Usage of mobile phone in Journalism education is considered for study is because such a significant technical innovation in the form of smart phones and media tablets can contribute significantly to the news industry. They can produce audio, video, photos, texts and graphics for instantaneous publication online. The demand for these skills is growing. General objective: To find out whether the students can make use of mobile phone for educational purpose.Specific objectives:1. Relevancy of mobile phone usage in classroom2. To train Journalism students regarding the use of mobile devices to produce news contentThis study was conducted in four districts of Karnataka (IT bowl of India) using survey method. The sample consisted of 801 respondents, where random sampling method was adopted. Hypotheses were tested using chi-square and t-tests and percent analysis.The findings make interesting revelations. There is a significant relation between educational level and usage of mobile phones i.e. a majority of the respondents (89.9%) belonged to graduate and post-graduate categories. There were 32 (t= 7.92) class X passed respondents, 295(t=11.55) graduates, 248(t=18.34) postgraduates, and 25(t=17.35) with other qualifications. Chi-square(c2 = 17.20;   p < 0.001) shows using mobile by respondents of different education level has revealed that there is a significant relation at 0.001percent level of significance among respondents belonging to different educational levels and personal mobile phones. The survey shows that 87.4% of the respondents feel the very purpose of mobile phone is to converse and they have ranked it 1. About 72% of the respondents have given second priority for sending messages.FindingsThe study shows that 33.8% of respondents spend nearly Rs. 100 on mobile phone per monthMajority of the respondents (73.5%) feel owning mobile phone is a necessity.Table shows 38.7% of the respondents spend more than half an hour on mobile phone everydayIn spite of these, Mobile phones are used mainly for communication purpose not for educational purpose.Only 1% of them consider it as number 1 source for seeking news.The use of mobile phones does not seem to add to the efficiency of the respondents in professional performance. (t=-16.43).Mobile phones are not being used for education purpose.Key terms: Mobile phones, necessity, efficiency, professional performance, communication

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Teens, digital media and news: A case for incorporating social media into high school journalism and media literacy curricula

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ABSTRACT: Based on individual interviews with 100 racially diverse US inner city high school students ages 14-19, conducted from Jan. 2010 to May 2015 in Boston and Philadelphia, this paper argues that adolescents are not as disinterested in politics as adults assume. Interview data will be shared to illustrate that, through social media, teens learn about current events, form opinions on political issues, and develop a sense of being part of a larger collective. The paper will begin with a brief history of the concept of the public good in American journalism to contextualize high school students' thoughts regarding concepts of "the public good," and the role of journalism in society. Teens were chosen as the focus of this research because they are among the earliest adopters of new technologies and help drive innovative media behaviors that challenge our traditional understandings of politics and citizenship. At the same time, while there are many studies examining adolescents and digital media, teenagers are relatively understudied in research specifically focused on youth and news consumption. Subjects were asked about their general media habits, how they learned of current events, particularly those of a political nature, and how they assessed the quality of the information they encountered. They were also asked to discuss news stories they had talked about or shared recently with friends and whether there were any political issues that were important to them. Many teens expressed alienation from mainstream news media, which they felt were either boring or failed to protect the public. Feeling skepticism towards professional norms of journalistic "objectivity," they preferred to get their news via opinionated mediums such as blogs, Twitter and Facebook, which they felt gave them a better understanding of issues, particularly via the posted comments. While adolescents consume news incidentally, rather than habitually, and have different attitudes than previous generations did concerning the concept of journalistic objectivity, they share with earlier generations a concern for the public good. However most of the youth interviewed, particularly the younger teens, did not have clear ideas of how to ascertain the veracity of news they encountered via social media. They were also relatively unaware of the privacy and surveillance issues related to social media. Ironically, while most youth and nearly half of all adults in the US get news from social media, social media are still not included in most high school journalism curricula. This study discusses the following findings: 1.) The teens got most of their news from social media; 2.) They had concern for the public good; 3.) They followed issues online that they were passionate about; 4.) Online activities related to entertainment and hobbies were sources of news; 5.) They sometimes attempted to evaluate the trustworthiness of information but didn't always know how. These findings inspired a review of 30 high school journalism curricula, finding that the vast majority did not include units on social media. In the few cases were social media were discussed, the emphasis was on digital proficiency, rather than on helping youth assess the reliability and ethical aspects of social media as a source of news. The paper concludes that social media should be used as a starting point to discuss news literacy concepts such as credibility, reliability and bias with high school students, and should be incorporated into youth language arts, journalism and media literacy programs. Doing so would allow teenagers to learn about and apply the tenets of responsible journalism, such as truthfulness, transparency, fairness and accuracy, minimizing harm, avoiding conflicts of interest, to the cutting edge technologies and platforms that they (and professional journalists) use every day. In addition, including social media as part of high school journalism curricula would offer opportunities to teach students about the norms of democratic deliberation, helping them acquire skills to respectfully disagree and respond to disagreement in public forums. This would encourage them to consider how race, class and gender affect who has a voice on the Internet and which types of messages are most prominent. It would also offer an opportunity for youth to consider how online anonymity can permit people to hurt others, spread untruths, withhold opinions for fear of retaliation, and withdraw altogether from conversations when differences of opinion emerge. Critically examining social media with young people can also help them understand that the information they create and circulate online does not belong to them, but to the corporations providing the platforms, and that their personal demographic data, behaviors and preferences are monitored and sold for corporate monetary gain. Teaching teens about social media for news literacy will not only help them become more savvy users of these media but more successful future journalists and citizens. According to a 2014 survey published by the American Press Institute, How Americans get their news.http://www.americanpressinstitute.org/publications/reports/survey-research/how-americans-get-news/. Also see The Evolving Role of News on Twitter and Facebook | Pew Research Center, July 14, 2015.

What's not to like?: genre and topicality in news sharing on Facebook and Twitter

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As social media platforms assume a greater role in news distribution, and news sharing analytics influence editorial decision-making, this paper analyses the types of journalism that are most shared internationally on Twitter and Facebook, and which may affect the construction of news agendas. While some researchers hail this as a new age in audience led journalism (Crawford, Hunter & Filipovic, 2015) there is concern amongst journalists and policy makers that increased editorial focus on what gets most shared will encourage news companies to 'chase clicks', putting disproportionate pressure on journalists to produce shareable story genres and topics. Yet Vox and Gawker have recently dropped explicit incentives for journalists prioritise shareability in their reporting, after it led to a perceptible bias in clickbait stories. So the weight that the news media should place on recognising consumer sovereignty is in debate. The rise of Upworthy and Buzzfeed has also generated industry speculation that short, positive lifestyle stories are more shared, and thus more valued, than complex, challenging public affairs reporting. This perception aligns with Boczkowski and Mitchelstein's (2014) proposition that there is a 'news gap' in online news production, between the public affairs stories journalists value and position on the homepage, and the everyday social stories that audiences prefer to read and share others. Thus the news sharing is leading to a reassessment of journalism's significance.Yet while we have an emerging understanding of why news users might re-post stories to their social networks (Berger, 2011; Berger & Milkman, 2012; Lee & Ma, 2012; Ma, Lee, & Goh, 2014) we know comparatively little about the variety of journalisms and topics they redistribute or how these might differ from platform to platform. Social news sharing is a form of participatory journalism that, despite its prevalence, is only now garnering serious academic attention. To date analyses of what news is shared on social media do not fully examine the pluralisation of journalism genre online in terms of story style, or consider the possible influence of multimediality, hypertextuality or dialogic features on consumption and redistribution.This study undertakes a mixed qualitative and quantitative news genre and topicality analysis of 2000 most and lesser shared news on Facebook and Twitter, using data collected during 2014 from a sample of 116 English language news-sites internationally including legacy and digital native publications. The data collection and indexing was performed using a bespoke social analytics tool, the Likeable Engine, created by our commercial research partners Share Wars and ninemsn. The data was then manually coded using an analytical schema that distinguishes editorial purpose from rhetorical style, and differentiated

stories in terms of their focus on public/non-public affairs themes, as well as categorical topicality concerns. Finally it examined the relative incidence of online features such as video and interactive content, embedded links and comments across story genres. The analysis assesses which forms of journalism are comparatively more shared than others, with reference to their genre, rhetorical function, digital media presentation and topicality. It explores relative differences in genre and stylistic preference between Twitter and Facebook users, and between samples of the top shared and lesser-shared news items, thus avoiding statistical bias towards outlier effects in the most shared segment. Finally the study interrogates the extent of the news gap in the consumption of digital news and the extent to which consumption studies can explain social sharing dynamics.

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The ethics of reporting on conflict in social media: Journalists' accounts

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The ethics of reporting on conflict in social media: Journalists' accounts Problems arise when journalism in social media is regarded as ethically equivalent to journalism in other communicative modes. The kinds of knowledge produced, the relationship with publics and expectations on the reporter are all reinflected and sometimes quite distinct. In addition, longstanding journalistic conventions around privacy, responsibility towards sources and the independence of the reporter may clash with cultural norms in social media platforms. Ethics can also be at times less norm-based and more discursive, as debate around an action and responses from the reporter occur in the same spaces as the reporting. These matters are particularly the case in conflict situations, for a wide range of reasons, including the risks of harm and the informational nature of contemporary conflict.This paper reports on the practices of experienced journalists using social media in their reporting of conflict situations. These journalists express an awareness of the distinctive challenges of reporting using social media and sensitivity to the ethical complexities of their situation. A number are attracted to social media by the opportunities to rework journalistic practices and norms. They participate in discussions within the practice on boundary cases and paradigms. They also negotiate the new accountability practices of social media public spaces. The paper proposes that, in this sense, some practising journalists are operating well in advance of ethical frameworks and guidelines and have much to offer journalism scholars and educators in adapting those frameworks to emerging media situations. Journalists from Britain, New Zealand and Denmark working in conflict situations and reporting on social media platforms were interviewed. Interviews focused on good practice with the goal of teasing out paradigmatic cases (Borden and Boeyink 2010) and emerging ethical norms.Journalism's prevailing ethical norms privilege truth-telling in the public interest (Jacquard). These norms have arisen in one-way media and continue to dominate thinking about journalism in social media partly because much social media is often used as an extension of existing practices (Lasorsa et al. 2012, Hedman and Djerf-Pierre 2013). This includes gathering information for use in news stories, keeping tabs on trending stories and developing networks of sources. Indeed Reuters' ethical guidelines (2010, cited in Whitehouse 2010) are explicit that, 'Internet reporting is nothing more than applying the principles of sound journalism to the sometimes unusual situations thrown up in the virtual world.' However, as Ward and Wasserman (2010) argue, journalism ethics needs to be pushed wider to encompass the diverse range of participants in digital public life. In conflict situations, knowledge becomes highly contested and fragmented, made up of multiple layers of witnessing, evidence, demands and more, which are passed within and across networks, in the process being multiply reinterpreted. Journalists find themselves operating according to mixed ethical expectations, from the multiple participants producing public knowledge about conflict. In addition, in the interactive environment of social media they may experience intense pressures to conform to public expectations (see Matheson and Allan 2010). In conceptualising journalists responses to these challenges, the paper uses Phillips' (2015) ethical framework of good practice for networked media. Phillips emphasises an ethical commitment towards sincerity, hospitality towards others who might be marginalised (see also Silverstone 2006), as well as the journalist's responsibility towards excellence. The paper concludes by confirming the growing importance of ideas of journalistic responsibility for the relationships produced in media and for the shared knowledge that emerges.

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Tweeting off the beat: Social media and alternative voices of police as protestor

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The traditional presence of police sources in news media is mostly as a dominant elite aiming to present unified, controlled messages, via the access to journalists. Sub groups within British police, however, whether individuals, ad-hoc groups or even the Police Federation may hold views at odds with the 'official line' and take a more political stance. Through their use of social media, specifically Twitter, these sub groups are reaching a wider audience, not only of police 'family', but also the public. Their messages are unmediated, bypassing traditional gatekeepers of either the news process or the police organisation hierarchy, with implications for both, and aspects of journalism education, not least as practitioners adapt accordingly. Twitter allows disenfranchised and campaigning officers to circumvent regulations and communicate via the anonymity of pseudonyms, and this paper suggests interesting and useful parallels can be drawn from their use of it and that of protest movements such as OWS. It examines how the structure and functions of Twitter can enable this apparent 'police activism' as it can community-building, protest movements and counterpublics, especially in terms of horizontal or upwards, non-hierarchical information flows, and degrees of formal organisation and temporality of some collective movements.Using analysis of tweets, associated micro blogs, and interviews with relevant stakeholders including anonymous officers, and leading UK crime journalists, this paper will examine police Twitter case studies such as #CutsHaveConsequences awareness campaign about Government funding cuts; the earlier mobilisation of Federation members to march on Parliament; concern over mental health provision for detainees; and the #CoverForGMP nationwide campaign initiated by an individual which swiftly amplified to see thousands of officers mobilising and giving up a day's leave to allow Manchester colleagues to attend the funerals of two murdered colleagues.

Radio New Zealand International: Reporting the Pacific in tight times

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Radio New Zealand International (RNZI) is relayed from New Zealand into the South Pacific, and is broadcast to South Pacific listeners by their various national news services.This paper examines the role of RNZI in the South Pacific media ecology, as well as some of the key challenges it faces in reporting on the South Pacific. RNZI is an important source of local and regional information for the distinct cultures and nations of the South Pacific, whose peoples have strong links to New Zealand through both shared history and diasporas living in the country.But, RNZI now faces mounting financial pressure, a government swinging between indifferent and hostile to public broadcasting and questions of legitimacy and reach in the 'digital age'.With RNZI under pressure in 2016 it is important to understand both its role in the South Pacific and at home, as well as how its workers are delivering daily an information service that attempts to provide a trustworthy voice in the region while facing these pressures. Using interviews with workers, government documents, survey data and other sources, this paper explores the work of RNZI in New Zealand and the South Pacific. The paper asks what future RNZI has in a world where digital technology is collapsing distances, budgets are tighter every year and neo-Liberal politics informs New Zealand's international relations – including its interactions with its South Pacific neighbours.

The relationship between the education of journalists and their perception of autonomy. Preliminary results of the Worlds of Journalism Project (WJS) in South America

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Little comparative research has been undertaken in Latin America about the relationship between the training of journalists and their perceptions of autonomy. Furthermore, these studies do not take into account the context and its influences. This decontextualized perspective has been, and is being, much criticized for its reductionism, partiality, and homogeneity. Hence, as Mellado (2009: 10) states, "the research topics have been more orie-nted towards the receiver, the media or the message, not to the journalist as subject influ-enced and conditioned by a contextual and professional reality".Up until now journalism education in Latin America is based on the standards and normative values from the model of journalism taken from Western countries. There are hardly any educational concepts adapted to regional problems and characteristics. Additionally, a process of professionalization of journalism has begun in this region only a few years ago, forcing journalists to improve their competences by subjecting themselves to professional training at universities or colleges. This is having direct consequences on the level of autonomy of journalists, as professionalization of journalism is being

directly linked to this concept. Hallin and Mancini (2004) confirmed, although formal training is not essential to the practice of journalism, there is a strong correlation between professional autonomy and formal training.For instance, in Brazil, the great majority of journalists have a degree in the area, and until 2009 a diploma was mandatory in order to work as a professional journalist. In Ecuador, the professional competences of journalists are linked to the idea of professional training. There is lack of consensus among "empirical" journalists – with more experience – and "graduates".This paper analyses the journalistic culture of South America (Argentina, Brazil and Ecuador) based on the relationship between the training in journalism and the perception of autonomy of journalists. These countries have been analysed in the WJS project with other countries in this region: Argentina, Brazil, Chile, Ecuador and Colombia (South America) and El Salvador and Mexico (Central and North America); all of which can be defined as Intermediate Journalistic Cultures (Oller y Barredo, 2013).The research questions are: Which issues are currently debated in these countries about the importance of journalistic training? What relationship exists between journalism training and the perception of autonomy of journalists? How do the contextual factors influence these perceptions? And, what differences and similarities can be found between coun--t-ries in this region?The preliminary results of the Worlds of Journalism Studies (WJS) project show that the media systems in this region tend towards either economic concentration in right wing countries (Chile, Colombia and Mexico) or interventionism of governments in left wing countries (Ecuador, Argentina, Brazil and El Salvador).These are the main reasons that explain the type of journalisms exercised in these countries, as they influence not only the level of education of journalists, but also the degree of autonomy.In both groups a tendency can be detected to create a professional group of journalists who graduated from university: Today more than 60% of journalists in each of these countries have a university degree, which signifies a drastic change in recent years. Additionally, journalists with an academic degree (bachelor, master or doctorate) perceive a higher level of autonomy in the selection of stories and the participation in editorial coordination.Preliminary results seem to underscore the concept of intermediate journalistic cultures (Oller and Barredo, 2013) as found in Latin America, where "global media standards are reinterpreted based on the local political structure and cultures are combined with 'indigenous' practices" (Hallin and Mancini, 2012: 285). As Oller and Barredo (2013: 20) claim, in order to understand the intermediate journalistic cultures in Latin America it is necessary: (a) "to define journalists as symbolic producers, able to conceptualize, build and transmit meanings of cultural forms; but also to articulate and disseminate the ideologies that identify a nation" and (b) to emphasize the importance of these symbolic managers because in these countries (postcolonial, developing or under undemocratic regimes) they are the major producers of strategic meanings ordering reality (Mahon, 2000). The problematic nature of intermediate journalistic cultures can perhaps be seen in the way journalists react to the question of how much influence they experience from government officials in their ability to do their work in Argentina and Ecuador (36% none or little), against the question how much trust they have in politicians: 63% said they had no or little trust in politicians in general. This comparative paper of Argentina, Brazil and Ecuador offers a contextualized analysis of the cultural diversity of journalism of each country in South America. Their jour-nalistic cultures are clearly defined by historical processes, education and structures. There-fore, the journalism in this region presents a journalistic culture beyond the "Western Mono-centric model" or the "Centre-Periphery model".

Mobile social media and the news: where heutagogy enables journalism education

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The proliferation of mobile and social media applications bring journalism schools under pressure to respond with teaching methods that are able to reflect the practices of contemporary journalism at a time when smart technologies are evolving at an alarming rate. Smart phones now out-number personal computers, and the rapid uptake of mobile technology ownership increases with each generation of younger users signalling a significant global shift among social and media companies described as a "cross-screen bridge (Burum, 2016, p.51)." This has implications for all media organisations (Quinn, 2016) and in particular, news media organisations whose survival relies on their ability to court audience attention while adhering to the best principles of journalism (Kolodzy, 2012). Newsrooms themselves have responded to this demand through restructuring and refocusing their resources, and the term mobile journalism has evolved as "a journalistic practice based on reporters equipped with portable multimedia newsgathering equipment (Cameron, 2011, p.1)."   Journalism educators are seeking new ways of teaching students how to adapt to this new-found electronic mobility, while maintaining the standards of the enduring principles and practices of journalism within a broader participatory media ecology (Jenkins, 2006).   However, within this mobile and social media revolution teacher-directed pedagogical teaching mechanisms place the educator at the risk of technological overload. Therefore, there is a need for a more enduring teaching approach which enables the student to determine which of the latest mobile and social media tools are selected and used, while continuing to meet the learning outcomes required of them. This student-directed learning approach, known as heutagogy, provides a synergy between the education of mobile journalism where learners are highly autonomous and self-determined, and the educational focus on producing learners who are well-prepared for the complexities of today's newsrooms (Blaschke, 2012).For three years, an innovative new course titled "Mobile Journalism" has been delivered within the third-year of a communications degree. A heutagogical teaching approach was adopted within a classroom community of practice model (Wenger, 1988) where approximately 36 different mobile and social media applications were introduced within the context of capturing, curating and publishing student content across multiple platforms. These applications were modelled by lecturers and their mechanisms were explored within academic theory. The students determined how these were to be implemented within a number of tutorial-based activities, and group or individual assessments within a prescribed marking criteria. The students were also encouraged to investigate alternative mobile and social media tools beyond those introduced and modelled by the lecturers. This paper discusses how a heutagogical framework has enabled successful student learning outcomes through strategies such as lecturer behavioural modelling, curation of content, collaboration of assessment design and students' blogs as reflective practice and includes examples of the student work. Students' development of digital identity within online social and professional contexts are also discussed.   The findings form the basis of recommendations on the adoption and integration of mobile and social media technologies across a wider journalism curriculum. There are also implications for the wider media education landscape, such as public relations, communication studies and online or broadcast media.Key words: mobile and social media, journalism, education, news, heutagogy, community of practice, convergence

Presentation of the Europe and Australia in the World: Reporting Political, Environmental and Social Change (WORLDREP) with focus on implementation of multiple degree schemes and research to involve media industry and network of journalism schools

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Representatives of the Europe and Australia in the World: Reporting Political, Environmental and Social Change (WORLDREP) would like to present the project with the following focusThe development and implementation of dual/multiple degree schemes in journalism using well established programs like the Europe in the World Program (HU/DMJX) and UTAS/Griffith BA (Honours) programsResearch proposals in connection with the WORLDREP program to involve media industry and network of journalism schools.About the WORLDREPJournalism remains a central source of information about our world. Individuals, communities, industries and governments continue to rely on news media to provide knowledge of issues and to interpret change. The capacity to understand and contextualise our world demands reporters with international knowledge and outlook, who can respond to local and global events and conditions. The WORLDREP program addresses this demand. It will foster graduates with the capacity to communicate events, issues and risks during a period of rapid change, and who understand diverse political, environmental and social contexts. Bringing together leading journalism and media programs in Australia and Europe, the project is the first of its kind, providing BA and BA(Honours) journalism students access to intensive one-year study programs that complement and build upon their home institution study. They will earn internationally recognised multiple degrees, which will serve as a model for future dual/multiple and joint degree programs. Partnering with significant media industry and organisations, the program includes field trips to sites of change, such as the European Parliament and Australian landscapes, and combines theoretical learning with a practical approach to analysis, research, and industry-ready skill building. (See WWW.WORLDREP.EU)Objectives of WORLDREPTo allow European and Australian journalism students to access education in another country at the highest professional level, and to get cross cultural experience.To implement and further develop joint double/multiple degree schemes, showing a possible pathway for other journalism education institutions to follow.To expand the strong partnerships among the involved education institutions and their respective partners in the media industry, including major online, print and broadcasting national and international organisations.The WORLDREP project is unique in that no comparable dual/multiple degree scheme in journalism exists at the BA level, where students graduate with a dual BA / BA(Hons) degree in journalism after successful studies in Australia and Europe. It provides students with honours-level courses of study across institutions, with graduates better prepared for immediate entry into work within international journalism and eligible for further postgraduate research and coursework studies.The program's outcomes will include graduates able to operate at the highest professional level within international journalism; academic staff across four institutions with improved knowledge of and skills in international journalism training; and research outputs furthering understanding of international, transnational and global journalism and journalism training. Its feasibility is evidenced by the standing of the lead institutions and their participation in the successful EU-Australia mobility program, the Global Environmental Journalism Initiative GEJI (2009-2013).As transnational social and environmental risks and politics expand in coming decades, the concerns at the heart of this project – the capacity of journalists to report change across local, international and global contexts – will deepen. All institutional participants are committed strategically to continued internationalization of their programmes to ensure graduates with global outlooks and capacity. The project is therefore designed for long-term sustainability.

Mapping the journey of major news stories in Social Media

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The social media site Twitter has had a dramatic effect on news gathering and reporting. Many stories start on Twitter either because they are announced there by PR representatives or because journalists and the public post the first details of a major story that they witness on Twitter. The story can move from Twitter to the conventional media and then back again through retweets and comments from users. This means that it is possible to analyse the anatomy of a major breaking story from first break through citizen contributions to in depth follow up by conventional media which themselves get tweeted. This research aims to track the movement of major international news stories, such as The Sydney Lindt Café Siege, the Parliament Hill attack in Canada, the Chibok kidnappings in Nigeria and the killing of Osama bin Laden with a view to creating a map of their structure. The resulting map of the progress of the story will be useful to students covering major international news stories or desk editors trying to make sense of what is happening.

The role of television news agencies in the handling of Syrian UGC

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This paper will examine the role that global television news agencies Reuters, AP and AFPTV play in the gathering, verification, processing and distribution of user-generated content (UGC) from the present conflict in Syria. Following on from research that examined the BBC's use of UGC in its overseas coverage (Belair-Gagnon: 2015), the use of Syrian UGC by the BBC (Johnston: 2016) and the use of 'amateur footage' by the world's broadcast media (Wardle: 2014), this research focuses on the engine drivers of international news coverage – the global television news agencies. With most of Syria beyond the open coverage of foreign and local correspondents, international broadcasters are forced to rely on UGC uploaded to social media and other websites for their pictures from Syria. This material poses troubling issues for media companies which mostly do not have the resources or skills to independently verify the sources or accuracy of the events therein depicted. This content is posted by individuals, activists and terrorist organisations such as ISIS. As Wardle showed (2014) the broadcasters therefore rely heavily on the sourcing and verification processes carried out by the news agencies. But from where do the agencies source this content, what checks do they carry out and what advice do they pass on to broadcasters about the material? Two months' worth of UGC video broadcast by the international agencies was collected in October and November 2015. This period coincided with Russian and French airstrikes on Syrian targets and a series of atrocities claimed by ISIS in places including Paris, Beirut and Tunis. The videos and 'dope-sheets' of the agency stories (that contained UGC) were examined for content first – to discover if this material related to airstrikes' aftermath, propaganda scenes or messages or threats from militant groups involved in the Syrian conflict. The material was then analysed to discover what types of information about the sources was passed on to broadcasters, along with any indications of verification procedures. Finally interviews with senior journalists involved in verification procedures were carried out in order to assess the processes from the perspectives of the agencies.

Media ownership in New Zealand 2011-2015

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2011 the School of Communication research centre , Journalism, Media and Democracy (JMAD) has published an annual report on New Zealand media ownership. In this presentation the author of these reports Merja Myllytlahti and the JMAD co-director Wayne Hope outline evolving ownership patterns, their impact on news and current affairs journalism and the implications for journalism education. The 2011 report identified four main players in the New Zealand media landscape; APN News and Media (now NZME),Fairfax Media, Mediaworks and Sky. These companies,all overseas owned,predominated. There was a near duopoly in print and commercial radio, a monopoly in pay television and only three significant competitors in free-to-air television (including the state funded channels). At the same time listed and unlisted financial operators (banks,hedge funds , private equity companies) were starting to acquire media holdings as a lucrative short term source of revenue. Thus,the transnational media corporates that had colonised the New Zealand media were themselves colonised by financial institutions. The 2012,2013 and 2014 reports outlined this process in the cases of Mediaworks, Fairfax, Sky Television and APN. Correspondingly, there was a growing convergence between New Zealand mass media and the communications sector generally. Spark (formerly Telecom),along with on-line video subscription services started to compete head to head with traditional broadcasters. The consequences of these developments were clearly evident in JMAD`s 2005 media ownership report. Across print and broadcasting newsrooms journalists were laid off,those remaining were expected to perform the multiple tasks of taking pictures, shooting videos, subediting and producing stories on precarious incomes. News and current affairs television programmes were disestablished in favour of tabloid magazine shows and `reality` formats. This presentation analyses these developments as a matter of public concern and as a crucial subject area for journalism education.

How digital are the news publishers? A study of newspaper publishers' evolving revenues, and how they may support journalism and future newsrooms

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Digitalisation has fundamentally changed how news is produced, consumed, and delivered. It has also affected newspaper publishers' revenue models, and building new digital income streams has become critical for the future of newsrooms. Some newspaper publishers have reported substantial growth in their digital-only subscription numbers as well as increases in their digital advertising income. However, at the same time they have continued layoffs, and development in digital revenues has been uneven.Business models of news publishers are a critical research area for academia, as they affect newsrooms; how they are funded; and how journalism is conducted. In order to evaluate how digital news publishers are in terms of their revenues, this paper examines digital earnings of some of the largest news publishers in the Western economies. The paper also considers the nature of their revenue sources.The case studies presented in this paper include Gannett, The New York Times Company, News Corporation, Fairfax Media, Schibsted, Axel Springer, Sanoma, and Pearson. These corporations were chosen as case studies as they are some of the largest news publishers globally, or in their regional areas; they have implemented digital subscriptions and have innovated in digital advertising; and operate in different continents and countries including the United States, Australia, Europe, and more specifically in Germany, Norway, Sweden and Finland.The paper utilises document analysis as its method. The research data is gathered from 2014 and 2015 corporate documents including annual reports, financial reports, market announcements and investor presentations. There are considerable differences between the news publishers in their disclosure, and some of the publishers do not reveal detailed information about their digital subscription and digital advertising income. As a result, some data between the chosen media corporations is not directly comparable. The structure of the companies chosen for this study varies, and this had to be taken into account when comparing the data.Additionally, the paper considers how patterns of news delivery are changing as the news publishers collaborate more closely with social media corporations, such as Facebook, and technology companies such as Apple. Some leading news publishers, such as The New York Times and BuzzFeed, are collaborating with Facebook's Instant Articles service in news delivery, while The Guardian, The Economist, and the Financial Times are using Apple News service in their news delivery.The paper also proposes that journalism scholars need to update business model frameworks identified in the earlier academic research. Current models identified do not fully reflect the complex nature of the contemporary news publishers' income streams and structures. As the revenue sources of newspaper companies diversify, more sophisticated tools are required to evaluate viability of these models. This paper provides a contemporary revenue model to evaluate news publishers' income sources, including print and digital advertising, and print and digital subscriptions.

Journalism, History and the production of silences

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Barbie Zelizer has squarely confronted the issue of journalism's place in the academy (2004, 2009). She identifies five major disciplines within which journalism is explored as an object of their scrutiny – history, sociology, political science, language and cultural studies. "However," Zelizer suggests, "in being everywhere, journalism and its study are in fact nowhere." (Zelizer, 2009: 29) She recognises "that there are a number of competing visions at the core of journalism's self-definition. Is it a craft, a profession, a set of practices, a collective of individuals, an industry, an institution, a business or a mindset?" (Zelizer, 2009: 32) She does not ask: is journalism a research discipline? This is a question that goes to the essence of journalism's identity and integrity in the academic context. Journalism cannot develop and prosper in the academy unless it recognises itself as the subject as well as the object of its own scrutiny, that is to say, unless it develops itself as a discipline. The author has previously argued that journalism needs to assert itself as a discipline among peers in the humanities and social sciences and to interrogate the methodological challenges it faces by referencing meta-theoretical debates in the cognate disciplines of history, geography, sociology and art. This paper is an extension of this previous work on journalism's disciplinary identity and silences, and discusses the methodological relationship between journalism and history as cognate research disciplines defined, divided and deeply linked by their relationship to (spatio-)temporality.Stuart Adam defined journalism thus: "If journalism is marked by its public voice, it is marked equally by its relation to the here and now. Michael Oakeshott, a British philosopher, once defined "the world of history [as] the real world as a whole comprehended

under the category of the past." The world of journalism, by contrast, may be the real world as a whole comprehended under the category of the present …. Journalism is avowedly about the present, not the past." (Adam 1994, p. 13). In this view, temporality is an axis that marks a clear division: the 'here and now' is starkly distinct from the 'there and then'. In contrast, this paper argues that temporality is a connecting bridge as much as a dividing wall.The paper canvasses the historiographical approach of Michel-Rolph Trouillot (1995) with respect to three particular arguments: firstly, that historical production is about the production of silences as much as knowledge; secondly, that "authentic" historical knowledge requires the mutual infusion of the present with the past in terms of the integrity of social relations; and thirdly, that there are four stages in the production of historical silences — the creation of historical evidence, the archiving of the evidence, the retrieval of evidence from the archive, and the production of a contemporary public subjectivity with respect to the historical evidence. This paper argues that journalism intersects with history at all stages but particularly at the first and fourth: the moments of evidence creation and the construction of contemporary public subjectivities.The paper links the production of silences in evidence creation in journalism with the spatio-temporality of journalism practice, referencing Tuchman (1978), Ericson et al. (1989). The paper links the challenging of silences in contemporary public subjectivities with investigative and 'muckraking' journalism traditions (Protess et al. 1991; Ettema and Glasser, 1995, 1998).To conclude, the very fact that journalism as a research practice can be discussed in these meta-theoretical terms is a validation of its disciplinary identity. Trouillot's concept of authenticity combining factual accuracy with the subjectivity of the historian/journalist and their publics is a productive way for journalists to consider the integrity of their practices in the politics of knowledge.

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Broadcast News and Social Engagement

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ABSTRACT: Digital technologies enable broadcast audiences to control the terms of their media use—the consumer is now frequently the one who determines the time, place, and platform through which video is viewed and audio is heard. The plethora of viewing and listening options means that audiences are fragmented, and media outlets are challenged to attract sufficient numbers to be attractive to advertisers or to be able to generate adequate subscription revenue. At the same time, audiences also have the means to create and distribute content, filling roles that were once the sole province of professionals and media organizations. Furthermore, most digital media platforms reflect a fundamental shift from a unidirectional model of communicating with audiences to an interactive one. That interaction may occur in the same channel, such as a station's website, or in a completely different space and asynchronously. Radio and television audiences are able to interact with stations as well as other listeners and viewers in their community via Facebook, Twitter, YouTube, Snapchat, Instagram, and similar channels in addition to station websites and branded mobile apps. Social media platforms "provide opportunities for personalised engagement with each viewer" ("Use Social Media," 2014). That engagement is seen as critical to success for a media firm in this atomized and chaotic environment. To benefit most from such engagement, stations attempt to draw audience members both synchronously and asynchronously with linear broadcasts, allowing the consumers to move seamlessly from one of their platforms to the next as best suits their needs at a given moment. Recent studies have examined broadcast media outlets' online and social media content (e.g., Greer & Ferguson, 2011; Rooke & Odame, 2013) as well as the audience's multiscreen use (e.g., Coates Nee & Dozier, 2015) and some research has turned its attention to stations' application of user-generated content gathered via web and social media platforms (e.g., Cleary & Bloom, 2011; Lysak, Cremedas, & Wolf, 2012; Wardle, Dubberley, & Brown, 2014) or the effects of social media comments on journalists and journalism (e.g., Lysak, Cremedas, & Wolf, 2012). Most of the studies to date that have looked specifically at audience motivations in interactive and participatory spaces have looked at commercial entertainment (Guo & Chan-Olmsted, 2015) or marketing content (Kosterich & Napoli, 2015). All of these shifting structures and practices have altered media in profound ways; and media businesses, journalists, policy makers, scholars, and citizens all have interests in understanding the ways that digital technology, evolving social behaviors, and innovative business models continue to shape the media ecosystem. We still need to better understand how and why news audiences choose to engage (or not) with interactive opportunities. What motivates community members, within media structures, to contribute and share? There are four categories of factors that previous research suggests might affect audience motivation to engage in interactive news behaviors: genre preference or program affinity for news/information content (Geerts et al., 2008; Haridakis & Hanson, 2009); compatibility or perceived ease of use (Cheong & Park; Lin, 2001; Rogers, 2003); social presence—the sense of "being with another in a mediated environment" (Biocca & Harms, 2002); and various user motives (Lin 1993, 2004, 2006) and audience characteristics (Haridakis & Hanson, 2009). Therefore, the following research questions are proposed: RQ1: How do program affinity and genre preference relate to social engagement with news content? RQ2: How do compatibility and perceived

ease of use relate to social engagement with news content? RQ3: How does perceived social presence in social media relate to social engagement with news content? RQ4: How do user motives and personal characteristics relate to social engagement with news content? This study adapts the television social engagement scale items developed by Guo and Chan-Olmsted (2015) to a broadcast journalism (news and information) context. Following a pilot study to validate scale items, researchers will conduct a survey with a target of approximately 1000 adult (18+) respondents. Results should suggest what platforms, content, and interactive opportunities are most likely to produce activity by target audiences around journalistic enterprises.

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Locating journalism in three post-military non-Western countries

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There have been significant changes in journalistic practices in various countries over the years. In the new electronic environment in which new technologies have transformed journalistic practices, it is important to understand the factors that are driving changes in the way journalists do their job across cultures. There is little doubt that the way journalists report news and the platforms through which news is delivered have changed significantly. In the aggressive competition for news audiences, the media are confronted with a major dilemma about the platforms that should best serve the interests of their audiences and how their products should be delivered. Many scholars have argued that the future of journalism in the digital age must start with the formulation of new business models for quality news that should enable mainstream media to survive the challenges posed by new technologies such as the Internet (Franklin, 2008, 2014; Kovach, 1999; McNair, 2009; Singer, 2009). The literature on transformations in journalism suggests that new technologies are the dominant engines that drive changes in professional journalism practices. However, anecdotal evidence suggests there are other

factors other than technological that account for changes in journalism in non-western cultures that have not been adequately accounted for in the literature. Therefore, while research has focused on changes in journalism particularly in western developed countries, little is known about the situation in non-western post-authoritarian societies, especially countries that have experienced a history of military dictatorships. This is the focus of our study which aims to fill the existing gap in the scholarship of journalism. Drawing on in-depth interviews with journalists in Fiji, Nigeria, and South Korea, three countries with recent histories of military dictatorships, this comparative study seeks to investigate and understand the forces that drive changes in journalism in these countries. The study goes beyond the impact of new technologies to look at other drivers of change such as social, cultural, political, economic, legal, environmental, and structural forces that impact on transformations in journalism in these post-authoritarian developing countries. We examine where the transformations have come from, whether the changes have been good or inhibiting in the way journalists perform their job, the challenges posed to journalists' ethical and professional values by these factors, and how journalists are responding to their new milieu. The study will contribute to our understanding of journalistic practices in non-western cultures that have experienced military dictatorships. The three countries that constitute the focus of our study are markedly similar and also different. South Korea, Fiji, and Nigeria have a history of authoritarian/military dictatorships. Fiji and Nigeria are also former British colonies and therefore members of the Commonwealth of nations. The Republic of Korea, on the other hand, is a former colony of Japan. These comparative elements are important because, as Dimitrova and Strömbäck (2010, p. 489) argue, in undertaking comparative research, the selection of cases is critical in order to reflect one of two existing approaches such as "the most similar systems design and the most different systems design" (italics as in the original). Our research fits into the conference sub-theme of "Research Trends in Journalism".

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Curbing cyber-fraud and other implications of online fake identities to build a dignified society through media literacy

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ABSTRACT: The explosion of information on the Internet has presented a number of challenges to every aspect of human existence, and that includes the world of formal education. With the influx of both credible and dishonest information on the Internet, a lot of ethical questions are raised. One implication of the Internet's capacity for user anonymity and creation of multiple online identities is a high level of cyber fraud or crime. On the Internet you can be whoever you want to be. Many forms of economic, social, political or religious deceits are made easy on the Internet because a number of people who lack integrity and human dignity effortlessly create fake profiles with phony names or pictures. With such counterfeit online accounts and a flow of false but supporting information, they succeed in creating 'dignified personalities' which some unsuspecting online community members take to be real, and thus become vulnerable to their fraud and deceit. Consequently, media literacy becomes an urgent task of the 21st century for all educators but especially for communication teachers. It is inevitable to groom people who can critically analyze the meaning of online contents. Significant questions to address are: what does the source of an online message want the receivers to believe, and why are they expected to believe such. The adoption of media literacy to teach students to uphold integrity and dignity as well as to protect them from the activities of society miscreants thus becomes imperative. This is premised on the fact that media literate individuals who develop critical skills can interpret media contents properly and decode what the message creator wants the receivers to believe, what is being said or not being said and possibly what is the intended meaning. Media literacy is therefore, an essential knowledge kit in our digital era which can help curb cyber crime and guarantee the training of young people who are refined enough to desist from either being perpetrators or victims of any form of cyber crime. Considering the enormity and frequency of various forms of cyber fraud which threaten to rubbish the potentials of the Internet, the responsibility to make media literacy a part of communication and journalism education is critical. Consequently, it is necessary that media literacy skills are included in the educational curriculum of every country, especially in communication programmes. Media literacy also involves inculcating in the students the value of maintaining their integrity both offline and online. A person's flow of information: kind of posts or comments, pictures and videos uploaded or shared in both environments cumulatively are indicators of the person's personality. Therefore, it is important to arouse in students the consciousness that employers now evaluate a person's online activities to establish his or her personality before recruitment. What a social media user believes he or she has deleted long ago may still be stored in a hard drive somewhere, and could be use against that person, or in his or her favour. The primary objective of this paper is therefore, to illustrate through discourse analysis and ethnographic observations that a lot of cyber crimes resulting from multiple and fake identities online can be minimized through media literacy. The study advocated a two-question model of who created the message and for what purpose as a guide towards proper online message interpretation.

The relationship between the education of journalists and their perception of autonomy. Preliminary results of the Worlds of Journalism Project (WJS) in South America.
(Old challenges and new opportunities: Journalism education, world views, professional orientations and work conditions in four global regions. Results from the second phase of the Worlds of Journalism Study (WJS))

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PANEL INTRODUCTION: The Worlds of Journalism Study (WJS) is an academically driven project founded to regularly assess the state of journalism throughout the world. The Study's primary objective is to help journalism researchers, practitioners, media managers and policy makers better understand worldviews and changes that are taking place in the professional orientations of journalists, the conditions and limitations under which they operate, as well as the social functions of jour-nalism in a changing world. This panel represents some of the findings of the present phase of the WJS in four global regions: (1) Africa, (2) Asia/Middle East, (3) Europe/North America and (4) South America.

ABSTRACT: Little comparative research has been undertaken in Latin America about the relationship between the training of journalists and their perceptions of autonomy. Furthermore, these studies do not take into account the context and its influences. This decontextualized perspective has been, and is being, much criticized for its reductionism, partiality, and homogeneity. Hence, as Milled (2009: 10) states, "the research topics have been more orie-nted towards the receiver, the media or the message, not to the journalist as subject influ-enced and conditioned by a contextual and professional reality". Up until now journalism education in Latin America is based on the standards and normative values from the model of journalism taken from Western countries. There are hardly any educational concepts adapted to regional problems and characteristics. Additionally, a process of professionalization of journalism has begun in this region only a few years ago, forcing journalists to improve their competences by subjecting themselves to professional training at universities or colleges. This is having direct consequences on the level of autonomy of journalists, as professionalization of journalism is being directly linked to this concept. Hallin and Mancini (2004) confirmed, although formal training is not essential to the practice of journalism, there is a strong correlation between professional autonomy and formal training. For instance, in Brazil, the great majority of journalists have a degree in the area, and until 2009 a diploma was mandatory in order to work as a professional journalist. In Ecuador, the professional competences of journalists are linked to the idea of professional training. There is lack of consensus among "empirical" journalists – with more experience – and "graduates". This paper analyses the journalistic culture of Latin America based on the relationship between the training in journalism and the perception of autonomy of journalists. We have selected seven countries: Argentina, Brazil, Chile, Ecuador and Colombia (South America) and El Salvador and Mexico (Central and North America); all of which can be defined as Intermediate Journalistic Cultures (Oller y Barredo, 2013).The research questions are: Which issues are currently debated in these countries about the importance of journalistic training? What relationship exists between journalism training and the perception of autonomy of journalists? How do the contextual factors influence these perceptions? And, what differences and similarities can be found between countries in this region? The preliminary results of the Worlds of Journalism Studies (WJS) project show that the media systems in this region tend towards either economic concentration in right wing countries (Chile, Colombia and Mexico) or interventionism of governments in left wing countries (Ecuador, Argentina, Brazil and El Salvador).These are the main reasons that explain the type of journalisms exercised in these countries, as they influence not only the level of education of journalists, but also the degree of autonomy. In both groups a tendency can be detected to create a professional group of journalists who graduated from university: Today more than 60% of journalists in each of these countries have a university degree, which signifies a drastic change in recent years. Additionally, journalists with an academic degree (bachelor, master or doctorate) perceive a higher level of autonomy in the selection of stories and the participation in editorial coordination.   Preliminary results seem to underscore the concept of intermediate journalistic cultures (Oller and Barredo, 2013) as found in Latin America, where "global media standards are reinterpreted based on the local political structure and cultures are combined with 'indigenous' practices" (Hallin and Mancini, 2012: 285). As Oller and Barredo (2013: 20) claim, in order to understand the intermediate journalistic cultures in Latin America it is necessary: (a) "to define journalists as symbolic producers, able to conceptualize, build and transmit meanings of cultural forms; but also to articulate and disseminate the ideologies that identify a nation" and (b) to emphasize the importance of these symbolic managers because in these countries (postcolonial, developing or under undemocratic regimes) they are the major producers of strategic meanings ordering reality (Mahon, 2000). The problematic nature of intermediate journalistic cultures can perhaps be seen in the way journalists react to the question of how much influence they experience from government officials in their ability to do their work (36% none or little), against the question how much trust they have in politicians: 63% said they had no or little trust in politicians in general. This comparative paper of Argentina, Brazil and Ecuador offers a contextualized analysis of the cultural diversity of journalism of each country in South America. Their jour-nalistic cultures are clearly defined by historical processes, education and structures. There-fore, the journalism in this region presents a journalistic culture beyond the "Western Mono-centric model" or the "Centre-Periphery model". *It is envisaged that full data analysis will be available as from February-March 2016.

Roles and Purposes of Graduate Journalism Education in the Lens of Global Journalism: A Phenomenology

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Debates on journalism education continue unabated especially if the subject matter is the "theory-versus-practice" issue (Josephi, 2015). This debate takes into context how countries train students on journalism, be it inside universities and in professional institutes and news organizations. Many journalism programs in universities worldwide followed Western models. However, some of these models may not work (e.g., role of journalism in a democracy) given the country-level situations of the news media and press freedom. So the never-ending calls to re-assess, re-invent, reconfigure journalism education continue (Mensing, 2011). Now, journalism education has reached a "global" turning point; this means that as media platforms have forced news organizations to ever more connect stories from different parts of the world to a global audience, journalism schools must not live in isolation or they will be disconnected to global trends in journalism education.The trend of globalizing journalism education is rising. This also goes to graduate programs in journalism —both professional and academic (i.e., with a thesis) in orientation— that are on top of the bachelor's programs that have defined the "explosion" of journalism education worldwide (World Journalism Education Council, 2008; Josephi, 2015). And the debates surrounding journalism

education have now reached graduate levels.Offering master's or doctorate degrees in journalism is a young phenomenon, and this may be a new terrain for both universities / professional institutes and for the field called Journalism Studies. Meanwhile, aspiring and current journalists may be looking at graduate education as a passageway to know —and to know further— the world of journalism. So why take up graduate studies in journalism? What role and purpose does this graduate program experience have unto the student? What do these graduate students think of the theory-versus-practice debate within journalism education? With journalism as a "profession" and as a "discipline" still finding its place in a university setting, studies on graduate journalism education remain scarce. Graduate education in journalism, especially under the milieu of Journalism Studies, will all the more become relevant —but can it improve journalism practice?This phenomenological paper aims to find out from graduate journalism students from Japan and the Philippines the roles and purposes of a journalism graduate degree on them. The paper, at the very least, will add up to the limited number of studies on graduate journalism education (Carpenter, 2008). Donald Schon's Theory of Reflective Practice and Graham Gibbs' Reflective Cycle model served as the theoretical anchorages of this paper.This phenomenological study interviewed 16 graduate journalism students from Japan (Waseda University) and the Philippines (Ateneo de Manila University and Asian Institute of Journalism and Communication) and their program heads. Having subjects (i.e.g, graduate journalism students) that are from developed and developing countries finds similarity to what O'Boyle and Knowiton (2015) did. Respondents' sharings revolved around the key themes of questions for this research: a) Personal background prior to entering graduate school; b) Purposes for taking up graduate study; c) Views on the theory-and-practice debate that these students immerse themselves in while studying and while doing media work; and d) Roles of the graduate degree program for the student. To capture the essence of the phenomenon (lebenswelt), data were read and re-read as selected verbalizations from helped collectively describe the commonalities of respondents' views and experiences. Condensed meanings of the significant statements led to the categorization of codes, sub-themes and major themes. Cool and warm analyses facilitated by the use of a dendrogram were done.While the research is currently being finished, five themes emerged. Graduate journalism education can be likened to a bridge wherein the compression forces (that which pulls materials apart) are students' milieus as graduate students —personal, academic and professional— and the tension forces (that which squashes materials together) are the theory and practice perspectives of journalism. But the bridge, on the overall, tries to balance itself —and eventually, remain sturdy— given these compression and tension forces. In the same vein, graduate journalism education bridges the personal, academic and professional milieus of graduate students and their dealings with the usual theory-and-practice tensions in journalism. Thus, the articulations of the graduate journalism students interviewed here can be summed up into a Bridge of Traits of Graduate Journalism Education. This Bridge of Traits carries five major themes: 1) Insights maker (IB); 2) Context provider (CP); 3) Role agent (RA); 4) Capacity builder (CB); and 5) Individual booster (IB).

The Philippine Journalism Education Census

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The Philippines has a journalism education sector that is adopted from Western models. The country currently has around 32 journalism schools that offer bachelor's and master's degree programs in journalism. Journalism education in the Philippines, said to be the freest press in Asia, is a mix-up of public and private-run higher educational institutions offering journalism programs. However, there is no information on the profiles of these Filipino journalism schools. At the same time, one would wonder if Filipino journalism schools are at par with other journalism schools worldwide in this current tide of "global journalism education".This qualitative research project thus aims to provide a baseline profile of the Philippines' journalism schools using an exploratory framework on global journalism education (Birginias, Cabantog and Opiniano, 2014). This framework is called the Pyramid of Global Journalism Education, developed to marry the perspectives of scholars (Deuze, 2008) and educators (World Journalism Education Council, 2007) and see descriptively if the journalism school has some elements of the aspired state of global journalism education.This exploratory framework has four elements. Philosophy and Perspective comprises the inspiration of schools in offering a journalism program, the standards it follows in managing their program and the visualization of the future of journalism education within their capacity as journalism schools. Pedagogy deals with the importance of the syllabus or curriculum and its focus, the faculty members and their qualifications. Pragmatic Handling covers the technique on how journalism schools manage their programs and how they deal with the strengths, weaknesses, opportunities and threats that their program faces. Finally, Position pertains to the outlook of the journalism school in their graduates and in the industry. They noted that producing good journalists is the primary mission of journalism schools. Thus, this qualitative case study research carried the central research question: What is the profile of the provincial journalism schools according to the pyramid of the global journalism education framework? The researchers are conducting field visits to most of the 32 journalism schools identified by a listing from the Philippines' Commission on Higher Education (CHEd), as well as from Internet sources and personal contacts. The researchers carried with them a questionnaire with close- and open-ended questions that the head/chair/coordinator of a journalism school will answer orally. Documents such as prevailing journalism curricula and others (e.g., roster of faculty members, research accomplishments) were also collected. It is to note that while half of the journalism schools are found in the National Capital Region (or Metro Manila), some are found in the provinces. The questionnaires had to be sent by postal mail to some of these provincial schools, with the researchers being in close coordination with the journalism program head / chair / coordinator. Sensing that the information being asked unto these program heads is like a school accreditor interrogating them, respondents were assured that the identities of the school will not be included in the written report. Data will cover academic year 2014-2015.The survey is a first of its kind in the country and can complement country-level census of journalism schools. As of this writing, 19 of the 32 journalism schools have been surveyed as data analysis and validation are ongoing.

Journalism, Journalism Education and a Region's Integration

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Regional integration by countries reflects the influence of globalization. Regionalization of economies helps aggregate resources and politically positions the region —and the countries that belong to it— in the league of nations. Such was the vision of the European Union when most of Europe's countries integrated in the early 1990s. The Association of Southeast Asian Nations (ASEAN), an aggrupation of ten economies, is the latest regional bloc to join the trend.Just this year, ASEAN operationalized regional integration to fulfill an agreement in 2007 for the region to become an "ASEAN Community" by 2015. Regional integration is largely motivated by a region's economic potential, what with ASEAB having a combined economic output of US$2.2 trillion or a quarter of world trade (Salvosa, 2014). ASEAN economic integration can transform the region into a potentially-influential single market and production base that other economic blocs can take interest of. Given this development that affects individual countries, what about journalists and journalism schools: Should they "regionalize" as well? How can the news media work together given political-cultural diversity and the prevailing media environment and press freedom conditions in individual ASEAN countries —"from the freewheeling to totalitarian to something in between" (Chongkittavorn, 2002)? Given the diversity of journalisms in ASEAN countries, and with journalists within ASEAN countries serving either the public or their nations' leaders (Chongkittavorn, 2002), how can regional "integration" by ASEAN media be made possible? How about journalism schools: can there be a space for training students to report on the wider region?Regionalization of both journalism and journalism education thus provides an interesting research question. This is especially so in a region wherein free press and journalism's roles in individual countries have their own challenges. In recent years, some individual ASEAN countries have come to regard democracy (especially Myanmar and Indonesia), although it is not easy for journalists to stamp their editorial independence and be monitors of power within their countries. But looking at the bigger picture, with observations such as a lack of ASEAN identity (Aldulrahim, 2014) and limited awareness on ASEAN integration (ASEAN Secretariat, 2013) on the background, how will these factor in in the aspirations of journalists and journalism schools under a milieu of regional "integration?" And what about the observations on the way the ASEAN conducts itself as a regional bloc: how will journalists position themselves?This qualitative research sought to find out the meaning and implications of regional integration unto journalists and journalism educators in ASEAN. Interviewed here were four journalism professors (two from Indonesia, one apiece from Laos and Vietnam) and five journalists (two from the Philippines and one apiece from Indonesia, Singapore and Thailand). Researchers from the Philippines reached respondents via electronic mail and face-to-face, the latter both personal and online. The themes of the questions covered the following: a) The meanings of "ASEAN integration" according to respondents; b) Reporting about ASEAN and ASEAN identity; c) Roles of journalists and journalism schools in reporting about ASEAN and its member-countries; d) Views on regional integration vis-à-vis integration efforts by journalists and journalism schools; and e) Challenges of doing region-centric journalism practice and journalism education.Journalists and journalism schools in individual countries play a symbiotic relationship towards propagating the overall role of journalism in an individual society. This relationship found within the journalism sector is now being brought up to a higher plane given regional integration and its potentials for socio-economic development, policy coherence and cultural understanding. The journalism sector's roles increased, and so do the opportunities (including economic, for news organizations and for journalism schools) and challenges regional integration brings forth to the sector. Like in other geographic regions, Southeast Asia and her journalists both feel the anxieties and thrills of regional integration and how it impacts on the journalism sector. For now, journalists and journalism schools are obviously not ready to confront regional integration since they remain accustomed to national-level journalistic practices; even the ASEAN has yet to see the role of journalism in regional integration (in Chongkittavorn, 2011). It also remains early to see the economic benefits of "ASEAN journalism" to the news media and to journalism schools. If the regional integration mechanisms of ASEAN move at a fast pace, and individual developments (e.g., skills recognition and regional harmonization of educational qualifications) quickly impact on affected sectors countries, then the journalism sector will begin to realize the things needed in order to assert the sector's role in regional integration. The regional media organizations (e.g., SEAPA, CAJ, SEAJU) are already presenting their advocacies toward a freer media, though only a scant number of country-level news organizations and journalism schools are making steps —as of this writing— to respond to the opportunities and challenges of ASEAN integration. Recommendations such as curricular revisions for the journalism schools, editorial and reportorial training for journalists and the news organizations, networking activities, cross-country reporting projects and researches, or even ethics training (given concerns over media corruption across ASEAN countries [Milton, 2015]), will be expected from the journalism sector in ASEAN member-countries. Aspiring for a regional-level democratic press system can be envisioned, though this is a long-term project. Regional-level journalism that operates under a milieu of cultural diversity (including press systems) is never an easy project. What can excite journalists is seeing how journalism can be a force for regional-level freedom of expression (even if they come from countries where this freedom is shut out or is being challenged) —what with collaborating countries still feeling their way given regional integration, and since even a "regional press system" is yet to be firmed up. Regional integration also provides journalists —and citizens, for that matter— another venue to monitor states' performance, while audiences note cultural differences and journalists provide national and regional audiences with information that helps citizens make informed decisions. We then anticipate the next moves of journalists and journalism schools, especially when more news that regional integration brought forth quicken their pace.

Reforming Journalism Education in Uzbekistan

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Reforming Journalism Education in UzbekistanDr. Bakhitbay Paluanov,Karakalpak State University, Nukus, Uzbekistanbpaluanov@gmail.comThe reforming in Uzbek Journalism Education is following under such reasons:Firstly, Uzbekistan has more population than other Stans in Central Asia. There is more over 31 millions population. Apart from there are 3 main Special Journalism Schools in it after Soviet period. The Journalism Schools were reorganized and acquired a new status. In additional some departments of other faculties start to prepare Journalist cadres in technical-engineering like Television technology and Cinema-broadcasting. During Post-Soviet Period Uzbekistan made reform in Journalism Teaching system. Some regional Journalism Schools were closed due to lack of knowledge in modern Journalism. Just Karakalpak Journalism Department still exists now. The reason is Karakalpak region and its identities. Karakalpak Journalism Education follows after Uzbek Journalism Education system. However, the official language of study is Karakalpak Language.My paper examines the relationship between Post Soviet Period (1991-2001) and New Period (2001-2012) of Journalism Education in Uzbekistan. The example for this purpose was the result of transition to the modern two stage system of training. Another area of reforming Journalism Education in Uzbekistan is creating Higher Journalism School under Uzbek national University. It purposes to prepare the journalist cadres within master degree from another background of study.The secondly, by implementing consistent reforms in Uzbekistan, practical steps are taken towards the formation of National Journalism system and use modern information technologies in area of media system too. The dynamic development of this sphere predetermined the growing demands for relevant highly qualified specialists. In order to meet these demands to the maximum extent, many some new subjects are relating to New Journalism in Internet appearance there last times curriculum of study.The third reason is related to convergence in

Journalism and in the subjects of Study Curriculum of Journalism education. Rename and new name of major subjects mean reforming teaching system in it. The founding of a new subject related to Information Literacy was in important event in Higher Education system in Uzbekistan. According to new subject the all Humanitarian faculty students learn it in the second year of their studying.The last reforming issue is Internationalization in Journalism education. Frankly, the mobility of students is increasing than staff activities. One of the Bologna Process principles is transition to three cycles of Higher Education. Regarding to mentioned principle, since 2013 new PhD stage exists in Uzbek Higher Education institutions and Scientific Institutes, including in Journalism education.There are some continuities between the post Soviet system and the New period of Uzbek Journalism Education within reforming step by step under the tradition within modernization and reforming in locally within globally.Key words: Post-Soviet and New Period Journalism education, Uzbek Journalism school, Karakalpakstan, Information literacy, PhD in Journalism, Bologna Process.

Working the Room: How a journalism department responds to industry pressure for work ready graduates.

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This paper examines the response by AUT University's journalism department – and 30 students in 2014 and 70 students in 2015 – to industry demands for graduates to be both work-ready and reflexive. It outlines the approach of journalism staff who teach in the purpose-built Media Centre at AUT University to maximise both practice and theory in "The newsroom intensive". The paper also charts the department's response to dynamic and varied news working environments while facilitating the Media Centre's transformation to a full working newsroom rather than just serving as a classroom. The newsroom intensive places students alongside a journalist in residence (industry professional) in the Media Centre news hub. Stories are pitched and critiqued as the student works under close supervision, which affords freedom to explore presentation techniques and styles using a range of tools to capture, verify and present stories using text, moving, still image and audio. The paper pivots on qualitative analysis of student responses to work, activity and their daily and end of assignment feedback in alignment with tasks and story/content output. The analysis incorporates observations of the journalist in residence on student contributions and problem solving. The experience complements theoretical preparation from the classroom in a practical manner (Josephi, 1999). Specifically, the experience aims to train students to be collaborative in their approach in getting stories done (Folkerts, 2014, p. 283) while also making them multi-skilled journalists, proficient in digital storytelling (Donsbach, 2014, p. 669; Creech & Mendelson, 2015, p. 143). The newsroom intensive begins with a daily news meeting for all students. These daily news meetings were one of many ways in which the authenticity of the learning experience is maintained. (Du, 2014; Herrington & Herrington, 2005; Josephi, 1999). The goal is to instil a sense of responsibility towards a wide audience, not limited by the physical delivery of a printed newspaper (legacy media) but a seemingly limitless delivery of social media sharing of students' stories. Through their awareness of the social role they play as journalists, coupled with their interactions within the newsroom environment, students would be socialised into the role of professional journalist (Franklin & Mensing, 2011, p. 85). This paper also attempts to stem a wide view that university education across disciplines is falling short of the demands of "a dynamic and changing workforce" (Herrington & Herrington, 2005, p. 69). It can be argued this is true of journalism as well. We note practising journalists, journalism teachers and students have strived to bridge as well as reduce the gap between university education and professional requirements (Dickson & Brandon, 2000; Du, 2014; Folkerts, 2014; Franklin & Mensing, 2011; Kronstad, 2014; Wenger & Owens, 2013). Employers prefer practical experience to theoretical knowledge and the discipline of a traditional university setting leaves students lacking a real-world perspective. This means journalists ready to go with "foot-in-the-door tenacity, a street-fighter's will to win a story, and fearlessness in the face of uncertainty," (Hartley, 2011, p. 17). We conclude by recognising the setting of the newsroom intensive allows students to trouble their practice alongside considering their ethical standpoint or moral compass position in a practical and safe environment. The close work with the journalist in residence also allowed students to allay anxiety/boost confidence when tackling out-of-their norm situations.

Eliciting Best Practice in Reporting Islam: Case studies from Australia

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Much is known about the poor practices adopted by some news media outlets in their coverage of Islam and Muslims, but relatively little research has been conducted into what might constitute best practice in this important area of reportage (Pintak & Franklin, 2013; Rupar, 2012). In this presentation we discuss two case studies from Australia, involving a range of approaches to reporting stories involving Islam and Muslims. These case studies were part of the first stage of a projected three-stage project aimed at developing best practice resources to encourage the more mindful reporting of Islam and Muslims. The first case study includes a set of examples of news media reporting of proposed and existing mosques and prayer rooms. We chose this particular case study because the international literature revealed that mosque proposals and construction projects frequently became the focus of negative news media coverage (DeHansas and Pieri 2011; Dunn, 2001; Alleivi, 2009). Key journalistic lessons to emerge from the examination of the articles about coverage of planned, proposed or existing mosques included the need to: pay attention to the type of language used in news reports; focus on using non-inflammatory language; ensure a range of voices are heard in reports; avoid giving attention to extreme points of view held by a minority; ensure images are in context; verify the veracity of protestors' claims; assess the proportion of protesting residents in the particular community; embed ongoing coverage of issues affecting Muslim communities into the news schedule; and consider the broader social and current affairs context when covering stories about Islam and Muslims.The second case study focuses on two approaches to national media coverage of radicalisation and association of Muslim people with violence and terrorism because the international body of research highlights the tendency of news media to make connections between, or conflate, these issues (Altheide, 2007; Murphy et al, 2015; Pintak and Franklin, 2013; Rupar, 2012).There were some similarities and some differences between the approaches of the two national media outlets (newspaper and public television) to essentially the same topic of radicalisation of Australian Muslim men at approximately the same point of history. Both used a range of sources including some experts, mainstream Muslims and radicalised militants and/or their friends or associates; demonstrated a lack of detail on the sponsorship of their key expert sources; and simplified and sensationalised the issue in key aspects. Differences included: a generalised headline damaging the credibility of the newspaper's overall coverage and the television program's use of a moment of conflict in its promo; the newspaper's use of a single expert source and the television program's use of several; the newspaper's profile of a single Muslim suburban woman for its 'typical' or 'mainstream' Muslim perspective as opposed to the television program's inclusion of a range of diverse Muslim voices from different ethnic groups and locations; and the newspaper's delay in offering Muslim community

leaders' perspectives until its follow-up coverage the next day as distinct from the television program including several such voices.Using the international literature about best practice in reporting Islam and Muslims and the findings from our analysis of the case studies, we draw upon the research, our case studies and selected data from a series of interviews with experts to present a schema of 30 best practice questions journalists might reflect upon when reporting Islam and Muslims.

Protecting Journalism Sources in the Digital Age: Implications of a major UNESCO study for journalism education and training

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This paper draws on research covering 121 countries undertaken by the lead author for the UNESCO-commissioned study 'Protecting Journalism Sources in the Digital Age'. The study, which examines developments in the realm of international legal source protection frameworks from 2007-2015, represents a global benchmarking of journalistic source protection in the digital era. This paper introduces the study's findings and addresses the significant implications for journalism education and training flowing from the research, as they pertain to the development of digital safety skills and risk awareness among journalism students and practitioners internationally. The UNESCO study found that the legal frameworks supporting the protection of journalistic sources - at international, regional and country levels – are now under significant threat. They are increasingly at risk of erosion, restriction and compromise - a development that represents a direct challenge to the established universal human rights of freedom of expression and privacy, and one that especially constitutes a threat to the sustainability of investigative journalism. In many of the countries examined in the UNESCO study it was found that legal source protection frameworks are often: Trumped by national security and anti-terrorism legislation Undercut by surveillance – both mass and targeted Jeopardised by mandatory data retention policies and pressure applied to third party intermediaries - like ISPs, telcos, search engines, social media platforms - to release data which risks exposing sources Outdated as regards regulating the use of digital data, such as whether information recorded without consent is admissible in a court case against either a journalist or a source; and whether digitally stored material gathered by journalistic actors is covered by existing source protection laws. Challenged by questions about entitlement to claim protection - as underscored by the questions: "Who is a journalist?" and "What is journalism"? These findings are based on an examination of the legal source protection frameworks in each country, drawing on academic research, online repositories, reportage by news and human rights organisations, more than 180 survey respondents and qualitative interviews with nearly 50 international experts and practitioners globally. Of the 121 Member States studied, noteworthy developments have occurred in 84 (69%) countries since 2007, the date of a previous international review of source protection laws (Banisar 2007). In response to these threats, as one of the UNESCO study's case studies demonstrates, journalists are increasingly and significantly adapting their practice in an effort to shield their sources from the intrusion of actors who would seek to unmask them. At the same time, the cost of the digital era source protection threat is very significant - in terms of digital security tools, training, reversion to more labour-intensive analogue practices, and legal advice. Regardless, such tactics may be insufficient if legal protections are weak, anonymity is forbidden, encryption is disallowed, and sources themselves are unaware of the risks. The impact of these combined factors on the production and scope of investigative journalism based on confidential sources is significant and therefore has major implications for journalism education and training.Where source protection is compromised, the impacts can include: Pre-publication exposure of journalistic investigations which may trigger cover-ups, intimidation, or destruction of information, Revelation of sources' identities with legal or extra-legal repercussions on them, Sources of information running dry, Self-censorship by journalists and citizens more broadly. If confidential sources are to confidently make contact with journalists, the UNESCO study proposes four conditions: Systems for transparency and accountability regarding data retention policies and surveillance (including both mass surveillance and targeted surveillance) – as recommended by the UN General Assembly, Steps taken by States to adopt, update and strengthen source protection laws and their implementation for the digital era, Training of journalistic actors in digital safety and security tactics, Efforts to educate the public and sources in Media and Information Literacy, including secure digital communications. Recognition of the application of source protection laws to acts of journalism that encompass digital reporting processes (e.g. phone calls and emails) and non-digital (e.g. hand written notes), along with published content – both digital and non-digital. A major recommendation of the study is the implementation of an 11-point assessment tool for measuring the effectiveness of legal source protection frameworks in the digital age. The 11 points were developed through consultation with 31 international experts in media law, freedom of expression, ICTs, and investigative journalism practice. This paper argues that the issues identified in the UNESCO study be incorporated, for critical reflection, into journalism curricula and professional training programs. It also develops strategies for theoretical and practical education and training that respond to the risks caused by source protection erosion in the digital era.

Empowering Journalistic Agency by Reflective Practice

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The precarity and complexity of today's professional practice of journalism is widely recognized both in journalism studies and in journalistic practice. In newsrooms journalists encounter increasing technological (i.e. convergence) and economic (i.e. new business models) pressures. Particularly but certainly not exclusively junior journalists experience a lack of agency (Hofstetter, 2015). This provides a challenge for both educators who want to prepare journalism students for tomorrow's workplace, and individual journalists who are increasingly responsible for their own professional development as reflective practitioners (Schön, 1983; Sheridan Burns, 2013; Ramaker, Van der Stoep & Deuze, 2015; Kronstad, 2015). This paper conceptualises the relationship between professional agency and reflective practice. In what way may reflective practice, in words of Schön (1983): 'the capacity to reflect on action so as to engage in a process of continuous learning', contribute to the empowerment of individual journalists' agency amidst of numerous constraints? This asks for both a reappraisal of the possibility of real individual agency, and an understanding of how agency gets activated through critical reflection.Firstly, agency is a dynamic potency to act intentionally within structure. In spite of attempts in journalism studies to overcome the dichotomy of structure and agency, there has been a main focus in newsroom research on the impact of constraining organisational routines (Löffelholtz, 2004; Shoemaker & Reese, 1996/2014, Steensen, 2009). According to Cottle (2007) ideas of journalistic agency and practice even became lost. A similar lack of pro-activity is perceived in practice as journalists often point to increasing workload and the acceleration of the news as an excuse for not have time for proper reflection and autonomous discretion (De Haan, 2012; Buijs, 2014; Nikunen 2013). Only recently a few studies started to look at the interplay of

individual agency and organisational structure in newswork (Kaplan, 2006; Ryfe, 2009a, 2009b; Steensen, 2009; Usher, 2012). In these studies individual agency is acknowledged as being present in newsrooms, but the question how agency can be empowered amidst of existing constraints still seems underrated.Secondly, this paper proposes that reflective practice is an essential element in increasing agency. Learning form recent literature on practice theory and organisational psychology this paper mentions some psychological mechanisms that help to understand the relationship between professional agency and reflective practice. One element is that through critical reflection professional identity can be strengthened. A strong sense of what it means to be a journalist, not just as an abstract role conception, but in the light of one's own experiences, encourages to position oneself amidst of external pressures (Ruijters et al., 2015). The challenge for journalism educators is to find suiting ways to encourage reflective dialogue about real-life journalistic experience, given the fast and pressured context of newswork. Preparing students for this context instead of letting them overhauled by the reality of today's speed-journalism and workload is a crucial first step towards empowered journalism. Making the connection between agency and reflection could also help educators to answer the prevalent resistance among journalism students against reflection. Instead of being an academic luxury critical reflection is necessary to be truly autonomous. Learning from recent literature on the social aspects of reflection (Boud, 2010; Wenger, 1998), and from understanding journalism as 'a community of interpretation' (Zelizer, 1993/2010) further research is planned on the way especially informal reflective practices within the context of daily routines can be enhanced to empower journalists' agency. The practice of journalism is precarious, but the situation of our world is even more complex and insecure. Given journalism's social responsibility reliving it's calling through empowerment of journalistic agency is of utter importance.

Search trends decrypted through the panorama of journalism

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Our research focuses on understanding the effects of media development strategies, on the structures within the scope of a process where it advocates the tandem teaching and research as well as the (re) construction and social accountability with journalists.Our issues are related to the fact that Madagascar, the journalism training is facing between several blocks:-An hand, media owners who either or business leaders, or social and political managers do not even know the basis of the journalistic profession have no special consideration to those who have been the school. For them, in most cases journalists carry trades mixtures (composite Crafts): they are either a newspaper journalist attached; is a journalist-public relations; is a journalist-host-organizer of cultural events for the company hiring; is a journalist and Information Technology; journaliste- either an business leader ...;-on the other hand, some teaching researchers do not want to recognize the research conducted by journalism students.Those obstacles do they limit the development and influence of journalism, in the academic field but also among professionals and society?We chose a survey methodology as research methods developed to establish a structured data types, selection crosstabs, that is to say, an observation instrument called Thémascope by theme (Lebart Ludovic CNRS, the review in Modulad) to establish REPORT activities of the Faculty of Journalism (1995-2004). Supplemented by another specific method called Automatic classification of texts based on hierarchies of concepts (Kurt Englmeier, G. Hubert, Josiane Mothe) describing a field, we were able to classify and categorize, based on keywords, topics and treated identified through the 103 master's theses specialized in journalism from 1995-2004.Discussion, Conclusion:From my point of view, about media in Madagascar, I would like to find out about political balance of viewpoints in articles.I would like to know from these perspectives: what are these main issues/questions/concerns regarding the media content quality in Madagascar? What are shortcomings of current media reporting — at least as perceived by students? That will enable us to transform these perceived shortcomings into questions. Then we will be able via content analysis to get some quantitative evidence or non-evidence of these presumptions.Keywords: research, journalism, investigation, media, field, topic REFERENCESIRAIA, Projet soutenu par la commission Européenne via le 5ième programme cadre, Getting Orientation in Complex Information Spaces as an Emergent Behavior of Autonomous Information Agents, IST-1999-10602.Lebart, Ludovic, Stratégie du traitement des données d'enquêtes, CNRS/Télécom Paris, La revue de Modulad.Pélissier, Nicolas, Journalisme, avis de recherches, Bruxelles, Bruylant, 2008. Préface de François Demers.Razanamanana, Marie Jeanne, Specificities of the Local Data and Interactive Visualization Journalism and Mass Communication, ISSN 2160-6579, August 2013, Vol. 3, No. 8, 486-501Rieffel, Rémy, Roselyne Ringoot, Jean-François Tétu et Adeline Wrona, Dir., « Le gouvernement des journalistes », Surlejournalisme.com, 2013, vol. 2, no 2. http://surlejournalisme.com/rev/index.php/slj/issue/current

Creative Chaos: Making the 'Teaching Hospital Model' Work for Students and Faculty

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The so-called "teaching hospital model" of journalism education has gained adherents since former Columbia University Graduate Journalism School Dean Nicholas Lemann first used the term to describe the idea in 2009. In their white paper, "Blueprint for Change: From the Teaching Hospital to the Entrepreneurial Model of Journalism Education" (2012), Donica Mensing and David Rife say the metaphor-as-model has influenced foundation funding and curriculum revision. Numerous new journalism projects have been created in schools of all sizes as educators strive to create learning environments that more accurately mirror the present and near-future reality of the industry while serving the community. Yet there are challenges to ensuring the relevance, sustainability and consistency of projects meant to serve the public via journalism schools. To help students prepare for the rapidly changing digital news environment, the faculty who supervise the projects must be in a state of nearly constant retraining — and that requires funding and a commitment from the educational unit. But for many journalism educators, teaching load and publishing obligations leave little time for updating their skills. Other challenges posed by such "teaching hospital" projects include: 1) reaching consensus within faculties on what the fundamentals of journalism education are, who should teach them and how; 2) encouraging research faculty and fellows to partner and engage in an ongoing conversation with newsroom teaching faculty on questions that need answering and research that needs testing; 3) documenting and sharing in a systematic way for the greater good of journalism education those experimental ideas and innovations that are being tested 4) overcoming the barriers of teaching "silos" to create a truly converged journalism curriculum; 5) managing the challenge of preparing students — especially undergraduates — for stressful, real-life reporting situations often far outside their life experience. However, the potential benefits of the "teaching hospital" approach are enormous, especially for the development of the critical thinking skills journalists need to quickly evaluate news situations, report accurately and make ethical decisions. All of the challenges and benefits of teaching in a nearly real-world newsroom come to bear daily at the Columbia Missourian, a professional faculty-staffed, 24-7 digital newspaper affiliated with the Missouri School of Journalism. This was especially apparent the fall semester of 2015 when the newsroom

mobilized to cover the campus unrest that resulted in the resignation of the university's president and chancellor. With students providing nearly constant coverage of a student hunger strike, campus sit-ins and marches, and death threats to the African-American student community, the newsroom's faculty and staff were faced with complex situations of high emotional content. Students produced journalism in competition with national and international media for the first time and experienced the pressure of providing accurate reporting on their own community and outside of it as the student protesters acted to repel the media from their "safe space" in a public area of campus.While supervising the coverage, the newsroom faculty sought to help students unravel the knotted threads of ethics and law to crystallize the lessons of their experience. Faculty also provided frequent, deliberate reminders to students of the importance of self care in a stressful reporting situation. If service to the community is one of the most important criteria in judging the value of a "teaching hospital model" project, then the Columbia Missourian's coverage — as measured by analytics — was a success. For example, a timeline of the campus events received three times the page views of any story ever published in the website's recorded history. Judging by social media shares, the local community relied extensively on the Missourian's coverage of local events to understand what was happening on campus.And though the Missourian is not the truly converged media organization that the teaching hospital model idea envisions (the journalism school's broadcast department operates both a TV news station and an NPR-affiliate radio station), students were charged with gathering their own images and reporting via social media, including live streaming on Periscope. Further research will provide a clearer picture in the long term, but the experience of the Missourian newsroom in fall 2015 illustrates the intensity of newsroom teaching, the richness of the educational experience for students and the potential to serve communities.

A Global Survey of How Innovation and Entrepreneurship Are Incorporated into the JMC Curriculum

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A few years back, you couldn't help but feel that everyone in journalism and mass communication education was talking about innovation and entrepreneurship. Although those words mean very different things to different people, you couldn't open a media education book or report without finding references to both. As more and more journalism and mass communication (JMC) programs jump onto the innovation and entrepreneurship bandwagon, you have to wonder if those concepts are still seen just as a passing fad, or if they are really having a long-lasting impact in our field and our curricula.After at least a decade of talking about innovation and entrepreneurship (some earlier recommendations go back two decades), are those ideas still relevant and worth pursuing? Have the changes schools and departments implemented in the past decade had an effect on the graduates we are producing? At this point, have those concepts been sufficiently embedded in our curricula? Or are we still, in a general sense, preparing journalism students to work in an industry that no longer exists?Based on interviews with JMC professors and administrators in the United States, Canada, Australia and New Zealand, this paper examines the most important challenges and opportunities—from the point of view of innovation and entrepreneurship—for journalism education in the 21st century. Instead of merely describing what different programs in those four countries have been doing to incorporate those two concepts into their curricula, we delve deeper into the concepts themselves, unpacking their meaning in the context of:A changing media industry that is grappling with a financial model that is no longer working, and desperately looking for alternative ways to produce and deliver the news.When we talk about entrepreneurship in JMC education, are we restricting it to commercial entrepreneurship within a free-market, liberal capitalist model only? Or are we also discussing completely new approaches to producing, distributing and marketing information? Are we also teaching social and political entrepreneurship, for example? Are we still completely industry-centered, in the way we train students? Or are we also discussing ethical and social responsibility, civic engagement, and community-centered journalism, in the context of entrepreneurship?A discussion about innovation that doesn't focus exclusively on technological innovation.Should we, as educators, adopt a broader view of innovation? In other words, is it enough to incorporate new technological production and distribution tools without being innovative in the way we approach how messages are controlled, packaged, directed and evaluated? Is our view of innovation leaving unquestioned government and industry control mechanisms, power structures, and ideological concepts? This paper (and the educator interviews) also explore other trends in journalism and mass communication innovation and entrepreneurship worth discussing, such as:Hyperlocal news and community-centered journalism.Many successful new media services and organizations focus on hyperlocal news and community-centered journalism as a way to connect with new readers, based both on geographical location and specific interests. Are JMC programs providing students with hands-on opportunities that replicate that experience? Crowd-sourced and social media-based journalism production.Similarly, successful new media ventures have found innovative ways to involve their audiences in the production and distribution of news stories, which include user-generated content (direct submissions and contributions), social media generated content (Storify, e.g.), and social media news engagement (comments, shares). Are university classes, student media and news services also taking advantage of these mechanisms? How are they being incorporated into the curriculum?Public, non-profit, crowd-funded journalism, as well as other, non-commercial based financing models.Some successful new media ventures have also relayed on non-traditional funding models—foundation grants, university collaborations, and crowd-funded journalism (Kickstarter, e.g.)—to establish themselves as viable media players. Are JMC programs and educators taking advantage of these opportunities to create a new type of media entrepreneur and new kind of economic mindset among students? Journalism education that is globalized and transnational, preparing future journalists to deal with crises and threats that are, in essence, "deterritorialized" (Berglez, 2008). Are JMC programs creating collaborations and partnerships with other universities and media organizations that allow students to be trained in this new "deterritorialized" and non-geographical media space? Are they taking advantage of new technological resources to globalize and expand student journalists' view of the world? This paper is based on both online and phone interviews conducted with a significant group of JMC educators in the United States, Canada, Australia and New Zealand. A widely distributed online survey was followed up with in-depth phone interviews with respondents who volunteered to participate. Those four countries were chosen for sample convenience, in the case of North America, and for being of particular interest to attendees of the WJEC, in the case of Australia and New Zealand. Based on feedback received at the WJEC conference, the study will be expanded to included educators from Latin America and Europe.

From Pacific Scoop to Asia Pacific Report: A case study in an independent campus-industry media partnership

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ABSTRACT: Media convergence within the news and current affairs landscape over the past two decades has opened opportunities for competing newspapers, television stations and online publishers to form alliances to approach digital and editorial challenges with innovative strategies. The

partnerships have often enabled journalists to embrace multimedia platforms with flexibility and initiative (Dailey, Demo & Spillman, 2005; Flew, 2009). This has fostered a trend in gatewatching, citizen responsive and involved grassroots media rather than more conventional mainstream gatekeeping, top-down models (Bruns, 2011). Such committed media attempts in search of investigative journalism accompanied by "public" and "civic" journalism engagement initiatives have also been emulated by some journalism schools in the Asia-Pacific region (Robie, 2006, 2012). This has been paralleled by the evolution of journalism as a research methodology with academic application over the past decade (Asia-Pacific Media Educator [various], 2015; Bacon 2006, 2012; Davies, 2009, 2014; Pearson, Patching & Wilshere-Cumming, 2015). Selecting two New Zealand-based complementary and pioneering Pacific digital news and analysis publications, Pacific Scoop and Asia-Pacific Report, produced by a journalism school programme in partnership with established independent media as a combined case study, this paper seeks to demonstrate how academia-based gatewatching media can effectively challenge mainstream gatekeeping media. Pacific Scoop was established in 2009 by an Auckland university in partnership with New Zealand's largest independent publisher, Scoop Media Limited, and launched at the Māori Expo that year. It has operated successfully since then with a number of student-driven postgraduate media projects, including the 2011 Leaders Summit of the 16-nation Pacific Islands Forum (PIF) in Auckland, New Zealand, featuring the UN Secretary-General; the 2012 PIF Forum in the Cook Islands with US State Secretary Hilary Clinton as a visiting dignitary; the 2014 West Papua media freedom symposium and Fiji General Election ending eight years of post-military coup pariah status; and the 2015 Thirtieth Anniversary of the bombing of the environmental ship Rainbow Warrior by French secret agents. The case study includes these and other projects as indicators of independent journalism produced by postgraduate studentjournalists who covered, researched and analysed the events. As the traditional funding model for Scoop Media changed into a dynamic crowdfunding approach and public foundation approach (Thompson, 2015) during 2015, the paper explores the transition of Pacific Scoop into a new independent digital venture, Asia-Pacific Report, launched in early 2016 with an innovative web-based partner, Evening Report. The study researches and analyses the strategic and innovation efforts in the context of continuing disruptions to New Zealand's legacy media practices related to the Asia-Pacific region.

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Community journalism as teaching tool: finding ways for journalists to listen, lead and reflect

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This paper reports on a service-learning public journalism project in which postgraduate journalism students explore ways to engage with and report on diverse communities. Media scholars have argued that news media, and local newspapers in particular, must re-engage with their communities. Likewise, journalism studies scholars have urged educators to give journalism students greater opportunities to reflect on their work by getting out among journalism's critics, often consumers or citizens concerned about content and the preparation of future journalists. The challenge for journalism educators is to prepare students for working in partnership with communities while also developing their ability to operate reflectively and critically within the expectations of the news media industry and wider society. The aim of this project has been to help students find ways to both listen and lead in a community, and also reflect on the challenges and critiques of community journalism practices.The project began in 2013 with stories about residents' recovery following the devastating 2011 Canterbury earthquakes, and aimed to create stories that could contribute to community connection and engagement, and thereby resilience and recovery. The idea was inspired by research about post-disaster renewal that indicated that communities with strong social capital and social networks were more resilient and recovered more quickly and strongly.The project's longer-term aim has been to explore community journalism practices that give greater power to citizens and communities by prioritising listening and processes of engagement. Over several months, students network with a community group to identify subjects with whom they will co-create a story, and then complete a story on which they

must seek the feedback of their subject. Community leaders have described the project as a key example of how to do things "with people not to people", and an outstanding contribution to the community-led component of Canterbury's recovery.Analysis of student reflections, which are a key part of each year's project, reveals the process of engaging with communities has helped students to map community dynamics, think more critically about source relationships, editorial choices and objectivity norms, and to develop a perspective on the diverse ways they can go about their journalism in the future.Each year, students partner with different groups and organisations, addressing different themes each time the project runs. For 2016, the programme proposes to develop the project in a new way, by not just exploring a community's stories but also exploring its media needs and it aims to work with Christchurch's new migrant Filipino community to develop the groundwork for a community media and/or communication platform, which Filipino community leaders say is a pressing need. For this iteration, journalism students will be set further research tasks aimed at deepening their 'public listening': they will conduct a survey of community members' media use and needs as well as qualitative research interviews. It is hoped that the data collected will strengthen students' understanding of their own journalism practice, as well as form the basis for work on developing media tools for minority groups who are generally poorly represented in mainstream media.The exercise has become a keystone in both the Hazard Management and Journalism programs and the teaching staff involved are at the forefront of efforts to foster greater collaboration between professional news media and scientists/hazard managers. The exercise is also becoming known at the national level, with GNS Science, New Zealand's leading provider of Earth, geoscience and isotope research and consultancy services, involved in peer reviewing the natural hazard scenarios, and employers consistently mentioning the exercise and its benefits when hiring graduates.

Reporting disaster: crisis communication training for journalists

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Along with emergency professionals, the media play a key role in providing important public information when a natural disaster strikes. Studies show that news media are often the main source of information during a disaster and broadcast media (radio in particular) have an impact by providing clear, consistent and timely messages to communities at risk. In these situations, journalists must communicate precise public safety information at speed and under pressure – often when the situation is uncertain, the science complex and both information and cooperative sources are thin on the ground. Yet research shows that while the media do alert the public about immediate hazards in a natural disaster, reporting is often sensational, sometimes inaccurate, and too often fails to put hazards in perspective. In fact, news and risk communication are often at odds with one another and there is a scholarly critique that argues the mass media are simply unable to adequately explain the complexities of risk. This paper reports on an interdisciplinary disaster reporting exercise that tests journalism and geohazard science students' communication skills in a real-time major disaster scenario. The exercise aims to facilitate better understanding of information and uncertainty in disasters and better cooperation between emergency managers and news media to disseminate emergency public information. For the last three years, Hazard Management and Journalism staff have collaborated on a mock disaster exercise in a cross-disciplinary assessment of their postgraduate 400/600 level students. The exercise aims to be a "teaching laboratory", allowing for innovative practices to achieve learning outcomes in science communication. Currently, we have two scenarios (a volcanic eruption of Mount Taranaki, threatening economic and lifeline infrastructure, and a far-field tsunami triggered by an Mw=9 earthquake off Peru that threatens the entire east coast of New Zealand) for which Hazard Management students assume the roles of emergency management personnel dealing with an unfolding natural hazard event and Journalism students assume the roles of national and regional media reporting the event as well as the safety information the public needs to get through. Typically, journalists are trained as generalists and do not have a background in science or much familiarity with scientific methods, particularly scientific uncertainty. For this exercise, journalism students are assessed on their ability to report risk, science and public safety information quickly and accurately during an uncertain and complex event. They receive feedback on their understanding and communication of the science from Hazard Management staff, as well as feedback on their journalism from the Journalism staff. For the last two years, we have gathered survey data from participants to evaluate the student experience and the impact of the interdisciplinary model, and it is clear that the joint exercise has become a valuable teaching and assessment tool for both groups of students. Overall, students report finding the exercise very challenging, but also very rewarding. Hazard Management students value the media training and the demystification of journalism and press conferences, as well as the opportunity to manage an authentic hazard crisis. Surveys of Journalism students before and after the exercise reveal a significant shift in students' confidence and understanding of the key information that needs to be reported in a natural disaster, including a better understanding of how to filter dense scientific information and translate scientific jargon for a lay public. Journalism students now working in newsrooms report that the exercise provided crucial preparation for reporting on large breaking news events such as a major regional flood event in 2014.In 2015, the journalism programme surveyed its community partners and held follow-up interviews with 13 of 18 story subjects to elicit further feedback on its news content and thereby deepen understanding of different community viewpoints. The survey and interview data revealed the project affected story subjects in a number of positive and interesting ways. Subjects said they appreciated the way student reporters took their time to build relationships and understand the context of the community groups with which they were involved, and contrasted this with their experience of professional journalists who had held pre-conceived assumptions about stories and/or rushed into interviews. As a direct consequence of the students' approach, participants said they better trusted the student journalists to portray them accurately and fairly. Most were also encouraged by the positive recognition stories brought and several said the engagement process had helped their personal development, all of which had spin-offs for their community efforts. The presentation night that wraps up each year's project, where community groups, story subjects and students come together to network and share the final stories, was cited as a significant positive aspect of the project and a great opportunity for community partners to connect with others doing similar work. Community feedback will be sought in future projects to inform and improve successive iterations.

Journalism practices are still domesticating women in Indonesian democracy (How news media celebrates the national women's day)

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News Media does not consistently endorse women's activities in the public sector. The media sometimes presented many success stories of women in reaching an important role in society, but, on the other hand, it also published news that pulled back the role of women to the domestic sector. It happened when news media issued the commemoration of "Hari Ibu" (woman's day) in Indonesia. Formally, "Hari Ibu" is a special day on December 22nd

for celebrating women's movement and existence in the public sector in this country. "Hari Ibu" was declared on December 22nd, 1928 when many female activists conducted a congress for women (the First Indonesian Women's Congress). The Congress aimed to form a Union of all Indonesian Women Organizations. It also discussed women's right to education, marriage, and other related matters. Moreover, the Congress was also a part of movement of Indonesian independence in 1945. Recently, many media always commemorate this occasion every year by presenting special issue related to female activities. It is interesting to investigate how news media celebrate the national woman's day. How did news media in Jakarta frame the news of "Hari Ibu"? Did the news media express a posItive tone about the celebration of "Hari Ibu" as women's day? This series of questions became the research questions.The study is framing analysis of particular news in Jakarta-based media. It examined how the media presented information about female activities in Indonesia related to the event. The findings indicated that news media framed the celebration only as a mother's day. The news stories were about mother activities and statements of thankfulness from children for their mothers. Generally, the news contented more popular or trivial things than serous matters like the achievement of women's top position in political institution, government leaders, scientists or professors in university. Even, the media had domesticated, and reduced the woman's roles, and it only focused on the function of a mother who has children (maternal function). Paradoxically, the media had pulled back woman's role to the domestic sector through picturing mother's role only in the relationship between mother and children. Every article about "Hari Ibu" did not issue the stories of movement of Indonesian female to reach their good position in society. The production of news also reduced the significance of the historical and monumental moment for women in Indonesia. News media and journalism did not give the true meaning of woman's day in this country, whereas in fact "Hari Ibu" has inspired women to express their existences, capacities, and capabilities either in domestic or public sectors. In this case, journalism took part in worsening the situation of the women's participation in a public area, even though the journalism and the existence of women in the public sector means for a better democracy. Therefore, the practice of journalism is still far from an ideal work to support democracy in terms of media position in gender equality issues for women in Indonesia.
KEYWORDS: democracy, domestication, domestic sector, Indonesia, journalism, movement, news media, public sector, women

Resurgence of Marx in Modern Day, Electronic Journalism

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As the total number of internet users, all across the globe reaches the record mark of 3.2 billion in the year 2015 (British Broadcasting Corporation. 2015, 26th May); it remains imperative that we delve deeper into the ideological footprints of electronic journalism, which has been accidentally stumbled upon. As the 21st century relies on the expansion of the mechanism of artificial intelligence (B.B.C. 2015, 6th May), there needs to be an intense study on the fodder of principles that is being churned out by it. The research paper thus proposes the rise of a Marxian form of journalism with the evolution of mobile, social or user generated content that has unknowingly crept into info-societal formations. The highlights of the research talks about the formation of common classes through the unity of electronic messages and common group formations in various social networking sites, that aim towards a microscopic dialectical materialism (from Dialectical and Historical Materialism (Stalin, 1938)), within or outside the electronic congregation. Such a conclusion is arrived at, through an in depth psychological analysis of individualistic and as well as compound electronical messages that have gone in to shape various revolutions and influence the masses to embrace a plethora of ideas in the 21st century.   The process of secondary data analysis is used primarily, along with qualitative and quantitative methods of inquiry. The usage of secondary data would pertain to the interpretation of various risings (from Ukraine Crisis: What It Means for the West (Andrew Wilson (2014)), revolts (from Disappointed Eastern Europe Confronts Its Neo-Nazis (Orszag-Land, Thomas (2009)) and struggles (from Kashmir in Conflict: India, Pakistan and the Unending War (Victoria Schofield (2000)) in the 21st century, electronically reported by different news agencies. The agencies in turn would be grouped by: centric to the West (Examples: Reuters, Cable News Network, B.B.C. and the Associated Press) and the East (Examples: Sputnik, Somalia National News Agency, Middle East News Agency and the Press Trust of India); which remain imperative to analyze the distinction in political policies which remain ignored in the awakening of Marxian journalism. The qualitative aspect of the research paper goes on to encapsulate the individualistic psychological drive and tendencies to write messages or give status updates that carry a sense of protest and urgency in them. The research hence justifies that such electronic exchanges give rise to an electronic/virtual social class that tend to revolt against the realistic oppressors. The evolution of such an electronic class would be highlighted through case studies including the Arab Spring, Charlie Hebdo, Anonymous protests, Peshawar school attacks, the most recent Paris attack and Floods in South India. When the quantitative perspective is narrowed down upon, the analysis boils down to figurative proof of the increasing number of status and news updates as the electronic 21st century is set into motion. The perspective also takes into account various surveys pertaining to the study of these messages that arise of a humanitarian conflict and various ideas of a struggle on social media platforms.   The objective of the research is to develop a spirit of inquiry that links user generated media journalism to nascent and modern electronic philosophies of journalism. Such an aspect remains essential to open up research prospects that evolve into a holistic and an interdisciplinary approach to the study of journalism philosophy. However, the sole prospective of the paper, is to trace an electronic blue-print of neo-Marxism (Critical Theories of the State: Marxist, Neo-Marxist, Post-Marxist (Clyde W. Barrow (2015)) into the modern era of virtual journalistic practice. The research can possibly give rise to a new or an alternate form of media whose ideological characteristics could become a further topic of emphasisin the near future. As the research paper is in a working state, an estimation of derivations and conclusions remain highly yielding. In all confidence, traces of Marxist philosophies in news agencies, can change the entire journalistic organization of such electronic media. Similarly, a new set of foreign policies may originate from nations to counteract the seeping in of such ideologies into news content. Furthermore, a similarity in policy making towards effectiveness of the media and in an attempt to make it independent of a Marxist parent; nations may come together in dynamic unions or groups to discuss, debate and deliberate policy making.

Journalistic Sources: Evaluation in Third Space

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Through media production, youth have the opportunity to communicate their personal and political perspectives to the larger world (Rheingold, 2008; Goldman, Booker, & McDermott, 2008). The professional practices of journalism ask that producers gather and orchestrate a variety of social discourses

and perspectives in the form of the sources they report (Proposal Author 2 et al., 2015). As such, journalists engage with the heteroglossia, or multi-voicedness, of the real, civic world (Bakhtin, 1981). In doing journalistic work, then, youth have to opportunity to consider and compare multiple perspectives as they produce a piece that expresses their own ideas, an important developmental and civic competency.This study presents findings from the first iteration of a long-term design-based research (DBR) study (Brown, 1992; Cobb, et al., 2003) we are conducting on the teaching and learning of civic journalism in communities underrepresented in the domain. DBR is a method used in the education sub-field of Learning Sciences that affords "both 'engineering' particular forms of learning and systematically studying them" (Cobb, et al. 2003, p. 9). This means the learning environment, as well as its underlying theoretical assumptions, are tested in action and in context. Here, we look at a civic youth journalism program designed as a third space (Bhabha, 1994; Gutiérrez, Baquedano-Lopez, Tejeda, 1999; Gutiérrez, Rymes & Larson, 1995; Gutiérrez & Vossoughi, 2009; Kamberelis, 2001; Lee, 2001, 2004; Moje et al., 2004), used by learning researches to describe youth spaces that challenge traditional pedagogies. In third spaces, "learning is viewed as an activity in which heterogeneous meaning-making practices come into contact—explicitly and implicitly, intentionally and emergently—to generate new understandings, extend navigational possibilities, and adapt meaning-making practices to new forms and functions" (Roseberry, 2010, p. 324). In this setting, students learned journalistic practices while their everyday experiences and knowledge were positioned as resources toward both picking up and transforming journalistic practices.We seek to understand how young people analyzed the civic perspectives and ideas that they gathered as part of journalistic work, which we argue involves engagement with heteroglossia, or the multiple social voices of the world (Bahktin, 1981; Holland, et al., 1998). Using ethnographic and discourse analysis methods to document the ways in which the journalist practice of source evaluation provided opportunities for gathering and evaluating diverse points of view, we attend to the affordances of a third space environment for supporting students' agency to adapt, extend, and transform the practice. To that end, in addition to detailing the ways students evaluated the diverse sources they gathered as journalists, we also analyze moments when sources of information from other contexts were brought into classroom conversations. We argue that learning to gather, evaluate, and orchestrate multiple perspectives as journalists develops young peoples' agency to articulate their own points of view on important civic and social issues (Holland, et al., 1998). Further, our preliminary findings indicate that a third space design supported students in drawing from their multiple funds of knowledge (Moll, et. al., 1992) and in thinking across multiple scales, geographies, and ideologies in a way that would not have been possible in a traditional didactic learning context. This research supports the design of curriculum that uses both students' funds of knowledge relative to civic learning and the affordances of journalism to support development of civic agency.

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#Bring Back Our Girls: The Building of Global Pressure for Abducted School Girls in Nigeria

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The abduction of over 270 girls of a secondary/high school in Chibok, Borno State, North-eastern part of Nigeria did not seem to have a space in international consciousness until a movement which began on virtual space with the hashtag Bring Back Our Girls made it obtrusive. The movement raised the global concerns and triggered the Nigerian government to be more serious about rescuing the abducted girls from Boko Haram terrorists. The girls were abducted on April 15, 2014. The hashtag #BringBackOurGirls was created on April 23, 2014 by Ibrahim M. Abdullahi. The hashtag was amplified by Oby Ezekwesili (a former minister in the federal government of Nigeria and former vice-president of the World Bank Africa division) and Ramaa Mosley. By May 7 of the year, the hashtag had received 1.5 billion impressions and reached 440 million people worldwide. It trended in several countries and cities across the globe. It also had mention in many more. The hashtag was tweeted by UNICEF, Mary Blige, Chris Brown, Hillary Clinton, Amnesty International, CNN, Wyclef Jean, Malala Yusafzay, Russell Simmons and Lacrae. This hashtag is one other instance of the demonstration of the power of social media to exert pressure and mobilise action for a purpose. Nigerians, home and abroad as well as the global community used it to drum up speedy intervention by the Federal Government of Nigeria on the abduction of the girls. It also highlights the power of the social media as a tool and a harbinger of social movement as the trending hashtag was soon followed by the rise of a movement in Abuja and several parts of the world engaging in a series of rallies to pressurise the Nigerian government and the global powers to do more in their efforts to rescue the girls. This paper will examine the Boko Haram terrorism, the incident of the abduction of the school girls, the phenomenon of hashtag as well as social media and social movement within the context of the #BringBackOurGirls Campaign. The paper will also consider how the activism is/was reported in the media. The paper adopts historical method to trace the trend of the movement and associated issues. Qualitative content analyses of the social media messages and newspaper reports of the event will also be done.

Foreign media assistance and role perception among journalists in Serbia

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Since the break-up of former Yugoslavia in the early 1990s, foreign assistance in the media sector in Serbia has been promoting liberal model of journalism aiming to foster media watchdog role. Driven by the underlying paradigm that developed media would foster development of democracy, the media sector assistance promotes freedom of expression, pluralism, development of normative and regulatory framework, and supports specific media outlets. This approach encompasses the assumption that pre-existing professionalism and journalistic role perceptions were insufficient or inadequate. Professional trainings for practicing journalists, delivered through professional organizations, civil society organizations and media represent a significant aspect of foreign media aid disseminating not only technical skills and theoretical knowledge, but also normative values of the 'liberal' (Anglo-American) model of journalism.
 Over nearly quarter of a century these trainings have been complementing formal education in journalism acquired on state and commercial universities and professional socialization in newsrooms, both undergoing transition. While formal education doesn't adequately address the needs of the industry undergoing rapid changes (IDN 2004), newsroom professional socialization has lost its prominent – and by many preferable - role due to historic rupture, post-conflict social divisions, commercialization and several waves of deprofessionalization. In terms of building blocks of journalistic role perception, developing of responsibility towards the audience and adoption of professional standards and ethical code are media education goals which are the most difficult to achieve (IDN 2004). Still, high normative value is attached to ethics as pre-requisite of good journalism. This is corroborated by the findings from the Worlds of Journalism Study (WoJ) in Serbia, according to which up to 95% of respondents agree that journalists should always adhere to codes of professional ethics. Good journalism is about reporting things as they are (96%), providing analysis (89%), and promoting tolerance (89%), while perceived watchdog role of journalism is reflected in high disagreement (65%) with supporting political leadership or government. The third factor forming journalistic role perceptions is environmental, defined by the characteristics of the media system (Hallin&Manzini, 2004), i.e. by the interplay between the media, political and economic systems, as well as by the cultural backdrop. This static model benefits from the dynamic historic institutionalism approach (Perusko, 2012) where institutional inertia causes survival of norms or practices from previous phases: modernism, socialism and post-socialist period. In the case of Serbia, the latter should be split into the war-ridden 1990s, and the actual democratization of the post-2000, post-authoritarian period. Survived elements from all these periods have impact on current journalistic role perceptions and ethics. Consequently, there are three main avenues through which journalistic identity in Serbia is forged, diverse by their characteristics and impact: formal university education and newsroom socialization, environmental and historical factors in general, and promotion of liberal model values through various forms of foreign media aid over 25 years. While the first two are primarily locally-defined, the main research question is about the potential of the third one, the organized supra-national factor, to influence perception of journalistic roles, based on the analysis of the WoJ study data. Specific research questions are: Are there differences between normative roles as perceived by journalists who were recipients of foreign media assistance, and those who weren't; Are those differences more significant than other, i.e. in age, education, gender or position.I hypothesize that the interplay of the three main influences is complex, and discuss how such diverse educational and societal factors render reasonably high degree of normative homogenization of professional identity (albeit not necessarily transposed to journalistic practices). All three do not promote essentially different normative values, be it because they survived previous epochs, spread through education, or through internationally-funded promotion of the liberal model of journalism. Significant difference in role perceptions is not expected as foreign media aid per se in the form of trainings is not critically contributing to internalization of normative values of the liberal media model. Daniel C. Hallin and Paolo Mancini. Comparing Media Systems - Three Models of Media and Politics. Cambrige University Press, 2004. Jovanka Matic. "Obrazovanje novinara: Iskustva, iskušenja, perspektive." Beograd: Centar za politikološka istraživanja i javno mnenje, Institut društvenih, 2005. Zrinjka Peruško. "Komparativna analiza postsocijalističkih medijskih sustava." Politička misao 50, no. 2 (Lipanj 2013): 38–58. Aaron Rhodes. Ten Years of Media Support to the Balkans - An Assessment. Amsterdam: Media Task Force of the Stability Pact for the South-East Europe, 2007.

Status and Significance of Journalism Education in Tamil Nadu, India

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Mass media possess the definite power to influence people's minds and perception about the issues pertaining to their public sphere of life. As Herbert Schiller would say, mass media performs the function of "mind managers". It is even more so with the news media as it caters to the intellectual quotient of a man. Hence the originators of media content play a more crucial role in the democratic societies like India, where ideologies with regard to the issues of public concern will be shared and adopted and where press freedom has always been intact. It is imperative for a journalist to undergo a lengthy professional training. Journalism education aims to prepare students for careers in newspapers, news magazines, broadcast news, and news services. Journalism education should prepare graduates to work as highly informed, strongly committed practitioners who have high ethical principles and are able to fulfil public-interest obligations (Guy Berger 2007).Today the need for journalism training has been accepted all over the world .Even media owners have accepted the fact journalists should be properly trained and expected to have learnt before entering media industry (AMIC study,2002).According to the report of the University Grants Commission (1981) on the 'Status of Journalism and Communication Education in India' the need for journalism training is no longer in doubt or dispute .There is scope proper briefing and orientation on the concept of journalism, the role it has in the society, and the role it can play in society. (Sharma,1990).Journalism students try to form an opinion and shape their attitude towards society and all spheres of life only during their education which would definitely get reflected in their media content produced by them when they take up media career. Journalism education has overcome the skepticism of media industry and its own conflict between of being journalism training and studying media. Thanks to the immense growth in the number of both news and entertainment media, the industry requires huge skilled man power which has resulted in employing media graduates. In India it has been offered under the umbrella term "mass communication" in many universities. The present study aims to examine the status quo of journalism education in one of the southern states of India- Tamil Nadu. It will also analyse the industry preparedness rendered to journalism graduates of various state-funded and private funded institutions across Tamil Nadu from curricula to pedagogy in imparting journalistic skills. The proposed study is exploratory in nature and adopts two methods to collect primary data. The curriculum of all journalism and media related programmes offered by the Institutions located in the study area will be collected and analysed. In-depth Interview method will be adopted to examine the pedagogical approaches of journalism educators (10 no.s). Teachers who handle journalism courses and the Heads of the University Departments who will be the chairperson of Boards of Studies of all Institutions affiliated to the Universities form the respondents. Five media owners/Editors will also be interviewed to understand the relevance and significance of journalism education in the study area. The findings of the study will give a clear picture of the status of journalism education and challenges in imparting professional skills to journalism graduates.
KEYWORDS: Journalism education, professional training, news media, etc.

Mindful Communication and A New Asian Journalism Curriculum

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The ASEAN Economic Community (AEC) will come into force at the end of 2015 that will transform ASEAN into a region with free movement of goods, services, investment, skilled labour and freer flow of capital. The AEC envisages a single market and production base, a highly competitive economic region, a region of equitable economic development, and a region fully integrated into the global economy. To achieve these goals the media needs to play an important role in facilitating and promoting regional integration. It needs to be mindful of peoples's needs and their longing for heritage protection and social harmony. This may also need a new look at aspects of training journalists to look at issues from a regional perspective with less emphasis on conflicts. There needs to be new thinking on how to report on economic, business, environment and development issues, where Asia's needs, its priorities and its historical experiences are taken into account. This is where developing mindful communication methodologies that take into account the region's cultural and social norms and traditions will come into play. Mass Communication courses taught in universities across Asia are usually based on western concepts of communication with heavy focus on individual rights, freedom of expression and dissent. In the ASEAN region where the protection and promotion of community and social harmony plays an important role in political and social discourse, media practitioners' focusing on individual rights over community harmony sometimes creates unnecessary conflicts that could be avoided by more sensitive and mindful communication strategies, that would have the same result of opening up public and community space for more freedom of expression. I'm currently involved in a project that will develop course material and train-the-trainers to implement journalism training in the ASEAN (as well as the Indian-subcontinent SAARC) region that will take a unique approach to developing communication strategies based on Asian concepts of communications. To do this, the project would incorporate Asian philosophical ideas and communication theories emanating from Buddhist, Hindu, Taoist and Confucius teachings that cover areas such as social harmony, protecting nature and environment, respecting cultural diversity and encouraging sufficiency economic models. This paper will focus on research material gathered for this project (which I co-coordinate) that is an UNESCO-IPDC funded project. It will critically look at existing media function theories such as the Libertarian Theory that underlies the "free media" (fourth estate) model and examine whether this is practicable in today's highly commercialised media environment. Thus based on my own research and material gathered for the development of a new Asian Journalism education model, the paper will discuss concepts of mindful communications that can be drawn from Buddhist, Hindu and Confucius philosophies and how it could be applied to 21st century journalism education, especially in reporting economic and development issues, human rights and social harmony, environmental reporting and reporting of arts and culture from a heritage protection and nurturing focus. The paper would challenge some of the freedom of speech principles that have been part and parcel of journalism education with new ideas on journalism as promoting harmony among people as well as people and nature.

Schoolteachers' perceptions of news and journalists: Implications for journalism education

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This paper draws on the findings of a series of interviews with Australian schoolteachers about their perceptions of news coverage, journalists and news organisations. The vast majority of the teachers interviewed said they considered news about schooling to be predominantly - and unfairly - negative. Furthermore, a high number of the participants said they were distrustful of certain media organisations, and many expressed a reluctance to speak to journalists. The implications of these findings are considered within the context of journalism education and various recommendations proposed. The study involved semi-structured interviews with 25 participants from four Australian states, including 14 female and 11 male teachers, 18 of whom taught in secondary schools and seven in primary schools. Of the 25 participants, nine were principals. Six teachers from the independent schools sector were also included in the sample to establish whether teachers from outside the government system had different attitudes towards the reporting of education. The teachers were asked a series of questions about their perceptions of, and attitudes towards, news coverage of education. The questions varied according to each conversation but all the teachers were asked to describe the news media's portrayal of schools and schoolteachers. They were also asked about their news habits. Once the interviews were complete a content analysis was undertaken to determine the dominant themes and patterns to emerge from the transcripts. All of the teachers interviewed said they read, listened to or watched news on a daily basis. Generally, their sources of news were mainstream metropolitan news outlets such as Australian Broadcasting Corporation (ABC) television and radio, daily city newspapers and their online equivalents, and commercial television news. The teachers interviewed were almost unanimous in their belief that news coverage about schools and teaching was predominantly negative, and many felt that reporting on education rarely conveyed the reality and complexity of the contemporary school environment. The teachers were generally wary of interacting with news reporters. This attitude was particularly prevalent among those who had been interviewed at some stage, most of whom reported that they had been misquoted or misrepresented in the resulting news stories. The teachers recognised that politicians, union representatives and bureaucrats were the main sources quoted in education news and that teachers were rarely interviewed because they were generally unable to speak publicly without employer approval. However, a surprising number of the participants said they did not believe teachers should be allowed to speak freely journalists, saying teachers needed to be "protected" from the news media. This study points to a high level of dissatisfaction among teachers with news coverage of education, and adds to a body of research that has found the reporting of education can affect and concern schoolteachers. Other related studies have shown, for example, that negative coverage of educational issues may influence teacher motivation (Liu & Tsao, 2013), and can even be a factor in teachers choosing to leave the profession (Fetherstone & Lummis, 2012). Given that most developed countries, including Australia, experience regular teacher shortages this is a significant repercussion.This and other research (Hargreaves et al., 2007) has found teachers are particularly frustrated by coverage that fails to recognise the complexity of contemporary teaching and schooling. One way to address this perceived shortfall would be to consider the reporting of education within journalism school curricula. As part of this, students could be provided with information about the structure and nature of contemporary schooling and introduced to some key issues in education such as the use of standardised testing, and the related research. Students could also be made aware of the prevalence of official sources, such as politicians and bureaucrats, in the reporting of education and be encouraged to identify and approach alternative sources. This paper argues that the findings outlined here also highlight a culture of negativity within journalism that should be explored within the context of journalism education. For example, journalism students should be encouraged to ask why news is so often framed negatively and whether the tendency to focus on the bad is always in the public interest. They should also question why journalists' relationships with members of the community, such as teachers, would be perceived as generally adversarial, and consider the impact this ultimately has on access to information and sources.

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Social stigmatizion, cultural coercion, and peer-pressure faced by student journalists at the University of the South Pacific: A Wansolwara student press case study.

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'Learning by doing' is considered a vital element of journalism training, and forms an integral part of the curricula at many a journalism school. At the University of the South Pacific (USP) in Suva, Fiji, the multiple Ossie Award-winning student training newspaper, Wansolwara, has been a crucial component of journalism education for 20 years. Through the newspaper, students get their first real taste of establishing and building contacts, organizing and conducting interviews, attending and reporting press conferences, writing news and feature stories to deadlines, and managing the editorial and production processes. The cost-benefit analysis of applied journalism as a learning and teaching tool has been much discussed. With regards to Wansolwara, previous papers have looked at first-hand student experiences in covering the Fiji coups, circumventing gatekeeping at USP, and skirting state sponsorship.While state and institutional pressures have received much scrutiny, the social pressures faced by student journalists is far less covered, not just at USP, but in general. This paper picks up the slack. It looks at social stigmatizion, cultural coercion, and peer pressure faced by USP student journalists in the course of their reporting. The case studies include a Samoan student reporter's ostracization by fellow students from her country for her coverage of the high failure rate of Samoan students. More recently, cyber-bullying has emerged as a new threat, such as the case of a Fiji student journalist who exposed the questionable bookkeeping practices of the USP Student Association. In a region made up of small societies bound by strong cultural and traditional attachments, what is the impact of being shunned and isolated by your kinfolks on your education, your journalism, your views on journalism as a future career, and on the self as a whole? What is the effect on a young adult berated by scores of fellow students on social media and labeled gay, simply for trying to meet the course expectations and live up to the professional obligations of the vocation? How well-prepared was USP journalism to deal with such pressures on students? What learning and teaching opportunities do these stresses offer for future journalists? This paper

deals with these questions, and other related ones, by interviewing current and former student journalists. The combination of fresh and reflective perspectives is expected to generate rich data for analysis and give newer insights into the case studies.

Hidden truth: Improving verification skills in the classroom and the newsroom

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Many of the world's largest news organisations, including the BBC, CNN and AP, have set up systems dedicated to handling digital user-generated content (UGC) submissions as well as citizen journalism contributions (Barot, 2013; Silverman, 2014a). Furthermore, a new kind of media service that specialises in digital data gathering, data verification, copyright management and IP processing for journalism is thriving (Browne, 2012). While this is easily achieved by the larger media companies, smaller organisations and freelance professionals, as well as journalism schools, cannot afford such services nor can they financially support dedicated departments. This study aimed to provide an overview of the current level of New Zealand journalists' knowledge of the tools available for the verification of user-generated materials, and also to provide guides to some of the best free tools for such verification. These guides would be used in new modules dedicated to teaching verification skills to journalism students and (depending on the findings of the study) offered to working journalists (Royal, 2014).The expectations on journalists in the digital age to produce content more quickly, while interacting with a variety of sources across multiple platforms, has presented significant challenges (Blecher, 2013; Gándara, 2013). For example, not all information that is collected from users or gathered from social media sources is reliable, and any errors that are noticed by users spread across the internet in minutes, potentially damaging a news organisation's reputation and therefore its relationship with its valuable audience(s). Yet many organisations have few checks in place to protect their credibility as a reliable journalistic source. To add to the situation, evidence suggests that the level of digital literacy among newsworkers might be quite low. Indeed, several recent publications have tried to address this gap, providing students and professionals with guides and online learning resources (Silverman, 2014b).This study asked participants to respond to an online survey in July 2015 that was advertised on the Kiwi Journalists' Association Facebook site, and the link to the survey distributed among journalists working at the country's largest independent broadcaster, Mediaworks. The survey consisted of 21 multiple choice questions asking each respondent to assess how much he or she knew of a selection of social media and online verification tools, and two open-ended questions. It garnered 63 responses, just over 30 from each organisation. This paper presents an analysis of the findings of the survey. It indicates that few journalists have sufficient knowledge and skills to carry out any but the most basic of verification checks on the material they receive from social media sites and users.As an outcome of this finding, the study produced two simple booklets highlighting some of the best available free tools for verifying user-generated materials most commonly offered to or collected by journalists. The first was a guide for using online and social media tools to check information, confirm the validity of a company or website, or to track down a person, the other was a guide to using online tools and software to check image and video content. Each booklet included step-by-step explanations of when and how the different tools could be used. The booklets were accompanied by tutorials designed to develop student and professional journalists' skills around understanding when such tools should be used and how they should be applied. This paper will discuss the content of the booklets and how they and the tutorial exercises were successfully tested on students during the second semester of 2015.The findings from the survey form the basis of recommendations to be passed to industry professionals for improving the general knowledge of these tools among New Zealand's journalists. These recommendations along with free access to the booklets will be offered during feedback of the survey results to both Mediaworks and the Kiwi Journalists' Association.

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Developing Participatory Politics and Connected Civics through Journalism Production

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Technological developments alter the nature of both literacy and citizenship (Jenkins, 2009; Hobbs, 2010). To adapt to these changing conditions, we need models of civic learning for the digital age (Zuckerman, 2014; Kahne et al, 2014). What are the knowledge, skills, and dispositions that young people require to navigate information and advance their civic goals in the context of networked publics—publics restructured by networked technologies (boyd, 2014)? How can educational institutions support young people to develop these skills? In this paper we argue that journalism production can serve as a generative disciplinary context for developing civic and information literacies needed to meaningfully participate in increasingly networked and mediated public sphere. We review several recent frameworks that classify the skills and dispositions young people need support with as they engage in technology-enabled, interest-driven, politically motivated activity, including "participatory politics" and "connected civics" (Soep, 2014; Cohen & Kahne, 2012; Ito et al, 2015). We then argue that the process of journalism production can serve as an authentic disciplinary context for developing these practices and skills. First, journalism as a practice has many of the same goals and dispositions as the civic and information literacies we want to develop. Second, many of the contexts studied in the youth participatory politics research already involve journalism production. Finally, learning scientists have begun to think about journalism expertise as a more general model for developing information and disciplinary literacies (see: Polman et al, 2014; Davis & Russ, 2015).Despite its social influence, journalism has not been studied rigorously by cognitive or learning scientists compared with other disciplines, such as reading, science, math or history. We undertake a cognitive task analysis study to 1) create a model of the cognitive processes and constructs used in professional journalism production and 2) understand the implications of this cognitive model for designing learning environments for developing civic and information literacies. We conduct cognitive interviews with five professional journalists of diverse backgrounds, asking them to make a retrospective account of a recently published piece of their own. We analyze these interviews to develop a breakdown of the goals and specific tasks involved in the process of journalism production.Based on our analysis, journalists engage in 7 top-level cognitive processes while generating, reporting and writing their stories. These phases are 1) Scan and Filter, 2) Select, 3) Frame, 4) Plan, 5) Report, 6) Narrativize and 7) Review. Each phase includes several sub-goals and activates one or more of journalism-specific cognitive constructs: a mental inventory, and internalized audience model or a story schema. Our integrated Cognitive Task Analysis (CTA) model aims to account for that "expert blind spot" by providing a more precise articulation of the processes, knowledge structures and conditions of the journalism production process, at a meta-cognitive level. Thus, it enables us to map the processes and skills of journalism production to frameworks of civic and informational literacies and to help designers and educators better diagnose challenges and solve emerging problems involved in teaching and learning journalism in different contexts. Finally, we present several common discrepancies we have observed in our work with journalism education environments and offer infrastructural and instructional suggestions for making journalism learning more authentically aligned with expert practice.

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Research Trends in Journalism Education: Issues, Changes and Comparison

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Journalism education is a basic and essential area but often being neglected by researchers. It is not a particularly eye-catching topic and is situated somewhat on the fringe between traditional journalism studies and educational studies. However, probably due to the rapid changes in technological advancement and the journalism industry, many curriculum issues come to the foreground which has attracted the attention of many journalism scholars.According to the Web of Science database, there are 151 documents found using "journalism education" as topic search. Among them 107 were published between 2005 and 2015. What are the researchers' foci of attention? Can we identity the issues involved? It is about time now for us to take a closer look at journalism education as a changing research area, and study its identity and integrity.The overall objective of this study is to map the current

research landscape of journalism education in the context of rapid social, technological and industry changes. Are there new topics and issues in teaching journalism? Are traditional concerns still alive in terms of content and format?Specifically, we aim at (1) identifying the major conceptual issues in journalism education studies, and (2) tracking the trends in terms of research topics, authors, schools of affiliation, countries and citation situations.The methods used in this study include citation analysis and content analysis. The former is used to identify the major research documents in journalism education. Citation search will be conducted mainly using Web of Science, which is the most comprehensive and high quality database available for academic purpose. But the Web of Science database primarily includes journal articles but also it is quite selective in its inclusion of just the "high quality" journals. Non-English entries are few.Another popular venue is the Google Scholar. It is more inclusive in the types of publications and it does not have a fixed pool of journals only. But the quality of the materials found in Google Scholar could be quite uneven. The information from the search results may be incomplete or inaccurate. The above two sources have their pros and cons, and together they seem to complement one another well. This study plans to use both as data sources.Content analysis is used to reveal the actual contents of the study on journalism education. The journal articles, book chapters and books identified from the Web of Science and Google Scholar can reveal the authors and their networks, schools of affiliations, countries and regions, as well as the years of publication, topics of study, title words, etc. A closer reading will yield the theories and concepts used in these studies, and how frequent they are cited by other scholars. The methods used by the researchers should also shed light on their approaches. The article and book chapter titles of these studies warrant special examination, as title words can concisely reveal the topics of concern. We can expect that a sizable proportion of studies are done by researchers in the United States. Preliminary data shown by the Web of Science show that 36% of the studies on journalism education are from North America, and 40% are from Europe. There are also a small proportion of studies (less than 10% each) from East Asia, Africa, South America and Australia. It is desirable to see how scholars in different geographical regions look at journalism education and what conclusions do they have about certain issues. Patterns of similarities and differences are expected to be found. A longitudinal tracking of the changes in research foci and concerns would be able to provide us with the trends in journalism education studies. The findings from this study can be discussed in conjunction with other related areas such as technological impact on the field of journalism, the rise of different news platforms and the audience's changing news habits. The significance of this study lies in that journalism education is not carried out in a social vacuum, but has to be considered in relation to the larger social and industrial contexts.

Identifying the Issues and Trends of Journalism Ethics Research in the 21st Century

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Journalism ethics has been a major branch of research in the field of journalism, and its importance is even more prominent as new technologies have blurred boundaries and created controversies in the 21st century. The current issues in journalism ethics should be quite different from those in the past. A sea change in the journalistic environment and practice prompts us to identify and rethink relevant ethical issues. A timely survey of the landscape of journalism ethics is due for understanding the current situation, as well as for comparing with the past. A cross-sectional comparison across different countries would also be informative to ascertain the similarities and differences in a more globalized world.According to the Web of Science database, there are 93 documents found using "journalism ethics" as the topic search. To cast the net somewhat wider by using "journalism" and "ethics" together in topic search, the total number of journal articles, books and book chapters found increases to 274. Out of these documents, 76% were published in the last 10 years. What are the researchers' foci of attention in journalism ethics? Can we identity the issues involved?The overall objective of this study is to map the current issues of journalism ethics in the context of rapid social, technological and industry changes. What are the new topics and issues in the area of journalism ethics? Are traditional concerns still matter?Specifically, we aim at (1) identifying the major conceptual issues in journalism ethics, and (2) tracking the trends in terms of the research topics, authors, affiliated schools, countries and citation situations.The methods used in this study include citation analysis and content analysis. The former is used to identify the major research documents in journalism ethics. Citation search will be conducted mainly using Web of Science, which is the most comprehensive and high quality database available for academic purpose. But the Web of Science database primarily includes journal articles but also it is quite selective in its inclusion of just the "high quality" journals. Non-English entries are few.Another popular venue is the Google Scholar. It is more inclusive in the types of publications and it does not have a fixed pool of journals only. But the quality of the materials found in Google Scholar could be quite uneven. The information from the search results may be incomplete or inaccurate. The above two sources have their pros and cons, and together they seem to complement one another well. This study plans to use both as data sources.Content analysis is used to reveal the actual contents of the study on journalism ethics. The journal articles, book chapters and books identified from the Web of Science and Google Scholar can reveal the authors and their networks, schools of affiliations, countries and regions, as well as the years of publication, topics of study, title words, etc. A closer reading will yield the theories and concepts used in these studies, and how frequent they are cited by other scholars. The methods used by the researchers should also shed light on their approaches. The article and book chapter titles of these studies warrant special examination, as title words can concisely reveal the topics of concern. We can expect that a sizable proportion of studies are done by researchers in the United States. Preliminary data shown by the Web of Science show that 42% of the studies on journalism ethics are from North America, and 43% are from Europe. There are also a small proportion of studies (less than 5% each) from East Asia, Africa, South America and Australia. It is desirable to see how scholars in different geographical regions, especially between Europe and the United States, look at journalism ethics and what conclusions do they have about certain issues. Patterns of similarities and differences are expected to be found. A longitudinal tracking of the changes in research foci and concerns would be able to provide us with the trends in journalism ethics studies. The findings from this study can be discussed in conjunction with other related areas such as technological impact on the field of journalism, the rise of different forms of journalism (such as citizen journalism and online journalism), and the changing perceptions of journalists in the new era. The significance of this study lies in that journalism ethics is closely related to the larger social and industrial contexts, and we have to identify and discuss new issues in a timely and appropriate way.

Data Journalism in International Reporting. An Exploratory Study on Data-Driven Investigation of Foreign News Stories.

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Data Journalism provides a new skillset that enables journalists to enrich their articles with statistical data and comprehensive visualizations. This method empowers foreign news reporters to publish stories with complex data acquirable from wherever they are. Data-driven investigation, from data collection to data analysis and presentation, applied to foreign news stories suggests copious synergetic effects. Regionalism, topical limitations, decontextualization, and limited sources are structural characteristics of international reporting (Hafez, 2002). We analyse if background data-driven stories can lead to an added value and help to overcome deficits in foreign news reporting. There is a substantial lack of research in this area to date. These premises raise the following main research questions: What potential has data-driven investigation for foreign news reporting? What measures do journalists take to evaluate data?Methodologically speaking, this explorative study is based on a qualitative multi-method design: Firstly, it applied think-aloud protocols with young journalists who employed data-driven techniques in order to evaluate if provided workflows (Bradshaw, 2011) are productive. Secondly, we identified relevant aspects of data-driven investigation by analysing findings drawn from focus groups, which we held within a newsroom experiment. Therein we instructed young journalists to combine foreign news reporting with data journalism. Each group covered current topics of international affairs. We held three focus group discussions related to procedures of the data journalism workflow: the query of data sources and acquisition of data sets, the assessment of data sets and the development and editing of data-driven stories. We analysed the focus groups via qualitative content analysis and determined important topics through group-to-group validation. Based on this two-step analysis, we could establish the relevance of topics that was then taken as a basis for designing an interview guideline. In a third step, we conducted semi-structured in-depth interviews with data journalism pioneers. The experts provide exclusive insights into new methods of journalistic investigation: How journalists can acquire massive data and transform them into visuals, and how data journalism changes traditional journalistic practices.The resulting main research conclusions can be highlighted: data journalism can help international reporting to overcome some of its characteristics. Data allows journalists to cover previously inaccessible regions. As a matter of fact, data can open up nations that previously have been marginalised in news coverage. Furthermore, visualizations drawn from data can enhance storytelling and can help to convey complex topics. By doing so, data-driven stories can increase agenda-setting effects of international news that are considered to be already high, and, thus, provide an added value for recipients who lack the so-called corrective of primary experience when consuming international in contrast to domestic news (Hafez, 2002). Additionally, data providers pose new sources resolving the mere dependence of foreign news reporting on news agencies. The availability of data does not substantially change topic selection, thus, international reporting oftentimes focuses on conflicts, politics and elites. In order to evaluate data, journalists apply traditional journalistic practices, i.e. verifying information via double-checking, but have to add special techniques to their skillset such as data cleaning and statistical analyses. This implies that knowledge about socio-scientific methods is essential.To conclude, these above mentioned findings have shown that foreign news reporting can benefit from data investigation, but that there are still deficits regarding integration and systematisation of data journalism within international reporting.

Town Square: Teaching students how to create a public affairs television news program through social media

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One of the fundamental functions of journalism is to create a public forum for criticism and compromise (Kovach & Rosensteil, 2001). However, throughout most of the history of journalism, professional journalists have reported the news while citizens passively consumed it. Today many local television news stations across the United States now incorporate viewers' social media comments into their newscasts (Lysak, Cremedas, & Wolf, 2012). While airing social media comments has the potential to increase interactivity among viewers, the social media comments typically only air for 15 to 20 seconds of a 22-minute newscast, probably not enough creating much overall change. The present experiment tested whether a local television news station could build full, 22-minute television news programs based primarily, and almost entirely, on engagement with its audience through social media, and whether students participating in the project would develop new concepts of news as a forum and citizen interaction. In the project, students, professors, and professional newsroom staff at a large university replaced four traditional television newscasts at a commercial news station with news programs they created through social media engagement with the station's audience. Producers sought online networks of interest among citizens, participated in the conversations within those social networks, applied journalistic analysis to the conversations, and presented that analysis to the members of the networks and to the larger community on-air and online in the four programs. More specifically, a timely topic that was relevant to the community was chosen, and journalism students created a survey related to the chosen topic that was posted to the station's website. The survey asked viewers to share their opinions on the topic, and asked for permission to contact them for an interview. Next, a student reporter contacted people who completed the survey, interviewed them on camera, and created a packaged story for the program. The program was promoted on the station's social media pages, and student producers engaged with viewers and collected their social media comments. The students along with two adult advisers put together the full news program based on the survey results, social media comments, and on- camera interviews. While the program aired, viewers were encouraged to send their Feedback to the station via social media, and student producers interacted with them. Web analytics indicate the station received a substantial increase in social media engagement from its viewers for each of the four programs. Additionally, the students involved in the program were interviewed after their involvement with each of the four programs and at the conclusion of the experiment to gain deeper insight into their progress and experiences. The interviews indicated significant changes in the students' awareness of the strengths and weakness of social media reporting, and changes in the use of social media reporting strategies to make their reporting more useful and fruitful. The goal of this study was twofold: to refine techniques for teaching journalism students to effectively employ social media as a tool for reporting quality journalism, while creating a high quality, low cost public affairs television news program that encouraged community engagement. This study offers a new way to effectively, efficiently, and economically engage in civic journalism that connects with, and shares the voices of, those in the community via social media, and teach these skills to journalism students.

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How universities and media organisations define 'innovation in modern journalism'.

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This paper examines new models of collaboration between universities and media organisations, focusing on the concept of innovation in news gathering and production. In the contemporary tertiary teaching and learning environment, university engagement with industry is largely limited to student internships with media organisations, and the use of journalism industry professionals for teaching delivery. However, university journalism departments and media organisations partnering to produce both learning materials and news content, rarely, if ever, occurs. Some news organisations such as the BBC and Thomson Reuters, as well as several media companies in India have established their own journalism schools because they feel they can do a better job than universities in producing the next generation of reporters and news media professionals (Quinn, 2010). The Guardian Australia offers a series of masterclasses in topics such as creative writing and journalism, photography, design and data visualisation, and music and cultural appreciation, which it promotes as "a unique program of learning embedded within one of the world's most forward-thinking media organisations" (The Guardian, 2014). Offering education services – media-focused or otherwise – makes sense for news organisations. These services offer an alternative revenue stream to a cash-strapped industry, which not only has in-house staff with professional experience, but also has the infrastructure in place to create and distribute learning materials online. However, what media organisations may lack is expertise in learning and teaching. This paper reports on the "Innovation in Modern Journalism" (IMJ) project, a joint-venture that is under development between Australia's Fairax Media, Curtin University (Perth), RMIT University (Melbourne) and QUT (Brisbane). In this project, Fairfax Media produced a 13-week university subject examining the impact of digital media on news production and future developments in the industry. As part of this project, some of the participating universities purchased exclusive access to teaching materials in the form of an e-book, videos and access to Fairfax Media staff, both via online and face-to-face classes. Participating universities were free to incorporate the teaching materials in any way they saw fit and design their own assessment.This definition of disruptive innovation moves the concept beyond being a simple buzzword and gives weight to its potential for driving the development of university journalism curricula. However, Pavlik (2013) critiques journalism education in very broad terms, not citing any specific examples of curriculum innovation from courses. He also offers no model for how journalism departments might engage in disruptive curriculum innovation. Tierney (2014) proposes a model of disruptive innovation for universities which involves developing partnerships with non-traditional organizations, overhauling the structure of courses, and focusing on using technology in ways that increase quality while decreasing cost. This paper applies Tierney's criteria for disruptive innovation in universities to research on teaching initiatives in five leading international journalism studies journals, published between 2005 and 2015. These journals include Journalism & Mass Communication Educator, Journalism Education, Journalism Studies, Journalism Practice, Journalism and Journal of Applied Journalism and Media Studies, and were selected because they have – at least, in part – a thematic focus on journalism education and training. The journal articles are analysed using Leximancer to determine how often innovation is discussed and the ways the term is used in relation to journalism teaching initiatives. The findings of this analysis align with Mensing's (2010) criticism that most university journalism programs attempt to reproduce current newsroom practices and that the response of most courses to current shifts in the industry has been to simply add more technology training. In a higher education and news media environment undergoing significant change, the results of this research are significant because they help demonstrate 1) what types of teaching initiatives are classified as 'innovative' in journalism education; 2) the criteria used to define this innovation, and 3) the extent to which these innovations might be classified as 'disruptive'. These findings are of value because they potentially provide journalism educators with a better understanding of whether their curricula meet the challenges produced by the simultaneous upheavals in higher education and media.

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What's innovative about innovation in journalism education?

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This paper examines the extent to which contemporary teaching initiatives in university journalism courses can be considered forms of 'disruptive innovation'. Media industries and universities are currently undergoing significant changes. The impact of these changes is being felt very strongly in university journalism departments, as the industries they educate graduates for and the environments this education takes place in are being transformed. As Pavlik (2013, p. 211) notes: "The media are in the midst of a sea change, and educators and professionals alike are groping for a pathway to a future in which they play a vital role." Pavlik (2013) argues the future of journalism education requires more than simply new courses and subjects to keep up with the 'digital age'. Contemporary journalism curriculum development, he argues, needs to be guided by the principle of disruptive innovation. Responding to Pavlik's (2013) provocation, this paper examines how disruptive innovation informs contemporary journalism education. Despite currently

being a very popular concept in a range of industries – including higher education – beyond Christensen's original research (C.M. Christensen, 2013; C.M. Christensen & Raynor, 2003), the efficacy of disruptive innovation as a framework for exploring organisational change has received little attention (King & Baartartogtokh, 2015). Disruptive innovation involves reinventing a practice to perform the same function more effectively and efficiently, or creating a completely new practice to keep pace with social, economic and technological change (C. M. Christensen & Eyring, 2011; Tierney, 2014). Disruptive innovation is opposed to sustaining innovation. Sustaining innovation allows organisations to simply undertake 'business as usual' more efficiently, until this business is disrupted and made redundant by new approaches (King & Baartartogtokh, 2015; Tierney, 2014).The paper commences by examining the success of the first iteration of IMJ at each participating university. However, more significantly, in terms of IMJ's ongoing success is how the industry and university partners define 'innovation' and how it applies to contemporary journalism. The paper compares and contrasts the various definitions of 'innovation' deployed in IMJ through an analysis of teaching materials, and interviews with industry professionals, academics and students who participated in the project. The success of IMJ does not necessarily depend on a uniform understanding of innovation between professional journalists and university journalism educators. However, in order to provide a coherent learning experience for students, the competing interpretations and applications of innovation need to be presented in a consistent manner. Mensing (2010) argues most university journalism programs attempt to reproduce current newsroom practices and that the response of most courses to current shifts in the industry has been to simply add more technology training. Not only does this approach prevent journalism schools from developing genuinely innovative curricula that enhance journalistic practice, but it also fails to address criticism from industry that university journalism courses do not produce "job-ready" graduates (Hanusch, 2013). In this context, the results of this paper have significance for journalism education as they potentially provide the foundation for a shared language which university journalism departments and media organisations could use as the basis for innovative collaboration in both learning and teaching and news content production.

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Practical Transparency: How Journalists Should Handle Digital Shaming and "The Streisand Effect"

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What has become known in Internet culture as the "Streisand Effect" occurs when a person seeks to minimize the harm of something posted online through censorious legal threats, which then backfire, leading to even more scrutiny and attention for the harmful post. The phenomenon dates to 2003, when aerial images of Barbra Streisand's home that had been posted on a photographer's website went viral after she unsuccessfully sued to have them taken down.While the "Streisand Effect" phenomenon involves Internet users in general, efforts to censor often receive special scrutiny by journalists, who push back against infringements on their legal rights to speak and publish freely, especially in the United States. In the U.S., citizens seeking to remove photographs or news stories that may embarrass or otherwise harm them may have some remedies in privacy or copyright law. However, these remedies are frustrated when journalists and others digitally shame people asserting these protections. Similarly, in the European Union, which recognizes a person's "right to be forgotten" enforceable through court orders to take down links made from search engines, journalists have the ability to interfere with the intended outcome of such orders.This paper examines the legal concerns and ethical obligations of journalists when they encounter people seeking to minimize online embarrassment and exposure, in particular when the people seeking privacy inflame their situation, inadvertently or otherwise, by making legal threats.First, the paper focuses on the emerging doctrine of practical obscurity, rooted in privacy law and identified in the U.S. Supreme Court's decision in Reporters Committee for Freedom of the Press v. Department of Justice (1989). That case, as well as the Court of Justice of the European Union's decision in Google Spain v. AEPD & Gonzalez (2014) offer some support for the notion that perhaps the worst moments of a person's online life should not be exposed to perpetual scrutiny and criticism.Currently, U.S. law recognizes two clear extremes – privacy with no right to know, and absolute transparency – with little middle ground besides practical obscurity. Legal scholars such as Helen Nissenbaum (Privacy in Context, 2010) and Daniel Solove (Understanding Privacy, 2008; Nothing to Hide, 2011) have developed a framework for recognizing enforceable privacy rights based on the context of the action and the status of the individuals who may suffer harm upon publication and distribution. The authors of this paper build on these works and offer another concept, "practical transparency," which would accommodate the role of watchdog journalists in providing scrutiny on matters of public concern while providing more privacy protection for citizens who do not seek the spotlight and would address the ethical limitations of laws crafted to uphold specific countries' philosophies of free expression.The authors position the ethical concept of practical transparency on a spectrum of access that spans the chasm of the philosophical extremes of radical transparency to total obscurity. They propose practical transparency as a balance test, taking into account the value of embarrassing or damaging information to citizens against the harm that disclosure of that information could pose to the embarrassed or shamed person or persons who face the vitriolic naming, blaming, shaming culture of the Internet. As a balance test, practical transparency offers a workable ethical standard for journalists covering cases of Internet "vigilantism" that span legal boundaries.

Journalism education in Bangladesh: Struggling to keep up with an ever-expanding media industry

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Journalism education in Bangladesh: Struggling to keep up with an ever-expanding media industryAbstract submitted to the World Journalism Education Congress (WJEC) Conference, Auckland, New Zealand, July 2016Parliamentary politics in Bangladesh in the 1990s brought with it an almost complete transformation of the media landscape. Whereas other countries struggle with media operations closing down or losing effect among audiences, the media in Bangladesh saw an explosion of media outlets since the 1990s (Freedom House, 2013). From newspapers to Internet-only outlets, to radio stations and privately-owned television channels, media growth in Bangladesh is among the fastest in the world (Rahaman, 2015; Farhana, 2014).Toward the end of the first decade of the 21st century, the country (even the most remote parts) houses more than 1,800 daily newspapers and periodicals (mostly privately owned). These publications are read by about one third of the country's population of more than 160 million people. English dailies are enjoying a steady growth in readership as a result of an upwardly growing middle class. This is significantly changing the face of the journalism industry in terms of professionalism, objectivity and credibility in reporting (see Andaleeb, Rahman, Rajeb, Akter & Gulshan, 2012), ownership models, etc. Bangladesh was one of the last countries to see the introduction of private television stations (in 2000). It now hosts almost two dozen Bangla TV channels actively watched by more than 80% of the urban population and half of the rural population and growing by 15-20% annually (Andaleeb et al., 2012). The Bangladeshi government allowed FM radio station licenses from 2006 and about 15% of the adult population are considered active radio listeners. The number of radio licenses is increasing constantly as the government allows more roleplayers into the industry.Similarly, mobile phone, Internet and social media use is also increasing and it is estimated that just under 122 million people subscribed to mobile phone services by January 2015 (Bangladesh Telecommunication Regulatory Commission, 2015). Recently government interference in media use came under the spotlight when the government "shut down" social media sites for several days in the wake of a "Supreme Court ruling upholding death sentences for two men convicted of war crimes" (BBC, 2015). In addition, threats to freedom of expression became a reality in recent months after four bloggers had been hacked to death in the country following posts on "sensitive subjects and religious issues" (Committee to Protect Journalists, 2015; Reporters Without Borders, 2015) and journalists have been threatened if they reported on these incidents (Rahman, 2015).While the media boom in Bangladesh has generally resulted in more diversity and access to information, it has also caused a corresponding shortage of skilled personnel (EduIcon, 2014; BBC Media Action, 2012; Andaleeb et al., 2012). Despite the fact that several public and private universities now offer journalism education programs, and several other private training initiatives have been established in the country, the demand for skilled media professionals remains higher than the supply. Many active media professionals are self-taught journalists without a formal journalism education background, yet media organizations hire them to cover a wide range of topics and events. The need for better skilled journalists is especially evident in investigative journalism (Bangladesh Center for Development Journalism and Communication, n.d., p. 58), the coverage of public interest stories (BBC Media Action, 2012) and professionals' ability to effectively function and connect with audiences in a digital media environment (Khan, 2015). In a country where democracy is in its infancy and the role of the media is critical for the country's future (Khan, 2015), this is a challenge that needs to be addressed because of the potential to hamper journalistic growth and democratization in the country if not addressed properly. Journalism education in Bangladesh is clearly not something that tertiary institutions alone can successfully take on, despite the growth in journalism programs, adjustments to journalism curricula (Sahid, 2008) and the recent celebration of 50 years of journalism and mass communication education (see UNESCO, 2013; EduIcon, 2014). To help bridge this gap, smaller and private institutions as well as international donor programs recently implemented journalism training programs (Bangladesh Institute of Journalism and Electronic Media, 2015; BBC Media Action, 2012). However, increasing the number of journalism graduates will not necessarily solve the problem over the short term. With a high number of media professionals already working without the necessary journalism background and training, the media and journalism education industries need to work together to find other ways to meet the demand for qualified media professionals. This paper will look into the programs already in place to address the journalism education challenges in Bangladesh. It will highlight the opportunities and difficulties these programs face, including a lack of buy-in from media owners (BBC Media Action, 2012), long-established social and cultural norms and a lack of training infrastructure. The authors will explore how the country's media and education industries can collaborate to address these challenges to the benefit of the profession and Bangladesh as a whole.

Do students see social media as a valuable learning tool? Uses and Gratification analysis of social networking sites experience among college students

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INTRODUCTION: Social media has become a significant part of our lives. With the increasing numbers of active users, it has become all the more important to give a considerable amount of importance to its analysis with respect to online and offline impression of social media on our lives. Keeping the prominence of social media usage in mind, this study is being conducted to understand the application of Uses & Gratification theory with respect to social media, in the lives of American college students as well as the influence of the same on academic outcomes. Of particular interest will be the following research questions:

RQ1) how do students use different traditional and non-traditional communication methods, including social media and text messaging, to interact with friends versus faculty; RQ2) what factors motivate their use of social media; RQ3) how do they perceive its usefulness in supporting their learning experience; and RQ4) what obstacles do they see in the integration of social media into the classroom.

BRIEF LITERATURE REVIEW: This study has been supported by extensive literature review, which has been divided into three segments. These segments discuss in detail: the concept of uses and gratification theory and its application in internet (media) study; followed by several research studies done on social media, its popularity and usage; ending with studies done to understand the relation between social media and academics. Some of the suggested benefits of using social media in education, as reviewed by Selwyn (2009), include that social media will support students to "invest time and energy in building relationships around shared interests and knowledge communities" (Maloney 2007, p. 26), promote "critical thinking in learners" (Bugeja 2006, p. 1), offer educators a forum for "easy networking and positive networking with students" (Lemeul 2006, p. 1) and will "radically change the educational system … to better motivate students" (Ziegler 2007).

METHOD: To satisfactorily answer the research questions above, the researches chose a mixed methodology, which included a survey and a diary. Thus, stage one of this study incorporated an online survey that was distributed to students enrolled in mass media and communications classes at a mid-size Midwestern university during the spring and fall semester of 2015. A total of 320 students completed the online survey. The survey was selected because, as a data collection method, it is efficient and has cross- population generalizability, as it allows to examine the consistency in various sub groups. In addition to a survey, the students were asked to maintain a detailed diary for a time span of 3 days that provided additional information about students'

social media use habits. A total of 75 students completed the diaries. The diary method has been used because it provides structured, uniform, complete and easy to check 'observational' (Zimmerman & Wieder, 1977, p. 481) records that are generated in natural settings. A completed diary functions in a way similar to field notes turned in by research assistants and diarists serve as adjunct ethnographers of their own circumstances (Zimmerman & Wieder, 1977, p. 484). Also, this method helped in the assessment of social media usage habits during different times of the day and over several days of a week. This in turn helped in the measurement of multiple variables over time at an individual level (Laurenceau & Bolger, 2005, p. 88). It mist be pointed out that the sample for the survey and the diary was the same, which provides the researchers with the opportunity to triangulate the data.DISCUSSION AND FINDINGS: The researchers are currently in the process of fully analyzing the results of this study, but some of the preliminary findings suggest that the majority of the students have used social media during class (73%), or while doing homework (88%) or studying (82%). While students are active social media users, they are split on how they perceive the efficiency of social media to better know their teachers, with 41% expressing agreement, 29 % expressing disagreement and 30% staying neutral. It should not be surprising then that students report they are using different communication methods to interact with friends and faculty. Some of the obstacles to the integration of social media into the classroom, as perceived by students, are: faculty unwillingness to use social media (30%), lack of interest from students (21%), or lack of technical support (16%).

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Drone Journalism: Not just toying around

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Journalists throughout the world are increasingly using Remote Piloted Aerial System, aka Drones, to capture news events. RPAS are particularly valuable for journalists covering natural disasters, in that they can video the crumbling devastation for the global audience, while the journalist stays on safer terrain. The safety issue for disaster field reporters is becoming more pressing, as scientists predict bigger and more frequent devastating weather episodes, therefore more reliance on Drone Journalism to safely capture the visuals for news outlets.   New Zealand is in the forefront of this trend, being one of the early adaptors of drone use for agriculture and volcanic monitoring; in fact, until recently, New Zealand was one of the least legally-restrictive countries for drone journalism, but this is changing. Too often serious drone journalism is confused in the public's mind with those using drone videos as play toys. The emergence of the drone journalism field puts pressure on journalism educators to ensure new journalists are using professional ethics, but also to distance drone journalism from unethical drone hobbiests.   This paper is a case study of a successful Introduction to Drone Journalism module at university level.

Travel writing and ethics: a contemporary dilemma

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Travel writing is an important genre which possesses a "plurality" that allows it to have relevance to readers across disciplines (Baine Campbell 1992). Despite this, it has a reputation as a less serious form of journalism. Fursich (2012) argues that, because travel writing seems at odds with some of the core values of journalism such as, "objectivity, editorial independence and public relevance" (p.61) it has struggled to assume a role of greater importance within journalism. Yet, as Hanusch (2014) notes, it is precisely because of the significance of travel in modern society that further study into travel writing is "such a fertile field for research" (p.3) and worthy of increased scholarly attention.This paper will explore some of the major ethical issues for contemporary travel writing as a way of identifying the challenges encountered by the form. Travel writing exists within increasingly blurred boundaries and faces ethical quandaries due, in part, to the changing models of journalism production.The paper will examine the ethical issues with travel writing from two differing points of view, drawing on a series of case studies on the travel books, Dark Star Safari (2002) by Paul Theroux, Do All Travel Writers Go to Hell (2008) by Thomas Kohnstamm and the author's own travel book After Dark: Nocturnal Madrid (2016). The first approach will consider travel writing's external ethical influences, where citizen journalism, public relations and the emergence of dark tourism and dark travel writing (Creech 2014) all cloud the path forward for both for readers and practitioners. The second approach will look at various structural and storytelling issues as they relate to truth telling and ethics from the writers' point of view.The paper concludes that it is necessary to examine the ethical practices of the form because travel writing is as important and engaged as ever. It continues to defy the falling impact of conventional journalism and it crosses more boundaries than ever before as it becomes a political tool, a form which can dissolve literary boundaries and a meaningful site for "debates about mobility, location and belonging" (Lisle 2006, p.268), thus further reinforcing the importance of this study.

Place as identity in defence of community: Comparative news coverage of threatened Aboriginal and mining settlements in Western Australia

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The prospect of closing any kind of community draws media attention, with potentially displaced residents commonly invoking strong connections between their identity, relationship with and responsibility for the threatened place as central arguments for their community's continued survival. In Australia, this is particularly acute for the nation's Aboriginal peoples, for whom identity is inseparable from the areas of country for which they have been custodians for tens of thousands of years. In November 2014, most of Western Australia's more than 270 Aboriginal settlements were confronted with the prospect of closing when news emerged that the state's Premier had predicted "up to 150" Aboriginal communities would be shut down as a result of Federal Government funding cuts. The State Government had declined to make up the funding shortfall for the provision of essential services, with the potential effect of making it impossible for many Aboriginal people to continue to live on and care for their traditional country. After rallies were held across Australia to protest the Federal cuts, the Western Australian Government backed away from the Premier's prediction, announcing instead that settlement closures would occur over several years, in a staged manner, and in consultation with Aboriginal representatives. The funding cuts, and their impact on Aboriginal communities, particularly in Western Australia, received much media attention in 2014/2015. In maintaining its stance that many Aboriginal communities would have to close, the Western Australian Government framed its media strategy around the purported economic fragility of many settlements, at times referring to perceptions of entrenched sexual abuse in some Aboriginal settlements as part of the justification. For their part, Aboriginal people employed a sense of place argument -– that for them, country is their responsibility and is who they are. It was this link between country, custodianship and identity, forged over millennia, that Aboriginal people argued was the main reason their settlements should remain open. This deep sense of place is poorly understood by the Australian public, and is often absent from media reporting of threatened Aboriginal community closures, including in the online medium where much reporting is divorced from a sense of geographical and cultural place. The incomplete understanding and coverage, and the relatively dominated position of Aboriginal peoples in Australian society and its media, disadvantage Aboriginal perspectives and voices on community closures, and on many other issues central to their lives and concerns. How this plays out becomes apparent when comparisons are made with the prospect of closures of settler (non-Aboriginal) communities. Western Australia is a vast state rich in mineral resources. In times of economic decline, when mining towns are faced with potential closure, the media coverage tends to focus on the economic costs of such closures and to show more sympathy to the sense of place and community that would be lost. Such media narratives often include profiles of the 'characters' forged by these places whose way of life and identities would be lost or compromised. In this paper we employ critical discourse analysis and sense of place theory to compare narratives presented by Western Australia's major print and online news providers about recent and mooted closures of Aboriginal communities, with narratives presented about a case study town that was threatened by closure of a nearby mine. At the textual level, we aim to delineate differences and similarities in representation of the situation of each of these two types of settlement, paying particular attention to the reporting of sense of place and identity, and the symbolic value of the perceived economic and cultural capital represented by these communitiesThis work will be framed within the context of a Bourdieusian field analysis that aims to situate Aboriginal media voices and perspectives, and the voices and perspectives from the non-Aboriginal community case studies, amid power relations that exist within the sub-field of metropolitan news reporting. The field analysis aims to identify: homologies and/or dominant/subordinate power relations observed between each of the two types of community and Western Australia's major print and online news providers; the prominence of place/identity versus economic, cultural and other narratives presented by newspapers for each of the two kinds of communities; and where each type of community sits, in relation to each other and to major online and print news providers within Western Australia's field of political and economic power. In this work we intend to: provide a study that is useful for media, sense of place, sociological and other researchers in undertaking comparative studies of the media coverage of Indigenous communities that face closure elsewhere in the world; and explore the possibilities of enabling journalism students to gain a strong and critical sense of place, community and identity, how the place/identity nexus is typically covered in the media, and how students might report more accurately and completely, particularly in relation to Aboriginal peoples.

Value Creation: a view on 21st century journalist identity resulting in new pedagogical and educational formats for journalism training

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In 2010 the Department of Education in the Netherlands, selected ten universities to participate in the nationwide project Sirius. The main aim of this five year project was to develop and implement honours in higher education. Through practice based research one of the universities developed an honours concept based on 21st century skills and alternative pedagogical theory. Specific honours competences and achievements are defined in terms of value creation (Tsunesaburo Makiguchi ,1930; Ken Wilber, 1996). Creating value for yourself, for society, your profession and the industry you work in. Co-creating education with the industry and experiential learning are at the basis of honours education. A reward system of stars instead of study points distinguishes honours from regular bachelor education. Co-creating journalism education for the 21st century. The Media Institute, played a prominent role in the development of honours education at the university, several successful honours programmes are offered. The project however was important for another reason. We wanted to explore new educational concepts and possibilities in journalism training, learn how we could teach 21st century skills (Leana R. Callara, 2008). We wanted to understand what our students need to be challenged to excel (Ken Bain, 2012) and to be well prepared for an industry in which 'change is the new normal' (David Folkenflik, 2011; Adam Monago on ThoughtWorks, 11/15/2015). 'Learn the rules like a pro, so you can break them like an artist' Pablo Picasso. The experiences from the five year Sirius project are now an important input for the biggest curriculum redevelopment in the 50 year history of our school. Working closely with the industry, co-creating education, is one of the corner stones.
Value creation, redefining journalism identity. Taking the angle of value creation from the honours practice based research redefines the identity of the journalist for the 21st century. Journalism skills and values still remain valid but the scope of value creation for yourself, society, your profession and the industry results in a different relationship with the audience, including more interaction and cooperation. The angle of value creation is in line with media theory (Christians et al, 2009) and gives a theoretical and professional framework for redefining journalism competencies and avoid the commercialisation debate as driver for a changing identity. It also results in a more reflective journalist (Donald Schön, 1983; Carol Rodgers, 2002) and a journalist that plays an important role in the interpretation and analyses of society. As a consequence there is more emphasis on research competencies and critical thinking in the new curriculum. Case studies and results. Two honours programmes from the Sirius project will be discussed as case studies for new educational and pedagogical formats in journalism training: * The international honours programme Europe in the World has taught us how to implement experiential learning (David A. Kolb, 1984) in journalism training and train a more reflective professional. One of the pedagogical aims was to make the students 'owners of their own learning process' (Richard Ryan and Edward Deci, 2000 &) and stimulate an attitude of lifelong learning. * Campus Doc, an honours

programme in TV-documentary making, which has grown into an internationally renowned student-documentary festival has focussed on co-creation with the industry. The insights of value creation challenged lecturers to apply critical pedagogical theory (Paulo Freire, 1968; Ivan Illich, 1971) in the new context of journalism training today. Through practice based experiments and research, these theories have resulted in education that stimulates innovation and creativity and supports an attitude of lifelong learning. It also redefined the role of the journalism trainer into a coach in the learning process of the starting professional.

Partnership in data-journalism education – a case study

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The background to this paper lies in the increase of data-driven journalism as investigative journalism practice, while the paper's focus is on innovation in journalism education. Data journalism is considered here as a component of computational journalism, found at the intersection between journalism and data technology. The authors draw on the literature, a review of course documents, and their own reflections on initiating a collaborative and investigative data-journalism project with postgraduate students at two New Zealand universities.The need for accurate information, compelling stories, rich context and investigative heft in journalism has arguably never been greater. Faced with the pervasive influence of 21st century public relations and gatekeeping, journalists are turning to ostensibly unmediated data sets as sources of empirical narratives about socio-political trends. Influenced by the practices of social scientists, data journalists seek to create stories by framing human experience as it relates to the quantitative data analysis that informs their story. While the use of statistics by journalists is hardly new, exponential growth in the data available to them and a desire for unmediated source material has seen data journalism grow as well. While the academy has been slow to respond to the technologically driven disruptions in communication, courses in data journalism are now increasing in number and editors are now looking for graduates that are able to think in computational ways.This paper reports on the pilot of an international and collaborative journalism-education initiative. Educators at two New Zealand universities and a US university joined forces on a student-centred, data-driven project, with publication of an investigative story package by postgraduate students among its aims. With experience in a similar project in the United States, and in teaching data journalism at university level in Chile, a visiting specialist in teaching investigative data journalism was brought to New Zealand for an intensive block of teaching at the two journalism programmes. The visit was intended to develop staff and students' data skills, help kick-start a data-driven investigation at both universities and lay the groundwork for future international collaborations. In the process, New Zealand educators and students joined, and were able to seek support from, a global community of journalists and journalism educators working in data journalism.The New Zealand project, grounded in service learning, was designed on the basis that learning is most meaningful when students solve real-world problems, learning from experience while also developing the skills of learning. The project tested hypotheses about New Zealand's monopolistic state-run national lottery through analysis of state-held data about its operation. Those hypotheses included that the national lottery – established as a way to fund community initiatives – is undergoing significant corporate-style growth and that its growing income stream is disproportionately supplied by its poorer customers. As well, students looked for other, unexpected story angles. They accessed, cleaned and analysed the data and created visualisations to help tell their stories. Narratives built from the data were augmented by qualitative inquiry such as interviews and by multi-media presentation. A high-impact story package seemed possible and this encouraged students' engagement with the data, increasing the likelihood they would produce meaningful and publishable work. At the same time the project was intended to foster students' understanding of their civic responsibilities as journalists. The pilot provided a valuable opportunity to trial collaborative teaching and deepen relations within an international community of instructors. While the project was outwardly a success, this paper elaborates on and reflects on the challenges and advantages of such a collaborative journalism-education project within the less-than-stable environment of advancing communication technologies. With an eye to future collaborations, it highlights and delves into the complex but not fatal issues of data competency among instructors and students, collaboration between geographically distinct programmes, access to potentially sensitive data sets and publication of student work. It finds that the New Zealand collaboration, more extensive than earlier intitiatives, successfully drew off and extended the national and international networks of journalism educators, students and professionals working in data journalism.

Journalism Students Across the Globe: The Study of Journalism Education in Kyrgyzstan

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Journalism education in Kyrgyzstan is understudied. According to Freedman et.al. (2013) their case study of American University in Central Asia's (AUCA) Journalism School suggests at least three major areas of concern for journalism educators and administrators at other universities in transitional, authoritarian, and postauthoritarian countries in the formerly communist world.First, foreign models of journalism education cannot be summarily transplanted intact, including those labeled as "democratic journalism" or "development journalism." At best, these foreign models can be adapted—sometimes radically—to reflect realities of national cultural and religious values, national history, media economic resources, and the political and social environment in which faculty members must teach and in which students must learn. However, that does not prevent a commitment to produce professionals committed to analytical—critical thinking—and to fair, accurate, balanced, and ethical practices, whether in journalism or public relations and regardless of medium. And that includes nurturing students' belief that they can help move press systems in the direction of independence and freedom of expression (Freedman et.al. 2013).Second, faculty members—whether full-time or adjunct—must be committed to continually update their pedagogical and professional skills and, where relevant, their research skills. Closely related is a need for faculty to maintain contacts with professionals and media organizations to understand what they need from interns and new employees (Freedman et.al. 2013).Third, university administrators, ministries, and political and community leaders must understand and respect the fact that the press plays a fundamental public role in safeguarding individual rights against abuses from government and other institutions of power and influence. This is a serious challenge because many of them have little interest or little stake in supporting press freedom. However, an important goal should be acknowledgment and acceptance of the special societal status and academic autonomy that journalism education deserves as essential to developing and sustaining civil society (Freedman et.al.

2013)."Journalism Students Across the Globe: The Study of Journalism Education in Kyrgyzstan" is a part of the Journalism Students Across the Globe project which aims to conduct simultaneous surveys of journalism students around the world, with the purpose of providing as large a variety of countries as possible, and representing all inhabited continents. Among post-Soviet countries being studied in this project except for Kyrgyzstan are Russia and Kazakhstan. This study focuses on what seems to be a misalignment between what students want to study and learn about, i.e. their motivations for doing journalism, and what they then think they will do with their Journalism Degrees and what Journalism Schools aim to equip them to do. It focuses specifically on Journalism Schools in Kyrgyzstan, such as the biggest and oldest journalism school Kyrgyz National University, as well as new schools which appeared after independence in 1991 such as Bishkek Humanitarian University, Kyrgyzstan-Turkey Manas University, Kyrgyz-Russian Slavic University and American University in Central Asia (AUCA). The choice of institutions were made on the basis that the five are reasonably representative of the diversity of institutions in Kyrgyzstan. Within the sampled institutions, we surveyed 100 students so that the institutional samples are representative. Students from each year of study were selected and the total of 480 students filled out semi-structured questionnaire. The results will be analyzed using SPSS and will be compared to the study results in other countries which are the part of this Global Study. This research will analyze the journalism students' motivations for studying journalism, the areas of journalism students want to work in, journalism students' role perceptions and ethical views and their perceptions about media performance and the biggest threat for the media in Kyrgyzstan. In addition, the research will gather a large amount of information about students' personal backgrounds and views, as well as the tertiary journalism education landscape in Kyrgyzstan. In that way, it will be possible to examine a variety of individual, organizational and cultural influences on their views.

KEYWORDS: Journalism Education, Kyrgyzstan, Central Asia, post-Soviet, freedom of speech, freedom of press, journalism ethics, journalism curriculum, democracy, access to information, journalistic standards

Search for Glocalization in South Asian Journalism Curricula

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Journalism education in South Asian countries rolled into dilemma for its time befitting curriculum design. The dilemma started with the adaptation of west-centric (mainly Anglo-American) curricula considering it as 'best fit' for the region in the name of 'universalisation'. This adaptation though well accredited among journalism students and teachers initially, a number of critics (e g, Murthy, 2011; Seneviratne, 2011; Tere, 2012; Ullah, 2014) challenged this curriculum stating it as 'not fit' in the region's socio-political-economic and cultural context. These critics argued that an uncritical acceptance of west-end curricula in the name of universal standard, the pedagogue and depending on texts from Anglo-American origin are liable for as such situation. They further argued that the Western values have influenced journalism practices, curricula and training. These values, mostly called 'dominance' or 'neo-colonialisation of mind' has had an enormous impact on higher education systems in these former colonial countries, resulting often in the exclusion of native knowledge from the higher education curricula. Professional journalists are also critical for the acceptance of the curricula for 'non-fit' in the socio-political context of the origin and exercise of journalism in this region. For instance, the Worlds of Journalism Study (2010) pilot report reveals the detached watchdog milieu dominates the journalistic field in most western countries, while the milieu of the opportunist facilitator reigns supreme in several developing, transitional and authoritarian context. It further claims journalists from non-western context tended to be more interventionist in their role perceptions and more flexible in their ethical views. UNESCO (2013:9), likewise opines, newsrooms that are staffed by well-trained and critically minded journalists are likely to positively influence the processes of democracy and development in their societies, especially in the developing world and argue for research on journalism education targeting their curriculum, develop research culture on media and professional issues, write textbooks with local examples and prepare outcome-based curricula and, provide multi-disciplinary education to produce enlightened graduates. Based on in-depth interviews with some 21 leading journalism educators from south Asian countries comprising - Bangladesh, India, Nepal, Pakistan and Sri Lanka - this article aimed to show that how the values and views of journalism educators in South Asia reflect their counterparts in the west. This study has uncovered that the future of journalism as an academic discipline, certainly looks bright for the region, facing a number of challenges – the need for indigenous theory, financial support for research, commitment to curricula development, emphasis on quality of teaching, and learning and research environments conducive to sustaining journalism as an academic discipline. It has also been found that journalism, mass media, or mass communication, and communication studies have had a complex, but poorly defined association ever since teaching of journalism was first initiated in early 40s during the last century. Finally, it has found that journalism educators from South Asia have sought a different approach – 'glocalization' – when they have an opportunity for designing the curriculum. In that way 'De-Westernization' does not indicate a rejection of Western (the notion from North Europe and the English speaking scholarship) theories and paradigms rather, it is a critical revision and improvement through openness for flexible integration of peripheral paradigms. It advocates that localizing (and 'glocalizing') the course contents are essential for both practical and moral reasons. Practically, without the local contents the curriculum would be unworthy to local realities as well as inapplicable in the local context as this society represents old civilization with a known history of thousands of years and having a distinct cultural identity of its own. It is the inheritor of culturally rich civilization rooted from 'Vedic' period that is basing on social mobilization. This reality must not be forgotten when designing and developing the curricula.

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Responses of Journalism Education to the Challenges of Changing Media Environment in the Digital Era

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It is vital for journalism education that the educators know what kind of new knowledge and skills journalism students need in the fast changing media environment in the digital era. To be a successful professional under the conditions of the ongoing digitalization and rapidly developing social media, journalism students should be provided with the skills and knowledge required in a more dynamic, continually evolving world (cf. Sullivan 2009). Deuze (2006) identifies two distinctly different positions for journalism education in society: the "follower" mode and the "innovator" mode. Journalism training should reflect the changing journalistic work culture and prepare students for changing rather than static future. Journalism educators agree, that the traditional elements of journalism – critical thinking, source critique, excellent reporting and writing skills, ethics, balance, fairness and impartiality – should not only remain, but be strengthened when teaching journalism in digital era (Castaneda, Murphy and Hether 2005). As Donica Mensing (2011) suggests, journalism schools should critically examine their own practices, many of them which have remained unchanged for several decades. Mensing argues that "moving the focus attention from the industry to the community could reconnect journalism with its democratic roots and take advantage of new forms of news creation, production, editing and distribution" (Ibid. 77).In this paper my main aim is to discuss how journalism teaching should adapt to the contemporary digital media environment. I will first look at some building blocks of contemporary journalism education. The questions are: 1) What kinds of knowledge and skills are necessary for a journalist in the digital media environment? 2) What basic professional and ethical standards can be seen as the corner stones of the formation of professional identity of journalists in the digital era? Second, I consider some ideas of how to advance teaching (pedagogical principles and didactics) to respond to these changing requirements.I depart from the perspective of an educator as 'innovator', who attentively follows and reacts to the innovations in working environment (including both intellectual and technological innovations) and adopts them in teaching. Co-learning and experiential learning have proved to be successful strategies for training up-to-date journalists. In his book Experiential learning, David Kolb (1984) focuses on the structure of the learning process by looking at the holistic structure, the transformation process, and the process of self-regulation. The structural basis of the experiential learning process lies in the transaction among four adaptive modes and the way in which the adaptive efforts are resolved. In the model, concrete experience / abstract conceptualization and active experimentation / reflective observation are two distinct dimensions, each representing two opposed, adaptive orientations. A person may observe an event, integrate this into theories and derive hypothesis that are tested in action, creating new events and experiences. For journalism students experiential learning can be a method to combine practice and theory and find balance between them. Experiential learning should enhance the students' ability to recognize innovations and encourage them creatively use them in their work. The paper is based on a literary review, an analysis of contemporary journalism curricula in selected European universities, and on the experience of teaching journalism in my University as a case study. I also use the auto-ethnographic approach and self-reflection, as I have worked for ten years as a professional multi-platform journalist in television, online and print media and have been teaching practical journalism in the university at all levels for eight years.

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Distinctive features of journalism education in Myanmar and Cambodia

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Distinctive Features of Journalism Education in Myanmar and Cambodia (part 1)As journalism education is embedded in a social context, its form, content and standards vary widely among countries as well as within national boundaries. Indeed journalism education is offered in different ways by varied organizations. Invariably social, political, economic and historical factors as well as educational values and traditions and the availability or non-availability of resources shape journalism education. Nonetheless there exists a consensus on the qualities and standards of journalism education that is articulated by professional associations such as the World Journalism Education Council (WJEC), institutional advocates such as UNESCO, accreditation agencies, academic institutions and scholars.This norm of quality in journalism education was used as basis of a study that examined journalism education in five universities in five Asian countries, namely The Nation University (Thailand), the Royal University of Phnom Penh (Cambodia), Ateneo de Manila University (Philippines) and the Statesman Print School of Journalism (India), and the Myanmar Institute of Theology (Myanmar). The standards in journalism education - ie the set of ideals or principles used as a measure, norm or model that define quality - that were used in the study included a) curriculum and instruction, b) faculty and instruction, c) research, creative and professional activities, and d) student services, resources, facilities, equipment. The operational definitions of these five standards were used to develop an interview schedule. The heads of the journalism programs of each of the schools served as informants. Additional data was gathered from visits of the respective campuses and observations of classes.Data show similarities in the situation of Myanmar and Cambodia, on one hand, and Thailand, India and the Philippines, on the other. This conference paper focuses on Myanmar and Cambodia, two countries which exhibit similarities in terms of the state of their educational and media systems. In the following discussion the schools are referred to as either Cambodia or Myanmar. Distinctive features. Findings show distinctive practices in journalism education in the two countries which may be attributed to their respective unique socio-economic and cultural contexts. Among the salient findings are: Medium of instruction. English was the medium of instruction in both schools although it is not a lingua franca nor is there extensive use of it in daily life. The main reason for the choice of English had to do with the lack of qualified local faculty members, hence the dependence of both programs on foreign faculty sponsored by foreign donors or expatriates. Curriculum content. The curricula of the two programs offered courses on the principles of ethical and responsible journalism and the role of journalism in culturally-diverse democracies and in social change. In Myanmar, Media Ethics was offered as a single course. Innovative story-

telling, ie skills involving journalistic work across different media platforms, was offered in Cambodia, but not in Myanmar. At the latter, the mission-oriented curriculum sought to prepare students for work in the print media as this was the dominant mass medium among cultural groups in the country, especially those living in rural areas. Practicum. Practical experience was part of the educational experience in both schools. Practicum was required but credit was not assigned to it and hence did not appear in the student's academic record.

Reaffirming identity and integrity in journalism education through data journalism and data visualisation

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Described in 2014 as "the new punk" (Rogers, 2014), data journalism and data visualisation are now widespread in contemporary journalism practice (Karlsson & Sjøvaag, 2016). J-schools are responding with the introduction of data journalism into curriculum, typically urged from a technology-driven rationale to prepare students for the digital newsroom (Picard, 2015; Royal, 2014).This paper agrees with the view that data journalism has antecdents even prior to computational journalism in statistical and information based reporting that used graphs, tables and other visual forms (Knight, 2015). It goes on to outline the introduction of data journalism and data visualisation in a second year journalism subject as a means of reasserting the role of journalism in communicating unknown but necessary information to the public. It is argued that data journalism provides a conduit through which such pillar concepts as the 'fourth estate' and 'watchdog of democracy' can be actively understood through practice rather than through theory alone. This approach is consistent with the the theme "identity and integrity in journalism education" as it affirms journalism's long-held identity as a means through which information and knowledge is uncovered and imparted. It is argued that data journalism, with its emphasis on facts, returns journalism to its core role as a reporter of information. The 're-discovery' of fact checking as a journalistic technique, for example in the US-based Politifcact, is given as evidence of this return to core journalistic tenets. Furthermore, such a position is well situated in a tertiary journalism education environment in which students are learning to differentiate opinion and fact.The paper further claims that in setting data journalism skills within a broader research framework students are encouraged to view data as just one 'colour' of the journalist's research 'palette', helping to mitigate aversion and misconcpetions surrounding mathematics, numbers and statistics (Nguyen & Lugo-Ocando, 2015). This palette includes research through interviewing; exploration of public documents including reports and social media research. Again, the emphasis is on the role of journalism in uncovering and disseminating information, previously unknown to the broader public, and therefore further underlining journalism's traditional role.Whilst rooted in the above premise the paper does acknowledge the role of the contemporary digital news environment in necessitating an engagement with data journalism and visualisation in journalism education. It articulates how these features are integrated into the journalism research framework and the role of the educator in introducing 'foreign' concepts, including spreadsheet analysis and elementary coding to journalism students. It identifies the role of group project-based work in creating a collaborative learning enviornment through which the journey through the 'unfamiliar' is a shared learning experience. In so doing the learning environment reflects contemporary newsroom practice in which teams of journalists or teams of journalists and coders and graphic designers work collaboratively to create visual and dynamic stories, primarily for online publication. In the student experience online publication is achieved through a university news website.The paper concludes with its main argument: that the emergence of data-based reporting and visualisation has allowed public interest journalism to reassert itself as the pre-eminent journalistic form. In integrating this form into journalism education students are familarised through practice with the intrinsic role of journalism in society and long-held concepts of journalistic integrity and identity.

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Journalism education as global collaboration: Networking a student journalism project across 5 borders and 17 time zones

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Much research about networked journalism focuses on the ways audiences and professional journalists interact, but new forms of networked and transnational collaboration are emerging among journalism organizations and journalism educators around the world that need to be further assessed.

Organizational connections range from the global projects coordinated by the International Consortium of Investigative Reporters, which spans 65 countries, to well-known and contentious collaborations among leading global news outlets such as the New York Times, Guardian and Der Spiegel which worked with WikiLeaks to disseminate leaked diplomatic cables (Buzenberg, 2015; Graves & Konieczna, 2015). Transnational collaborations and co-ordinations are works in progress even for individual professional news organizations networking their own outlet's content and production across time zones (Usher, 2014).The project assessed here reflects a growing trend toward journalism educators also implementing global projects. From a worldwide Twitter scavenger hunt to a Global News Relay, journalism students are being introduced to international collaborations, taking advantage of the many inexpensive tools that enable them to connect in often short-term collaborative projects. A leading US academic exchange program notes that we are seeing enormous growth in international academic exchanges around the world and that the form of these connections has in some cases radically changed from the old model of merely sending students to study abroad. As Banks and Obst (2015) write, "The landscape of exchanges today is hardly recognizable. New forms of strategic collaboration are developed each year, involving many new components and reaching places that wouldn't have been possible even a few years ago."This paper assesses a series of global journalism education collaborations that have taken place twice a year for three years, involving hundreds of journalism students in various iterations from Armenia, Brazil, Bulgaria, India, Lebanon, the Netherlands, Taiwan, UK and US. Its aim is to both provide both a road map for such projects and to also delineate the challenges and benefits for professors and students involved in global collaborations.MethodologyDuring these three years, the project has given rise to a series of research inquiries concerning media literacy; changing concepts of 'newsroom' culture and practice; reporting in social media and the potential democratization of voices in new public spheres. Relevant data sets have been captured to address these different objectives. Methodological approaches have included participant observation, questionnaire surveys, peer-to-peer interviews and photography and videography of and by the participants.This paper will specifically address the following RQs:How do journalism professors negotiate and conceptualise the international dimension of the project?How do journalism students negotiate and conceptualise the international dimension of the project?Some data previously collected will help to answer these questions, but a new data set is in the process of being collected through participant observation, questionnaires and reflexive responses following the November 2015 iteration in which students reported globally and locally on the current refugee crisis.FINDINGS: A number of themes are emerging which identify both similarities in terms of news practices and attitudes toward social media as enabling the sense of a global audience for students work. For the professors, the project has resulted in greater understanding of the ways education is both supported and contained in other countries, but also the ways students learn how to report fairly and accurately on marginalized communities. At this stage, new data is being collected and analysed to clearly identify the benefits and challenges (as identified across multiple iterations of the project). We will provide some conclusions regarding new ways of internationalizing our courses as well as a a road map based on this project for the collaborative internationalization of journalism education.

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News Coverage of Health Interventions: Progress or Plateau in Facilitating Informed Decision-Making?

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The past decade has seen a significant decline in consumption of both print and broadcast news, and newsrooms have cut jobs accordingly (Guskin, 2013, June 25; Matsa, 2013, August 8), leaving journalists with the tremendous responsibility of reporting the news with fewer resources and less time. Further complications stem from the increasing pressure journalists experience from advertising and public relations organizations' attempts to influence both what is covered and how it is covered (Schwitzer, 2009). This combination of factors creates a perfect storm in which journalists – and health journalists in particular – are challenged more than ever in providing consumers with the information they need to make sound health and health policy decisions.At the same time, it is arguably more important than ever that the public can turn to news organizations for unbiased information about health issues. First, financial pressures in the health care system mean the average U.S. doctor visit lasts between 8 and 20 minutes, depending on the type of care, the type of patient and whether the average is based on physician reports about visit duration or observation of actual face-to-face interaction between doctors and patients (Chen, Farwell, & Jha, 2009; Gottschalk & Flocke, 2005; Shaw, Davis, Fleischer, & Feldman, 2014) . Second, consumers today have access to a wealth of online health information and generally report positive opinions of the Internet as a health information source – despite the fact that research suggests they often fail to find the information for which they are searching (Zeng et al., 2004). Finally, in addition to more-or-less objective information provided by health news and public interest organizations, including government agencies, consumers now are exposed to an increasing amount of health marketing information, including direct-to-consumer advertising of prescription drugs, health screening services and even health devices and procedures such as artificial hip appliances and robotic prostatectomy (Geransar & Einsiedel, 2008; Mirkin et al., 2012; Mitka, 2008).The purpose of this study, therefore, was to determine whether news organizations have gotten better – or worse – in their reporting on important consumer health topics such as diet, drugs, medical devices, surgery and other medical interventions. To investigate this question, we compared the most recent health story reviews from HealthNewsReview.org (HNR) with data from an earlier analysis of the reviews HNR published during its first eight years. The website and the work

of its founder, Gary Schwitzer, have earned awards and praise from both journalism and medical organizations, including a 2014 McGovern Award from the American Medical Writers Association (AMWA, n.d.).HNR had published 1,877 reviews between its founding in 2005 and April 2013, after which there was a hiatus in story reviews that lasted until January 2015. Between January and early December 2015, HNR had published 216 new reviews. This paper focuses on changes between the earlier review periods and reviews published between January 2015 and April 2016 to determine whether more recently reviewed stories were more or less likely to have met HNR's 10 criteria for quality reporting on health interventions. In addition, the paper examines whether, over time, higher quality reviews are associated with either specific health topics or with types of media channels (e.g. newspapers vs. wire services vs. health-focused websites).An analysis of story reviews from HNR's first eight years (2005-2013) showed evidence of significant improvements in news organizations' success in meeting six of HNR's 10 criteria for providing information consumers need about drugs, devices, surgery and other medical procedures, and diet; however, when data for television stories were excluded, significant improvement remained for only one of the criteria (avoiding disease-mongering). Disappointingly, the percentage of stories rated satisfactory on establishing the true novelty of the intervention declined significantly, and there was no change in the percentage of stories that adequately explained possible harms from medical interventions (AuthorWithheld, 2014). Despite some improvements, the findings of the earlier study suggested that what audiences can learn about health interventions from mainstream news outlets remains significantly incomplete; the reviews suggested that, more often than not, news stories fail to inform consumers adequately about the risks and benefits of medical interventions (Author Withheld, 2014). Continued evidence of these gaps in reporting on critical health issues would indicate that news organizations are falling short in terms of providing consumers with information that would empower them to participate more fully in medical decision-making.

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'Naked Swimmers': Chinese Women Journalists Experiencing Media Commercialization

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In accordance with the global trend of women's employment in journalism, China has witnessed an unprecedented increase of women's participation in the news profession in the last two decades. However, while accounting for more than 40 per cent of the labor force in journalism, women still tend to gravitate towards jobs and posts with lower pay and less power. Against this background, this paper tries to provide a glimpse to the obstacles to the success of women journalists in Chinese media. Data were collected through in-depth interviews with a group of journalists in four Chinesecities Guangzhou, Shenzhen, Wuhan and Chengdu in a research period from 2010 to 2014. Four major constraining mechanisms are identified: women-unfriendly job contract and salary system, weakwomen's association and trade union, sexist newsroom culture and male-centered family structure. The first two factors are associated with capitalism while the last two are to do with patriarchal culture. Drawing upon socialist feminism theory, this article inquires into the working of capitalism and patriarchy on women journalists in the context of Chinese media reform. It concludes Chinese media marketization reform since the 1980s is a double-edged sword to women journalists. On the one hand, it opens up room for women to seek subjectivity and agency and independence from the state-patriarchy control. On the other hand the male-centric market logic brings about new problems for women. As the state reduces its funding for public service and social welfares, women are subject to enlarged gender inequality. And with the deepening of commercialized culture, women journalists, like other women in the society, unavoidably become sexual objects in their news organizations. Therefore, Chinese women journalists need independence not only from the patriarchal-state, but also from the male-dominant market.

Help Wanted: Realigning journalism education to meet the needs of top U.S. news companies

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Journalism education has been struggling to prepare graduates for a profession in turmoil for more than a decade. As the industry evolves to incorporate new forms of delivery and a new relationship with the audience, educators have been tasked with preparing students for these new roles, while trying to instill traditional journalism skills and attributes into their graduates as well.In a content analysis involving more than 1,100 job openings posted in 2015 by the top ten newspaper companies and top ten broadcast journalism companies in the United States, the researchers have uncovered a decided shift in the requirements for journalism positions. More jobs than ever before require journalists to product content across multiple platforms and to understand how to monitor and increase audience engagement for their work.The paper argues that this analysis should be used as an impetus for journalism programs to re-examine their curricula. In programs that continue to operate in silos, offering a series of courses focused primarily on traditional work for newspapers or television stations, educators should be considering whether this is still a valid approach.   With nearly half (48%) of the jobs analyzed falling into the category of "multiple platforms," it's clear that the industry expects journalists to be adept at a much wider variety of skills now than in years past.Adding a layer of complexity to the discussion is the fact that the ability to write well is the first or second most commonly referenced skill, regardless of job category. For multiple platform positions, writing was mentioned in 71.1% of posts, for online jobs 66.7%, print (55.8%) and broadcast

(51.4%). However, in the multiple platform world this research illuminates, it's imperative that writing instruction be comprehensive enough that graduates can move seamlessly among various writing styles.The research also indicates that the ability to work as a team player is an essential attribute whether the position involves online (80.6%), multiple platform work (65%), print (48.4%) or broadcast (34.5%). In fact, more than half of all jobs in all categories demand this attribute in employment listings. Developing curricula that promote collaborative learning opportunities for students as a critical outcome of core courses could do much to prepare them for industry expectations. Other top skills and attributes include the ability to work on tight deadlines and a broad set of Web/multimedia skills. Yet, too many instructors give their students days to complete projects and resist designing assignments that mimic real-world reporting and publishing situations.As important as the traditional skills that have been incorporated into journalism instruction for decades is the need for graduates to be adept at social media. Nearly half (48%) of all the job postings indicated a requirement for applicants to be proficient with posting to social networks and common phrases used to describe desirable traits in applicants for many of the jobs were "building, maintaining and engaging the audience," "using metrics to re-evaluate tactics," and "must build community engagement." This new focus on the importance of the audience in the success of newsrooms is one that journalism educators have shied away from for too long.All of these skills and attributes must be fostered by journalism educators if they are to help their students succeed. With limited instructional time, those tasked with preparing future journalists need to be willing to reconsider whether current approaches are creating the types of journalists sought by the profession.

Journalism versus indigenous journalism – what's the korero*?

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*korero 2. (noun) speech, narrative, story, news, account, discussion, conversation, discourse, statement, information. (maoridictionary.co.nz)It is now well-established that journalism is an inherently cultural process, therefore it makes sense that journalism would be practiced differently in various cultural contexts (Breed, 1997; Hanitzsch, 2007; Hanusch, 2008). Indigenous media are doing just that thanks to new media technologies allowing cultures, among others, to take control of the production and dissemination of their own stories. Given that Maori TV and iwi (tribe) radio stations are well established in New Zealand, one would expect to find dedicated Maori journalism education and training in the country, but there is no such programme. In New Zealand, at least, the emphasis until recent years has followed a learning-by-doing system which mimics Anglo-American cultural contexts (Thomas, 2008). The growth in indigenous media, therefore, suggests it is time for journalism education to take on different hues.This paper focuses on the question of education and training of Indigenous journalists, specifically in Aotearoa/New Zealand, other countres. It will explores how indigenous ways of gathering and telling stories might differ from dominant western traditions of telling stories and how it is used or might be used in journalism education. It is also intended that this research will take up the challenge issued to any indigenous-related study, that it contributes to the self-determination of indigenous cultures (Bishop 2008, Freire 1972).As a Pakeha researcher, therefore, the choice of framework and method starts by acknowledging not only self-determination, but that indigenous cultures such as Maori are guardians for and developers of their own body of knowledge. Indigenous cultures have their own Indigenous research methods, and Aotearoa/New Zealand has played its part with Kaupapa Maori research methodology (Bishop, 2008). Bishop's guidance that Kaupapa Maori is not separatist or about non-interference, but about relationships between the peoples of Aotearoa/New Zealand, is seen in this proposed study as a paepae, or place where points of view can be met and discussed. The challenge for research approaching such a paepae from a western or pakeha direction, therefore, is to find a framework and method which will be a match for Kaupapa Maori and which will allow for korero.The framework of constructionism has inspired methodologies in recent decades which bear hallmarks familiar in indigenous research, namely narrative and storytelling in relationships which connect people. For example in social constructionism, the relational being in communication requires a critical inquiry which strives to understand the other, awareness of language and how it produces meaning, and the acceptance that knowledge is socially constructed (Gergen, 2009). Theories and study of narrative which are socially situated will form an important part of this research process. For example, narrative methods of inquiry which are socially situated require a researcher who is actively engaged in the process of inquiry and analysis, together with others as co-researchers (Clandinin, 2013; Cooperrider, Whitney, & Stavros, 2008). One of the prerequisites is that researchers are mindful of their own narratives as they approach the research. In response to such a requirement, and to Bishop's challenge for relationships, I believe it is the responsibility of every individual in Aotearoa/New Zealand to actively contribute to the Treaty of Waitangi Principles, particularly Participation, Partnership and Protection.

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What can journalists learn from successful YouTube stars? Mixed-method analysis of social media brands' content production strategies

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Research Objectives What can journalism education learn from famous YouTube brands like PewDiePie, Smosh and Michelle Phan? Journalists, especially in web contexts, compete with a high number of traditional and new public actors. The reason: In our post-modern, digitalized society, public attention more and more evolves to a central factor for systemic success. Journalists, but also sportsmen, politicians and companies, on the long term can complete their systemic tasks (e.g. informing people, winning matches, executing power or gaining profit) only by actively attracting their target groups' attention (Franck 1998).In times of decreasing offline audiences and uncertain business models within growing online competition, media actors need efficient attention strategies. Their competitors are not only other journalists, but basically everybody addressing similar target groups. The result of this inter- and intra-systemic competition is a need for active brand building within the media system. Journalists can no longer exclusively rely on their democratic tasks when legitimating marginalized reaches among readers. They have to integrate audiences' wishes, use actual technological possibilities, add public value to their content and stick out of the mass of similar platforms as an exclusive brand.At this point social media stars represent best practice. Regardless of channel topics these mainly non-professional actors show how to build exclusive brands and how to comply with young audiences' needs and wishes. Furthermore, actors on user-generated content platforms like YouTube, Twitch or Facebook today reach exactly those target groups future journalists will be addressing as well. To enhance our understanding of successful actual news coverage in an economy of attention, this study asks with regard to the content production of social media brands:Which superordinate attention strategies shape actual content selection and presentation of successful individual and collective public communicators?Theoretical FrameworkThis research is theoretically grounded in the concept of social change (Weymann 1998) resulting in a post-modern economy of attention (Franck 1998), and the idea of common media logics (Altheide and Snow 1979; Lundby 2009; Couldry 2008), assuming underlying action strategies for media coverage. The economy of attention is a key characteristic of post-modern societies resulting from different driving factors of social change. Societal mega trends like globalization, individualization, emancipation, capitalism and digitalization lead to a state of cognitive overload: the individual is no longer capable to accept, rate or even notice all the given (communicative) offers in life. Furthermore, on each market, among them the information market, there are numerous actors providing more or less equal services. For readers, watchers and listeners, the media market offers a growing number of sources, since the internet does not only bring together all actors from separate offline channels, but also supports the evolvement of new professional and amateur journalistic platforms. Where a large number of media actors reports on the same topics, success mainly depends on the ability to add value from the user's point of view and become exclusive towards competitors.Media logics theory assumes a set of common reporting guidelines shaping news media agents' work. Those guidelines are changing over time. We for example can distinguish between pre- (t1=year 1990) and post-internet (t2=year 2010) media logics. Qualitative analyses of media content and expert interviews with managing editors have shown that actual mass media logics strengthen original, spectacular, highly visual, emotional, personalized and contextualized news coverage (Meyen 2015; Landerer 2013).Methodological Design In a multi-method design (qualitative expert interviews and quantitative content analysis), key attention strategies of social media brands are explored. As main categories in the quantitative content analysis, the actors' topical selection and the content presentation are analyzed. Sub-categories have been deductively derived from the existing empirical work, inductively enhanced by 9 qualitative expert interviews with German YouTube stars carried out in October 2015. A channel's "professionality", "authenticity", "frequency", "personalization", "variety", "interactivity", "networking", "obscenity", "narrativity" and "corporate identity" have been established as valid factors for gaining public attention. The quantitative sample to empirically test these assumptions (December 2015) includes 1500 videos produced by the 100 most successful YouTube channels from Germany (filtered by subscribers). As regards the results of this study, it is more suitable to speak of attention logic guidelines rather than of media logic guidelines. This step is necessary, because the content production of social media brands do not necessarily match the definitions of journalism. On the other hand, gaming, beauty and lifestyle channels can equal professional journalistic coverage to a large extent. All in all, this study focusing on German YouTube stars shall enable journalism studies as well as journalism education to better understand how brand building and audience-relation can help media actors as means to stick out in the (online) competition for the (young) audiences' attention.

Online trolls and the freedom of speech: Devising a survival guide for journalism undergraduates & new entrants to the media industry.

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Trollology has becoming part of the debate around the power shift of the media and public online, with potentially damaging implications when it comes to journalists making comments on the web.Of particular interest is the fact that young journalists are encouraged to develop their online profiles, both as a career development tool, and as a requirement of many media owners as a way of interacting with audiences more and driving up revenues.Research to date finds little guidance being offered to help new entrants to journalism effectively navigate these potentially hostile spheres. Yet they are increasingly pressurised into developing an identity online.One part of this research explores the extent of the problem through qualitative interviews with well-established journalists from around the world.The second part involves qualitative interviews with graduates of journalism who have developed their online profiles and who blog/ tweet either as a promotional tool or as part of a media company requirement.Guidelines produced by some media companies are also analysed to determine their effectiveness at providing support to journalists. The concept of 'duty of care' with employees is also explored in terms of the health and safety of the workforce. There is an ethical dimension to the research.This on-going research has so far involved interviews with about 20 journalists from each of the categories, with more planned.The impact on the established journalists ranged from threats to harm them and their families, to their Facebook page being totally destroyed. While some were determined not to let the reaction affect their rights to publish their views openly, others confessed that it had made them shy away from certain topics. It became evident that apparently non-controversial topics could generate hate mail and silence writers.New entrants, including those operating as freelancers online, and those trying to advertise themselves on the Internet also faced some disturbing troll attacks. This was found to be upsetting by many and made some reconsider the type of comments they posted.Acid tongued trolls have managed to stifle online debate in some sectors, for instance, US Popular Science magazine scrapped its comments

sections warning that ''lively, intellectual debate' and the ability to inform the public about science issues are under threat.They were even partly blamed for the suicide of Australian TV presenter Charlotte Dawson.The debate about freedom of information and democracy has a long history. "Information is the currency of democracy," argued Thomas Jefferson. But are the "free exchange of ideas" (John Stuart Mill) and the concept of the media as a 'guardian of democracy and defender of the public interest' (Carlyle) now under threat?As part of this paper there is a consideration over if, and how, journalists can fulfil their obligations to society without resorting to self-censorship.As importantly, it attempts to produce some good practice guidance for undergraduates of journalism and trainee journalists to help them survive in this challenging environment without feeling compromised.

Mapping Chinese new media education landscapes

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The thriving of new media has resulted in changes of educations models worldwide in recent years. While there are seldom studies focusing on introducing Chinese new media education transformation in international academia.Using case studies and internet investigation research methods, the paper tries to mapping Chinese new media education landscapes. It argues that new media education is booming in journalism and communication schools of China. Generally speaking, Chinese new media programs try to integrate big data knowledge with traditional journalistic and humanistic construct, emphasize the new media skills with traditional journalistic practices, and bring in industrial practices into the modeling of new media talents. However, it is too early to say that there is a certain module to follow or a general consensus on building up the major. Different universities try to set up new media programs based on their own education features and taking their own advantages. More distinctive new media programs are shaping and becoming a certain module in China.

Comparative and intercultural approaches prevail in journalism research and study in China

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There are two myths in comparative study of Chinese and Western journalism: the westernizing myth suggests that Chinese journalism should absorb and transplant western news concepts, values and practice, thus it is unnecessary to compare; the de-westernizing myth indicates that Chinese journalism industry should take a distinctive path to carry on Chinese characteristics. Chinese journalism industry belongs to distinctive ideological and political systems, thus there is nothing to compare. The westernizing myth appears to be absorbing the modern western journalistic practice to promote the competitiveness of Chinese journalism. However, such a trend has fallen into a passive power relationship and lost its own creativity. The de-westernizing myth, on the one hand, considers western journalism as "wolves here"; on the other hand, wants to be "wolves themselves". Such a trend emphasizes uniqueness, self-development, and ignores the connection and interwoven relationship between Chinese and global journalism prospects.This paper argues that comparative approach is imperative for both research and study in Chinese journalism. The comparative perspective promotes self awareness, self openness, and self innovation, and help to construct a dialogic relationship within the international news communication system. It is an important driving force for reforms in Chinese journalism. In fact, Chinese journalism has been seeking for a path that would coordinate with Chinese political, economic, cultural and social backgrounds, as well as associate with other countries in a wide range of communications. The comparative approach, together with the intercultural approach that comes to the fore in recent years, offers opportunity for examining both Chinese and Western journalistic theory and practice in a diversified global journalistic context.A number of Journalism and Communication Schools in Chinese universities have launched comparative journalism courses, comparing values and concepts, journalism styles, regulations, media structures, news content, influential factors, and so on in Chinese and Western journalistic contexts. These courses devote to a better understanding of comparison and contexts, such as the frequent visits and exchanges between media organizations, the competition and cooperation between journalists, the acquirement and innovation of news styles, content, and concepts, the interaction and dialogues between media and audience. With the emphasis on the diversity of journalism and communication systems, students are equipped with an overall and integrated view of comparative study.How to transcend researchers' own limitations? How to transcend the imagined binary opposition between "we and they" to face the diversity and complexity of global news communication? These are important problems that deserve attention. Both researchers and learners are encouraged to be active examiners involving in the process of communication. They are encouraged to explain others from their own perspectives, and interpret themselves from others' perspectives. In such cases, comparative study may truly enter a realm of bilateral interpretations and interactive communication.

Deliberative Talk or Emotional Discharge: Examine How Citizens Respond to the Senkaku Islands Dispute in the "Below the Line" Comment Fields

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Integration of user generated content within professional journalism space creates a new platform for citizens to get engaged with news, affect public agenda, and contribute to public discourse and opinions (Tumber, 2001, UGC, 2012). The rising practice of opening up "below the line" comment fields, as one type of UGC (user generated content), is changing the journalism landscape within the traditional media (Graham & Wright, 2015). However, journalists hold a mixed view of "below the line" comment fields. While some believe the practice may make a positive impact in journalism due to its capacity of adding perspectives and contributing to public discourse (Reich, 2011), others think the poor quality of comments can only tarnish journalism organizations' reputation (Reich, 2011).Research into "below the line" comment fields remains limited for two primary reasons: the "below the line" comment fields are not archived by most academic database of news stories, and the theories to guide this newly emerged content are still under development. However, UGC has created a range of tensions and problems that need journalists to rethink of traditional values of quality, impartiality and balance with audience participation (Harrison, 2010).This study focuses on scrutinizing the quality of comment fields by examining to what extent such a practice has enhanced the public discussion of important issues. Specifically, the study selects to examine how citizens responded to the articles on the Senkaku Islands dispute[1] published in the Diplomat[2] online news website from April, 2012 when Tokyo Governor Shintaro Ishihara proposed to purchase the islands from the private owner to Dec. 2013 when Japan decided to increase defense budget amid tensions with China. From the theoretical

perspective of net-public deliberation of political talk (Graham, 2008), the study aims to address research questions on deliberative talk versus emotional discharge in comment fields. Modelling after Graham and Wright's (2015) approach to investigating the UN Climate Change Summit, this study will content analyze the comment fields based on the following characteristics: interaction,[3] behavior functions,[4] posting rate[5] and sources cited.[6]The findings of the study will not only address journalists' concern on the quality of UGC but also facilitate the understanding of the contributions of "below the line" comment fields to the net-public sphere of deliberation on issues.Although disputes over the Senkaku Islands or Diaoyu Islands or Diaoyutai Islands have been recurring for many decades, it is in April 2012 that the conflict involving Japan, China, Taiwan reached its climax because Tokyo Governor Shintaro Ishihara proposed to purchase these islands by the Tokyo Metropolitan Government. The proposal yielded a series of political and even physical clashes among the three sides. The Diplomat is an online publication headquartered in Japan. The publication provides analysis and commentary on events occurring in Asia and around the world (Diplomat, n.d.). According to Real Clear Politics (2010), the Diplomat has firmly established itself as a leading voice on Asia affairs with robust content from respected writers. Its editor Jason Miks noted that the news website embraced four dedicated blogs on China, India, Japan and Southeast Asia (Real Clear Politics, 2010). For example, Tadashi Ikeda, former chief representative of the Japan Interchange Association Taipei Office (Tsai, 2014), published one article in the Diplmat on Nov. 16, 2012, Getting Senkaku History Straight, which solicited 139 comments from readers. Interaction is about the type of interaction operationalized on three levels: with the news article content, with the journalist and/or with participants (Graham & Wright, 2015). Behavior functions include seven categories: reasoned claims, assertions, provide information, request information, degrading comments, acknowledgements, and call to action (Graham & Wright, 2015). Posting rate is about participation patterns measured as frequencies of posts by posters such as one time poster, two time poster and etc. (Graham & Wright, 2015). Sources cited are used to check how posters, like journalists, tend to use credible sources to back up their claims or support their positions (Graham & Wright, 2015).

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"Reinvention" through International Journalism Internship --American Students Reporting for the Chinese Media

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ABSTRACT: It's hard to imagine starting a newspaper internship for American journalism students in late 1990s in China, whose press is characterized as the communist press controlled tightly by a communist government in textbooks on international communication and often criticized by the media in the United States for heavy-handed government censorship. In such a media environment, how can our students, mostly undergrads from rural Midwest, perform given their journalism training and education about the First Amendment, media laws and the value of independent journalism? In China there are no press laws. Are our students prepared for such a challenging international internship given the drastically different political, social and cultural environment? Can our students adapt and will such an internship experience benefit them? Our school is located in a small city with a population of around 25,000, which includes the student population living off-campus, while Beijing has a population of 21 million people. No wonder one student intern said, "I know Beijing is big. But I didn't know it's this big." And there is the concern with safety—physical and political. When it was first started in 1999, there was only one applicant, who asked if her email account would be monitored by the Chinese government. Today our best students apply, and three former interns are now working for Chinese news organizations in Beijing, and one is going to be enrolled in the grad school of one of the best journalism programs in China.
 The internship is a part of the exchange program between the American university and the Chinese newspaper, which sends its senior editorial staff to visit the American university to guest speak in classrooms and provide open forums on campus. This research project is designed as a case study on the 16-year newspaper internship program between a public university in the American Midwest and a national daily in China. The objectives of this research project are an in-depth analysis and assessment of the value of the program in terms of international education and professional training, the challenges of the program in terms of preparations of the candidates and the impact of major world events on the program so that such an international internship program can reach its full potential and that more students will be inspired to seek out such opportunities to enrich their educational experience. Over the years the program sent 12 students to intern in Beijing and hosted 10 senior reporters and editors from the Chinese newspaper. This researcher will reach out to all the former interns to conduct in-depth interviews about their internship experience in Beijing to gain more insight into the strengths and

weaknesses of the program, what could be improved, and most of all, if the experience have had an impact in their professional careers. With diverse experience of the student interns and vastly different outcomes of the internship, the interviews will also focus on what made the internship a rewarding experience and hopefully help reveal hidden challenges that might have stymied an otherwise promising internship. This paper will provide the campus climate for the start of the program and the background of the China in late 1990s. The paper will introduce the rapid changes in the Chinese society, economy and its media in the last 16 years and how those changes impact the internship program. The paper will also discuss how to keep professional connections to the hosting newspaper strong.The paper will also examine various aspects of the internship, including negotiating the program agreement between two parties with completely different cultural, social, political and even currency values, cross-content logistics, safety and liability issues, funding and recruiting student applicants and institutional support so that the program can be sustained and improved and other similar programs perhaps might benefit from the discussions. Despite many challenges along the way, such as the outbreak of SARS in China when the university banned students from traveling to China, or September 11 terrorist attacks in America when entry visa to America was denied to the visiting journalist from the newspaper in China, or the current policy changes in China regarding foreign student visas, this researcher believes that international education and professional preparation through international journalism internship programs hold great promises and potential for our students. If done right, more students can participate and benefit from them. And overtime such exchanges can not only advance journalism education and careers, but also lead to greater cross-cultural understanding and peace journalism led by globally aware new generations of journalists.

Access to Information as a Journalistic Tool: A Case of South Korea

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Whether or not it is a constitutional or statutory right or as a human right, access to government-held information, often known as "freedom of information," is more widely recognized now than ever throughout the world. In the past nearly 30 years, freedom of information as a "right to know" has emerged as a newly discovered area of freedom of expression. The Freedom of Information Project, the London-based Privacy International's report, "Freedom of Information Around the World 2006: A Global Survey of Access to Government Records Laws," remains useful. But it needs substantial updating and revisions. Indeed, it had been already outdated by the time it was in 2006. For example, the Korean FOI statute of 1996, "Official Information Disclosure Act," which the report examined in its South Korea section, had been wholly revised in January 2004—that is, two and a half years before Privacy International's study.From an FOI perspective, South Korea is a fascinating case study. As a thriving democracy, Korea has had in place the checks and balances among the three branches of government especially since 1993, when the Korean government was taken over by a civilian president for the first time in 42 years. Korea undoubtedly represents a rule-of-law nation in which citizens and the government resort to the courts to resolve disputes, not extra-legal mechanisms. In this context, the FOI law in Korea has been as one of the liberalizing statutes that "make the government increasingly transparent."Meanwhile, if the FOI experience in other countries serves as a frame of reference, the higher percentage of individuals making FOI requests that information of private interest is requested in South Korea than that of public interest. For example, a widely used treatise on U.S. administrative law noted:Originally, it was thought that newspaper reporters and public interest groups would be the primary requesters. In fact, the vast majority of FOI requesters are private businesses or their lawyers, generally seeking information on their competitors. In 1981, one estimate was that only five percent of FOIA requests came from journalists, scholars, and authors combined. The rest came from businessmen or their representatives.Thus, it is fair to assume that professional or citizen journalists in Korea have been outnumbered by private individuals or organizations in using their access to information law. Not surprisingly, these private FOI users are most likely to focus on agency records with little regard for the public good, creating a situation where the major public policy implications of FOI have largely been overshadowed by the actions of private individualsIn this context, the present study examines the right to information in South Korea as it has evolved since 1996, when the right was first recognized as a statutory right for Korean citizens. Three questions provide the main focus of the study. First, what is the conceptual and theoretical framework of the right to information in Korea? Second, how is the right to information guaranteed as a constitutional and statutory right? And finally, how extensively have Korean journalists used the right to information as a reporting tool for their work?Kyu Ho Youm holds the Jonathan Marshall First Amendment Chair at the University of Oregon School of Journalism and Communication. He has received a Ph.D. from Southern Illinois University-Carbondale and holds graduate degrees in law from Yale and Oxford. Among his primary teaching and research interests are mass communication law, telecommunication policy, and legal research methods in mass media. Youm's law review articles have been cited by American and international courts, including the Supreme Courrts in the United Kingdom and Canada and the High Court of Australia. Youm has serviced as president of the Association for Education in Journalism and Mass Communicatin (AEJMC) in the United States.

Free tools, limited resources: A content analysis of Canadian data journalism awards, 2012-2015

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This study examines the quality of Canadian journalism data award winners and finalists at major national and international awards since awards starting assessing this category. Specifically, we completed a content analysis of data projects submitted to three main journalism associations that deal with this domain, the Online News Association, the Global Editors Network and the Canadian Association of Journalists, as far back as the first award in this category in 2012. Our main research questions were how journalists executed what could be considered Canada's best data journalism and how their attempts compared with other studies globally (Fink and Anderson, 2014; Knight, 2015). We replicated Knight's criteria for data elements from her 2015 study of data journalism in the UK, including elements such as textual analysis, timeline, static map, dynamic map, graph, infographics, table/list, animation, video, audio. A subset of our analysis addressed how the journalism incorporated interactivity, using a scale from the computer science literature on human computer interaction (Yi et al., 2007). We end the study with an analysis of what these results mean for teaching and learning data journalism.

Empowering Peer-to-Peer Learning Communities in the Global Online Classroom

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"MA International Journalism for Media Professionals" is a distance Masters that since 2012 has brought together students based around the globe on six continents who are professionally active across a wide range of media platforms.The curriculum is designed to facilitate knowledge sharing in lieu of knowledge export. Peer-to-peer exchange amongst distance learners is a key tool in promoting a culturally diverse approach to journalism theory and practice. Online lectures and debates facilitate an exchange of views and experiences amongst individuals from a range of cultural contexts. Peer-to-peer feedback on individual academic and journalistic projects, collaboration on group projects in a global virtual newsroom as well as the production of content overseas enables learners not only to reflect on, but also to experience culturally diverse approaches to their profession.This joint case study will critically consider whether a genuine de-westernisation of journalism education is achieved by means of peer-to-peer learning, and through an emphasis on the learning community aspect of the global online classroom and newsroom. A range of crossplatform-, social- and mobile technologies support peer-to-peer engagement on this Masters. This joint critical inquiry will examine the use of technology-enhanced learning in online journalism education and evaluate the merits of selected learning technologies and -platforms as tools to promote effective interaction amongst learners and as tools to empower the international community aspect of the curriculum.

Ethical Issues in African Journalism in the 21st Century

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Nigeria, with a 2013 estimated population of 175 million people is the most populous black nation and the seventh most populated nation in the entire world, coming behind China, India, USA, Pakistan, Brazil and Indonesia. Nigerians are one-fifth of the total population of the entire Black race. The country with 521 languages is the fourth country with highest languages. No wonder, the Northern and Southern parts of the present Nigeria became attractive to the British Colonial masters. The partitioning of Africa notably by Britain, France, Belgium, Germany, Spain and Portugal in the mid-19th Century immediately after the Abolition of Slave Trade introduced formal journalism into Africa. The colonial administrators and missionaries had their motives for bringing about their brands of journalism to Africa. These ranged from information dissemination to religious propagation. However, in the course of agitating for Independence, many African journalists adopted "combative" journalism which to them was nationalistic. Now, all African countries are politically independent, if not economically independent from their colonial administrators. It is thus clear that during the colonial administration, the "foreigners" brought their own brands of ethics into the practice of journalism in Africa; whilst during the agitation for independence, those plying the journalism trade evolved their own concepts of ethics. This scenario marked the birth of contextual journalism ethics. Since independence however, many of these African countries notably Nigeria, Ghana, Cameroun, Egypt, Kenya and South Africa have fashioned out various Codes of Ethics to guide journalists in seeking "identity and integrity" in the practice of journalism on the continent. This identity and integrity seeking process has inevitably led to the introduction of Media or Journalism Ethics in the curricula of most institutions offering Mass Communication or Journalism program. Generally speaking, most of the curricula touch on different aspects of Ethics including Introduction to Ethics, Canons of Journalism, The Journalist's dilemma, Privacy, Freedom and Responsibility, Freebies, Corruption, Responsibility to the society, Partisanship, Ownership and Environmental factors affecting ethical consideration.Until the end of the 20th Century, Journalism education only had to contend with Print, Radio and Television. However, the 21st Century has brought with it new concepts of journalism including Citizen Journalism and On-line Journalism. These concepts have not only changed Journalism identity and integrity but have concomitantly changed Ethical issues in Journalism practice. The issues in the 21st Century Ethical Issues in African Journalism now include: Who and what determine ethical standards? With the rapidity and bombardment of technology how easy it is for the journalist to adhere to ethical standards in news judgement? Whom or who should the journalist be accountable to? What role does economic consideration play in news judgement? Do ethnic, political and other primordial sentiments play any role in African Journalism? Are Canons of Journalism still relevant in the 21st Century Ethical Issues in African Journalism? Historical approach will form the theoretical framework and in executing this, extensive desk survey will be undertaken after extensive literature review. However, to put the study contextually, survey research through purposive sampling technique involving mass communication and journalism teachers in Nigerian tertiary institutions and journalism practitioners is to be embarked upon to determine their perspectives to ethical issues in journalism. as Glasgow (2005) puts it survey research is a veritable tool to employ when there is need ''to answer questions that have been raised, to solve problem that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyse trends across time, and generally, to describe what exists, in what amount, and in what context''. The response generated will be analysed using Statistical package for social sciences (SPSS). The research objectives include: factors determining news judgement in the 21st Century, handling identity in Journalism Education, anchoring integrity in Journalism Education, situating Ethical Issues in Journalism, and Using Ethics to promote the practice of Journalism in Africa. From literature review and research findings, discussions and recommendations would be made. It is hoped that this study would be able to determine Ethical Issues confronting the African Journalist in the 21st Century and proffer suggestions on the handling and teaching of emerging Ethical Issues in African Journalism.

Reporting in the Risk Society: the "story" of Islamic terrorism and Q&A's Zaky Mallah dispute in Australia

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Risks are ingrained in contemporary human conditions; so is the communication of these risks. In Ulrich Beck's (1992; 2000) ideas of "risk society", mass media play a significant role in the social construction, contestation and criticism of risks in the inescapable state of reflexive modernisation. In the journalism scholarship, there has been a sustained yet moderate level of interest in these ideas (Kitzinger, 1999; Lupton & Tulloch, 2002, Denney, 2005; Mythen & Walklate, 2006; Alan et al., 2010; Bakir, 2010; McCurdy, 2011; Holland et al., 2012).

However, as McCurdy (2011) rightly points out, the construction and representation of risks is not the only dimension to the journalistic "story". The story can at times become a potential source of risk for journalists and news organisations. In Australia, the story of the citizenship debate on the ABC's current affairs program Q&A in June 2015 is a perfect example of it. By critically examining the unfolding "story" that followed inflammatory exchanges between the Muslim youth Zaky Mallah and coalition junior minister Steve Ciobo MP in the program, I evaluate how different agents deal with the risk or "manufactured uncertainties" (Cottle, 1998, p. 7) surrounding the media depiction of the radical Muslim youth in Australia and the efficacy of the proposed stripping of dual citizenship as a deterrent. In this study, I analysed selected content from newspapers websites (the Sydney Morning Herald, the Telegraph), related online sites (Crikey; the Conversation) and the ABC's online materials. I argue that contrary to many simplistic and highly partisan views expressed, a nuanced view of a balance between the independence of the national broadcaster and collective national security is needed to make sense of the stances taken in this debate by the government, the ABC authorities, and commentators as well as the common people.

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Is the Agenda Set: State of Agenda Setting Research in China & Asia

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The academic field of communication research has been keenly interested and anxious about media effects. Among these, one of the most prominent was agenda setting theory, proposed by McCombs and Shaw (1972), out of a study on the 1968 US presidential election. This thematic analysis aims to provide an overview of agenda setting research publications in China and Korea. Arguably, the political factors and media systems in Asia differ greatly from those in the U.S. where the original agenda setting study was conducted. As such, some of the assumptions of agenda setting may not hold, and some of the mechanisms of agenda setting may not operate exactly the same. We are doing this with an eye toward extending scholarship by looking at what research trends are prevalent in Asia, what media channels are the main focus, what topical areas have been looked at, what methodologies are employed, and what theoretical perspectives are incorporated so as to shed light on the status of agenda setting research in China and Korea, and to articulate a host of paths for future empirical studies. To examine theoretical trends of agenda setting studies published in China and Korea, we conducted a content analysis of research publications about agenda setting in China and Korea from 1972 to 2015. To identify articles on agenda setting published in China and Korea, respectively, two search key words, 'Yicheng Shezhi (????),' and 'Yiti Shezhi(????)' for Chinese agenda setting studies and a search key word, '?? ??,' for Korean agenda setting studies were used in our data collection. The search key words we used are translated as 'agenda setting' in English. Using the two key phrases the search generated 2,186 full-text articles. We then sampled the articles via a systematic sampling method by selecting every 5th article for inclusion, resulting in the final 436 articles in the sample. In a similar fashion, 384 articles from the Korean academic database were retrieved. But many were not directly related to the agenda setting theory of McCombs and Shaw and many did not focus on the influence of medium in agenda setting research. As a consequence, we did not retain those non-qualifying articles. In the final analysis, 106 articles published in Korea were used in the study. Results indicated that the output of agenda setting research was impressive in both countries. Korean studies mirrored US studies in terms of topical focus, but research in China narrowly concentrated on social issues. Chinese agenda setting research was typically a-theoretical and lacking in methodological diversity, while such problems were less acute in Korean studies. More studies have moved on to internet and social media in both countries. Implications are discussed and new directions for future research are suggested.