

ASJMC

INSIGHTS

Spring 2011

INSIDE:

**WJEC Highlights Development
of Journalism Around the World**

**New Media Creates Demand
for New Approaches and More Skills**

**Teaching Media Literacy:
Goals and Functions in Undergraduate Education**

**World Journalism Education Congress
finds Numerous Issues of International Scope**

From the Editor

**“Knowledge” of Media Technology
Should Mean More than Knowing
How to Upload Content**

By James L. Stewart

ASJMC **INSIGHTS**

ASJMC Insights

Editor: James L. Stewart, Nicholls State University

Design and production: Kysh Brown, AEJMC/ASJMC

Submissions

Submit queries and manuscripts to Dr. James L. Stewart, *Insights* Editor, Department of Mass Communication, Nicholls State University, P.O. Box 2031, Thibodaux, LA 70310. E-mail: james.stewart@nicholls.edu. Phone: 985/448-4586. *Academic citations must in APA or MLA styles.*

The Association of Schools of Journalism and Mass Communication (ASJMC)

234 Outlet Pointe Boulevard, Suite A

Columbia, SC 29210-5667

803/798-0271 (phone) • 803/772-3509 (fax)

ASJMC on the Web: www.asjmc.org

ASJMC Insights is a publication of the Association of Schools of Journalism and Mass Communication.

Copyright © 2011 by ASJMC

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, including electronic, mechanical, photocopying, and recording, without the prior permission of the publisher. For information on getting permission for reprints and excerpts, or ordering additional copies, contact aejmchq@aol.com.

Opinions expressed in *Insights* are solely those of the authors and are not those of ASJMC or its officers.

Insights is printed and bound in the United States of America.

2010/11 ASJMC Executive Committee

President, *Paul Parsons*, Elon University • **President-elect**, *Beth Barnes*, University of Kentucky • **Vice-President**, *Peggy Kuhr*, University of Montana • **Past President**, *Maria Marron*, Central Michigan University • **Publication Committee Chair/Executive Committee Representative**, *Jean Folkerts*, University of North Carolina • **Executive Committee Representatives**, *Maryanne Reed*, West Virginia University; *Bob Lochte*, Murray State University • **ACEJMC Representatives Chair**, *Lori Bergen*, Marquette University • **AEJMC President**, *Jan Slater*, University of Illinois • **BCCA Representative**, *Jannette Dates*, Howard University • **Executive Director**, *Jennifer McGill*, AEJMC/ASJMC

Contents

- 6** *From the Editor*
**“KNOWLEDGE” OF MEDIA TECHNOLOGY SHOULD MEAN MORE THAN
KNOWING HOW TO UPLOAD CONTENT**
By James L. Stewart, Nicholls State University
- 8** **WJEC HIGHLIGHTS DEVELOPMENT OF JOURNALISM AROUND THE WORLD**
By Joe Foote, University of Oklahoma
- 11** **NEW MEDIA CREATES DEMAND FOR NEW APPROACHES AND MORE SKILLS**
By Mary Lou Sheffer, University of Southern Mississippi & Brad Schultz, University of Mississippi
- 14** **TEACHING MEDIA LITERACY:
GOALS AND FUNCTIONS IN UNDERGRADUATE EDUCATION**
By Seth Ashley, University of Missouri
- 18** **WORLD JOURNALISM EDUCATION CONGRESS FINDS NUMEROUS ISSUES
OF INTERNATIONAL SCOPE**
By Robyn S. Goodman, Alfred University

Special thanks to Dr. Al Delabaye, professor emeritus Nicholls State University, for his invaluable assistance.

From the Editor

“KNOWLEDGE” OF MEDIA TECHNOLOGY SHOULD MEAN MORE THAN KNOWING HOW TO UPLOAD CONTENT

By James L. Stewart, Nicholls State University

It has become an accepted truism that this generation of college students is technology savvy.

There is certainly a lot of evidence to support that position. After all, these students grew up in a world with remote-controlled appliances, cell phones and the Internet – a world where there may not be a chicken in every pot, but there is a television in nearly every room.

Granted, just about any 10-year-old can manipulate a DVR’s functions with more efficiency than the average 40-year-old. And what father hasn’t sat down with his children at a game consol only to be driven away in shame to sounds of, “It’s so easy Dad, just press A, toggle B and hold your left foot 2 inches above the floor.” (Okay, maybe the foot-thing is a bit of an exaggeration, but you get the point.)

At the age of 12 my youngest taught me about the existence of Internet sites that create complete bibliographic entries automatically when the user simply keyboards in the book title and author’s name. Once the entries have been entered, the sites will then produce a fully-formatted bibliography in just about any style.

But does the ability to operate technology mean that someone is really knowledgeable about it?

At a recent meeting our department’s advisory group, a common complaint of those members of the local media serving on the committee was that their younger employees do not understand the implications of their postings to social media sites.

One editor of a local news outlet with an anti-drug policy learned that a reporter was using drugs from a posting on a Facebook page.

Problems with employees making inappropriate social-media postings are not unique to the mass media. However, they are exacerbated when the employee is a journalist.

For right or wrong, journalists are typically expected to play by a stricter set of rules than does the general public.

There is nothing wrong with the average person posting items supporting a candidate for office, the NRA’s position on a bill affecting the sale of fire arms or the firing of the college football coach.

Journalists, on the other hand, are generally expected to be politically neutral, at least publicly.

There’s the rub.

It seems that all too many people do not appreciate the public nature of these outlets. Postings are not intimate conversations among friends. They are roughly equivalent to placing an article in the local paper.

Part of the problem may lie in a diminished regard for privacy. After all, we are hit with wave after wave of “reality” television shows in which participants appear to offer up the most sensitive personal material for public consumption.

Perhaps some people are influenced by misconceptions regarding the transiency of information.

While it is true that what is on Wikipedia today may be gone tomorrow, that does not mean that material is gone forever. In today’s world, information moves so rapidly that within moments of a posting, the material might have been copied and forwarded to a host of other recipients, who in turn might also have sent the material on.

Do students really understand that information matters? Do they appreciate that news is not defined as Twitter posts circulated and re-circulated until the story becomes self-verifying?

It seems unlikely that they will have the opportunity to learn these nuances on the job. As is pointed out in articles in this issue, professional organizations are under tremendous pres-

sure to meet an almost insatiable audience demand for information, while at the same time losing editorial staff. The reporter sent to cover a story is also expected to blog opinions.

When it comes to creating mass media content, actual “knowledge” of technology should have more to do with understanding the implications of creating that content and less to do with the mechanical process of distributing it.

WJEC HIGHLIGHTS DEVELOPMENT OF JOURNALISM AROUND THE WORLD

By Joe Foote, University of Oklahoma

The next few years will see more and more American journalism programs celebrate their centennials. These events are important maturation markers for a field that still relatively young. While we in the United States may feel like newcomers in the American academic sphere, we clearly are the senior citizens on the global stage. For most of the 20th Century, U.S.-based journalism programs dominated the field. Even in Europe, teaching journalism and mass communication widely at the university level is less than 40 years old. American journalism education still has the most well developed professional support structure, but the center of gravity is shifting. The Association for Education in Journalism and Mass Communication and the Association for Schools of Journalism and Mass Communication had no peer. The Accrediting Council for Education in Journalism and Mass Communication stood alone as an accrediting body.

The 2010 World Journalism Education Congress in Grahamstown, South Africa and its predecessor, the 2007 World Journalism Education Congress in Singapore, have shown how much the landscape has changed. Each meeting, which drew more than 300 delegates from more than 40 countries, demonstrated the palpable vibrancy of this emerging field on a global scale. These efforts are being backed by 29 different journalism education organizations ([Table 1](#)) that have come together during the past decade to form the World Journalism Education Council. The effort began as an initiative of an AEJMC task force appointed in 2001. The idea for a World Journalism Education Congress came from a joint AEJMC/ASJMC mid-winter meeting in London in 2002 with the Association for Journalism Education in the United Kingdom. Since 2002, the effort has grown from two organizations partnering together to a dozen to twenty to nearly thirty. Each year, a new partner emerges, and the effort gets stronger and stronger.

The 2007 meeting in Singapore was intended as a one-time effort to draw attention to the field, develop a statement of principles for journalism education, launch a global census,

and provide a forum focused exclusively on journalism education from both a professional and academic perspectives. The host partner was the Asian Media Information Centre, which blended its annual conference with WJEC. Much of the horsepower for these early efforts came from AEJMC and its members. Both AEJMC and ASJMC were solidly committed to this effort, providing both financial and in-kind support. ASJMC was particularly well represented in Singapore and sponsored a successful program for administrators. Out of Singapore's glowing success came permanence for the WJEC Council and an appetite for more global gatherings.

A WJEC planning meeting in Boston in 2009 became an important inflection point for this global movement. Rhodes University from South Africa boldly proposed that the Council back a bid for a 2010 World Journalism Education Congress that it would host in Grahamstown, South Africa on less than a year's notice. The Council had polled its member organization before the meeting. All voiced approval for moving forward except for the AEJMC Board of Directors in the United States. Its Board had serious reservations about the short planning time, the timing of the event to coincide with the World Cup, and AEJMC's lack of resources in tight budgetary times to devote to such an effort.

In the run-up to the first world congress, not having the support of the world's largest, oldest, best-resourced professional organization would have been a severe, perhaps fatal, blow. In 2009, however, the other organizations felt strongly enough and confident enough to move forward without AEJMC's official backing, a major step in the maturity of the movement.

The willingness of WJEC organizations to move forward so deliberately and so confidently showed both the hunger of the field for more communal activity and the lessened dependence on any one country for success. The lack of AEJMC official support, however, did not mean a lack of support from American journalism educators. ASJMC was a strong backer of the 2010 effort from the beginning. The In-

ternational Communication Division of AEJMC ran the global paper and panel competitions. A former head coordinated the small-group syndicates.

The broad-based strength shown by WJEC organizations is reflected in the programs they represent. During the past 30 years, there has been an explosion of new programs and strengthening of existing ones. Unlike in the industrialized countries, media consumption is growing rapidly in much of the developing world; traditional media organs have yet to reach their peaks. Correspondingly, the demand for new entrants to the professions has been exceptionally strong. From Asia to Europe to Africa to Latin America, journalism education is surging. The first global census of journalism education conducted by the University of Oklahoma in 2009 showed that there is a relative balance between North America, Europe and Asia with each having roughly a quarter of the programs. (wjec.ou.edu/census). Massive growth in China and India alone are moving these numbers significantly.

It was against this backdrop of rapid worldwide growth that the 2010 World Journalism Education Congress convened in Grahamstown. The regional role that WJEC plays on a global scale was particularly apparent. The congress became a magnet for African educators. Rhodes University had primed the pump by holding a pan-African journalism education meeting in 2009 on its campus. A year earlier, the UNESCO model curriculum for Africa had been released.

In many ways, WJEC-2 served as a coming-out party for African journalism education. It was an opportunity for African delegates to show the significant progress they had made over the past two decades and to sample the range of offerings from other continents. I particularly remember the delegation from Ghana basking in the excitement presenting their research to a global audience, being tuned-in so intently to the bounty of quality panels and relishing the chance to chat with stimulating colleagues at every turn. It was a reminder of how much Americans take for granted they progress through the routines of annual AEJMC and ASJMC meetings.

To those traveling to Africa, WJEC-2 was a fascinating window on a continent that few outsiders knew about firsthand. Just being at Rhodes University, one of Africa's most impressive programs with facilities to match, was an education in itself. Likewise, it was sobering to hear about some African programs and educators operating in isolation with practically no resources.

For the sizable group of Americans who travelled to Graham-

stown, WJEC-2 was an opportunity to take stock of the dynamism of journalism education globally. In many cases, we could see issues playing themselves out that peaked long ago in the U.S. The trust and respect between professionals and academics, which has advanced so far during the past generation, is a severe and pressing handicap for the majority of programs in developing countries. Likewise, the angst over decline of the mainstream media, that dominates thinking in the West, isn't even on the radar in many parts of the world. Americans saw directly what the global census has been telling them—that the world of journalism education is a much more balanced environment today than it was 30 years ago and that other players are ready to participate in global leadership in the 21st Century.

The sizzle in WJEC meetings came from the interaction of so many different perspectives and experiences. Sessions that looked quite ordinary on paper turned into a rich tapestry of stimulation. Nowhere was this so more than in the small group “syndicates” that have become a hallmark of WJEC. Robyn Goodman explains some of that magic in another article. Reports from the thoughtful input of many nationalities can be found at the WJEC website (wjec.ou.edu/syndicates2010).

The syndicates underscored that the problems of journalism education are universal, but the perspectives are not. It was truly fascinating to spend two or three days with the same group of concerned colleagues, batting around the issues and best practices of the field. In the syndicate on media literacy in which I participated, I was energized by persuasive, informed views from five continents each with its own rationale and cultural imperative. Our steady migration to a common understanding and appreciation of the issue was a tangible reward in itself.

As ASJMC President Paul Parsons wrote in the Fall 2010 ASJMC newsletter, the Grahamstown meeting also underscored the hunger of administrators globally for more programming, training and connections. The content presented in the sessions he organized and the informal interaction at the conference must become a more prominent part of any WJEC meetings.

With the successes of Singapore and Grahamstown reverberating around the globe, the World Journalism Education Council is not waiting for inspiration to strike to organize another congress. In Grahamstown, the Council issued a call for proposals for a third WJEC in 2013. From the initial level of interest, there will be a strong set of bids from which to choose. The Council will meet in July 2011 in Istanbul, Turkey, to decide the site.

The global march of journalism education continues. Conferences like the World Journalism Education Congress validate that reality and provide a surge of energy for the field. That ASJMC has been a strong supporter of this effort is a

tribute to its global perspective and leadership.

Dr. Joe Foote is the dean of the College of Journalism and Mass Communication at the University of Oklahoma

TABLE 1

World Journalism Education Organizations

- African Council on Communication Education (ACCE)
- Arab-U.S. Association for Communication Educators (AUSACE)
- Asian Media Information Centre (AMIC)
- Association for Education in Journalism & Mass Communication
- Association for Journalism Education (U.K.)
- Association of Schools of Journalism & Mass Communication (ASJMC)
- Brazilian Society of Interdisciplinary Studies in Communication - Intercom
- Broadcast Education Association (BEA)
- Canadian Committee for Education in Journalism (CCEJ)
- Chinese Communication Association (U.S.-based)
- Chinese Journalism Education Association
- European Journalism Training Association (EJTA)
- Global Network for Professional Education in Journalism and Media (JourNet)
- International Communication Association
- Latin American Federation of Social Communication Schools (FELAFACS)
- Israel Communication Association
- Japan Society for Studies in Journalism and Mass Communication
- Journalism Division, International Communication Association (ICA)
- Journalism Education Association (Australia)
- Journalism Education Association (New Zealand)
- Journalism Research and Education Section, International Association of Media and Communication Research (IAMCR)
- Korean Society for Journalism and Communication Studies
- Latin American Association of Communication Researchers (ALAIC)
- Nigerian Association of Journalism and Mass Communication Teachers
- Philippine Association of Communication Educators (PACE)
- Russian Association for Education in Journalism
- Russian Association for Film & Media Education
- Saudi Association for Media & Communication
- South African Communication Association
- Theophraste Network

NEW MEDIA CREATES DEMAND FOR NEW APPROACHES AND MORE SKILLS

Mary Lou Sheffer, University of Southern Mississippi
& *By Brad Schultz*, University of Mississippi

At the 2010 AEJMC annual convention in Denver, a panel of sports writers and former athletes confirmed what many in the industry already suspected — that new media technologies, such as Twitter, blogging and social media, are fundamentally changing the way journalists do their jobs.

“Twitter has completely changed our beats,” said Lindsey Jones of the *Denver Post* at the panel called *Ahead of the Curve: Multimedia and the Future of Sports Journalism*. “I can’t remember what the job was like before it. The whole mentality has changed. Who cares when you get it on the website? Twitter is what matters.”

The panel featured Jones, the *Post* beat writer covering the Denver Broncos; Ben Hochman, the beat writer for the Nuggets at the *Post*; Graham Watson, a former ESPN college football blogger; and Reggie Rivers, a former Broncos player who transitioned into television sportscasting. All agreed that these new media tools require new approaches for journalists.

“The way you approach the workday is completely different than just a few years ago,” said Hochman. “If (Nuggets player) Carmelo Anthony sneezes, people want to know. A lot of people care.”

Those people — media audiences — are now fully interactive, and extremely demanding in terms of what they want from content providers. “The way people experience sports media has changed,” said Rivers. “They can tailor it to the way they receive information; the way they follow certain teams” (“Ahead of,” 2010). That is one reason Twitter has become so popular, with 44 percent of online news users saying that they get their news at least a few times a week through e-mails, automatic updates or posts from social networking sites. Last year, Twitter’s monthly audience increased by 200 percent (“New media,” 2010). Blogging is similarly popular, as Watson noted that “during the football season, ESPN will get 18 million unique page hits per month, and the NFL

twice that. ESPN is making millions” (“Ahead of,” 2010).

It’s all part of the audience demand for instant information, which makes the job of today’s journalist more difficult and demanding. Borrowing from Tom Wolfe, Hochman calls it the “New Journalism,” and it has consequences for all media, especially newspapers. Hochman must tweet constantly to keep audiences informed. Hochman has 3,700 followers on Twitter; his colleague Jones has 11,000, and on a typical day she starts tweeting at 8 a.m. and doesn’t finish until 9 p.m. “It changes the way we approach the newspaper,” said Hochman “If it’s already appeared on Twitter, why read the newspaper?” (“Ahead of,” 2010).

It’s not just a matter of simply producing more information—today’s journalists must also interact with audiences. Blogs, Twitter and the social media are global bullhorns that previously-ignored media consumers can use to make their voices heard. They desperately want to be heard, and they also want to feel that someone is listening, which adds yet more responsibility for the modern journalist.

“The new dynamic is media and fans,” said Hochman. “People are tweeting me constantly and I’m encouraged to interact with them. I’m not just writing for them, but communicating with them” (“Ahead of,” 2010).

A recent study further supports this shift in communication. Despite sports journalists’ perception of using Twitter most often for breaking news (Schultz & Sheffer, 2010), a content analysis (Sheffer & Schultz, 2010) revealed the No. 1 use of Twitter by reporters was to post personal opinions.

In the “old days” of sports journalism, a beat writer might begin the day by hanging out in the locker room or at the field to sniff out a story. “That’s 90 percent of sports reporting,” said Bill Placshke of ESPN and the *Los Angeles Times*. “Standing around batting cages, and end zones and practice

courts, just talking. The best sports reporters are the people who are best at hanging out.” But today the hanging out takes place in cyber space, and most sports reporters start their day, not at the practice field, but in front of the computer screen. “You wake up at 7 a.m. and put your face into the computer until 10 p.m.,” said Graham Watson. “It’s a grueling, demanding job and burnout is a real danger” (“Ahead of,” 2010).

Besides constant tweeting, the sports reporter must keep up with other responsibilities—getting interviews, digging out story leads, covering the game and writing the finished product. In an era of multi-media journalism, that finished product is usually a combination of video, tweets, blogs and text. Consider what would be a typical day for *New York Post* sports writer Bart Hubbuch. On March 10, 2009, Hubbuch posted in his blog, “Here is video I shot today of (Mets manager) Jerry Manuel’s reaction to the sudden release of reliever Duaner Sanchez. As you can tell, Manuel doesn’t seem entirely pleased by GM Omar Minaya’s move” (Hubbuch, 2009). The blog then led to an embedded four-minute video interview with Manuel. On the day the video appeared, Hubbuch wrote the main story of Manuel’s reaction for the print and web editions of the paper. He also posted eight entries to the *Post* Mets blog; the first at 9 a.m. and the last at 5 p.m. All of the posts allowed readers to add their own comments and opinions, and one included a blog poll asking if pitcher Pedro Martinez should return to the team.

But in the rush to embrace multi-media platforms and new media technologies there have been some unintended, and troubling, consequences. There is a concern that the rush to get information on Twitter — to break the next big story — is leading media outlets to forsake good journalism. Stories that would have been debated and analyzed are now pushed into the public sphere with little or no thought. “College football realignment was the best example of false reporting in the new media,” said Graham Watson of the sports story that dominated the summer of 2010. “Ninety percent of it was just not true and irresponsible” (“Ahead of,” 2010). To prove that point, *Washington Post* reporter Mike Wise made up a phony story on Twitter regarding the possible suspension of NFL quarterback Ben Roethlisberger. “Roethlisberger will get five games, I’m told,” Wise tweeted in August 2010. Within minutes, the *Miami Herald*, *Baltimore Sun*, *Pittsburgh Tribune-Review* and *Pro Football Talk* were among the many outlets that passed along the information to their readers, attributing it to Wise and the *Post* (Smith, 2010). Although Wise later apologized for the stunt, it did point out the threats to journalism standards in the age of Twitter. “We’re losing the vetting process and a degree of journalistic integrity,” said Rivers. “There’s

no time to consider or edit anything” (“Ahead of,” 2010).

Another danger is journalist burnout. Watson left ESPN in part because she couldn’t keep up with the almost impossible demands of the job—trying to cover 50 college football teams spread all across the country. Scott Reinardy (2007) at Kansas has extensively studied job burnout among sports journalists, and he reports that role overload has had a negative effect on job satisfaction. Adding to the problem is the fact that most of these journalists don’t get paid extra for their added responsibilities. In an era of uncertain media economics, when many outlets are cutting back, laying off or simply shutting down, multi-media reporting makes good financial sense. Dan Conover (2006), director of new media development for the Charleston (SC) *Post and Courier*, writes, “Media companies of late have been far more interested in adding new publications and products [without adding staff] than they’ve been in improving quality. Squeeze your staff and production capabilities harder and get growth out of new products.”

Just as obviously, almost all journalists don’t like it. According to one newspaper sports reporter, “I bet 95 percent of [those journalists] who have been forced to blog don’t get paid an extra penny for doing it. That means we’ve added an extra story per day ... with no raise at all” (Schultz & Sheffer, 2007, p. 71).

But despite its many drawbacks, this new “New Journalism” is not going away any time soon. Even if journalists get caught in the cross hairs, audiences love it, and it makes economic sense for news executives and managers. As just one more sign of the times, consider the case of Dan Petty. Still in college in the summer of 2009, he worked at the *Denver Post* as a Dow Jones Newspaper Fund multi-media intern. The *Post* extended his internship in December, and then hired him full-time in January 2010. All of 22 years old, Petty became the *Post*’s social media editor, responsible for coordinating the newspaper’s multiple platform delivery.

Therefore, journalism curricula need to focus on the emerging world of multi-media, multi-platform journalism. To keep in stride with current journalistic trends, journalism professors could require their students to create and maintain a journalistic blog that complements their traditional news assignments. These blog posts should include additional information, including hyperlinks to other news sources. Other assignments could focus on analyzing how reporters use Twitter to disseminate information.

In regard to print students, research has shown that print journalists must know how to produce video packages.

Therefore, print curricula should include basic broadcast journalism courses. Lastly, students could benefit from a capstone course in which they are required to produce all elements of a multi-platform story. In other words, for each assignment students would rotate positions among print, broadcast, and online reporter.

Mary Lou Sheffer, Ph.D., is an Assistant Professor in the School of Communications and Journalism at the University of Southern Mississippi.

Brad Schultz, Ph.D., is an Associate Professor in the School of Journalism and New Media at the University of Mississippi.

References

- Ahead of the curve: Multimedia and the future of sports journalism. (2010, August 5). Panel at the annual convention of the Association for Education in Journalism & Mass Communication, Denver, CO.
- Conover, D. (2006, December 15). *Invest or fail*. Retrieved January 7, 2007 from: <http://conovermedia.blogspot.com>.
- Hubbuck, B. (2009, March 10). Manuel talks Sanchez release. *New York Post*. From: <http://blogs.nypost.com/sports/mets/>
- New media, old media. (2010, May 23). *Pew Research Center*. Retrieved August 30, 2010 from: <http://pewresearch.org/pubs/1602/new-media-review-differences-from-traditional-press>
- Plaschke, B. (2000, January-February). The reporter: 'That's twice you get me. I'm gonna hit you right now, right now!' *Columbia Journalism Review*, pp. 42-44.
- Reinardy, S. (2007). Satisfaction vs. sacrifice: Sports editors assess the influences of life issues on job satisfaction. *Journalism & Mass Communication Quarterly*, 84(1), 105-121.
- Schultz, B. & Sheffer, M.L. (2007). Sports journalists who blog cling to traditional values. *Newspaper Research Journal*, 28(4), 62-76.
- Schultz, B., & Sheffer, M.L. (2010). An exploratory study of how Twitter is impacting sports journalism. *International Journal of Sports Communication*, 3(2), 226-239.
- Sheffer, M.L., & Schultz, B. (2010). Paradigm shift or passing fad? Twitter and sports journalism. *Special Issue – Social Media in Sports Communication* in the *International Journal of Sport Communication* [in press].
- Smith, M.D. (2010, August 30). "Washington Post's Mike Wise fabricates story to prove point." *Fanhouse.com*. From: <http://backporch.fanhouse.com/2010/08/30/washington-posts-mike-wise-fabricates-a-story-to-prove-a-point/>

TEACHING MEDIA LITERACY: GOALS AND FUNCTIONS IN UNDERGRADUATE EDUCATION

By Seth Ashley, University of Missouri

“Media literacy” has become a buzzword of the Information Age, yet it remains a nebulous term used to describe a variety of educational goals and a diverse field of study. Since the emergence of the media literacy movement in the early 1990s, scholars have struggled to define the field and establish standards for what it means to be media literate. For educators, one size of media literacy education need not fit all; instructors must choose the approach that works best for them and for their students. But a lack of discussion and consensus is slowing the vital process of implementing widespread media literacy education in America’s schools and colleges.

Broadly, media literacy has been defined as the ability to access, analyze, evaluate and communicate a variety of media messages (Aufderheide & Firestone, 1993). These skills are crucial for navigating our media-saturated society. But under the umbrella of media literacy, different camps stress different components, ranging from technical and research skills to civics and journalism to the social, political and economic contexts of media. Technical and research skills might include learning to edit video and photos, and using online search engines to verify information. These basic skills tend to fall under the rubric of “information literacy” (Hobbs, 2008). Another approach places emphasis on civics and the role of journalism, and is often referred to as “news literacy.” This model is being pioneered at places like Stony Brook University, where, with the help of a Knight Foundation grant, all undergraduates are required to take the News Literacy course. Other educators stress the social, political and economic contexts of media, which can be understood to include differences between American and other media systems, economic imperatives, media ownership and control issues, and the techniques used by media marketers (Potter, 2004). This topic area is often referred to as “critical literacy” (Hobbs, 2008; Lewis, 2009).

The different disciplinary approaches range from a tendency to reinforce dominant paradigms of the U.S. media system

while others seek to question and change it (Hobbs, 1998, 2008). Many scholars have argued in favor of this latter disciplinary approach, positing that the goal of media literacy is to help people become sophisticated citizens rather than sophisticated consumers (Lewis & Jhally, 1998). Ewen (1996) adds that media literacy should be viewed as “an education in techniques that can democratize the realm of public expression and will magnify the possibility of meaningful public interactions” (p. 414). And finally, calling for a broader definition and more widespread media education, Dyson (1998) suggests that media literacy is necessary because media corporations have not done their part to serve the public interest.

Many scholars suggest that media education demands critical analysis of media texts and the contexts in which they appear (Denski, 1994; Lewis & Jhally, 1998; Sholle, 1994).

Living in what Marshall McLuhan (1997) coined the global village, it is not enough to merely understand media, students need to be empowered to critically negotiate meanings, engage with the problems of misrepresentations and under-representations, and produce their own alternative media. Addressing issues of inequality and injustice in media representations can be a powerful starting place for problem-posing transformative education. Critical media literacy offers the tools and framework to help students become subjects in the process of deconstructing injustices, expressing their own voices, and struggling to create a better society (Kellner & Share, 2005, p. 382).

This approach, at its most extreme, advocates for the democratic transformation of society. McLaughlin (1994) criticizes traditional media education, suggesting that democracy would benefit from a critical approach to the economic, political and cultural status quo. “Critical pedagogy seeks to move beyond the mere description of the status quo and to

offer new ways of thought and practice that provide students with new 'ways of seeing,' with the goal that they might become empowered to form their own challenges in the arena of public life" (p.6).

This approach need not advocate a specific point of view or ideology. Lewis (2009) criticizes those who advocate against a critical approach and concludes that greater consensus among scholars would help justify this approach.

For the anti-media studies tirade is based on the dull and unthinking premise that we should live in a media-saturated society without any curiosity about its significance, its origins, its meaning or its influence. It should not be difficult to fend off such ill-considered criticism, and yet our defence of media studies is not as well rehearsed as it might be. This is, in large part, because our reasons for doing media studies lead us to a quite different set of rationales (p.91).

Scholars also propose that mass media have taken on the form of social institution in ways similar to church, school, government and family. But because media are generally commercial enterprises, they should not be allowed to go unquestioned and unanalyzed. As Art Silverblatt suggests, "in Western countries operating on the private-ownership model (most notably the United States), media systems were never intended to serve as a social institution. Instead, the primary objective of a privately owned media organization is to make a profit for the company" (2004, p. 35). Because media perform functions similar to those of other social institutions (membership in a group, establishing order, helping people contend with change, defining values, providing role models and educating), media products and the institutions that produce them should be the subject of widespread critical analysis.

Many scholars have compared media education in the U.S. to that of other English-speaking countries, such as Canada, Australia and the United Kingdom. The overwhelming consensus is that the U.S. lags far behind these countries (Buckingham, 1998; Covington Jr, 2004; Guo-Ming, 2007; R. Kubey, 1998; R. W. Kubey, 2003). "The United States finds itself in the ironic position of being the world's leading exporter of media products while simultaneously lagging behind every other major English-speaking country in the formal delivery of media education in its schools" (Kubey, 2003, p.352). While England and Australia have emerged as leaders in the field, the U.S. also has lagged behind an array of developed nations including New Zealand, Chile, India, Scotland, South Africa, Japan, France, Italy,

Spain and Jordan (Silverblatt, 2008).

In the U.S., the development of media literacy as a field is limited by several factors, including a lack of widespread interest beyond a handful of scholars and activists, unclear definitions, a lack of evidence to justify a set of educational goals or methods of assessment, the separation of media educators and practitioners, and there remains relatively little research or debate on the matter (Bazalgette, 2001). Not surprisingly, the mechanisms of politics also are at play. Scholars have pointed to the contradiction that exists particularly at the college level. In many ways, media literacy would have college students critique the media products and content and institutions that they are being groomed to create and embrace in their professional lives (Lafky, 1994). "In some ways, a media literacy education might be considered a direct challenge to what normally takes place in 'professional' schools in higher education. Although professional programs focus on the practitioner, media literacy focuses on the citizen" (Christ, 2004, p. 94).

Another obstacle faced by those who wish to see media literacy as part of school and college curricula is the challenge posed by the need to assess the effectiveness of media literacy education (Potter, 2004). The assessment of education effectiveness in general is the subject of ongoing debate in the U.S., and this is particularly true in the case of media literacy. A handful of researchers have attempted to develop methods of assessment, and their findings are instructive. Generally, they have taken quantitative approaches and found that media literacy instruction leads to improvement based on such measures as message comprehension, writing and critical thinking (Hobbs & Frost, 2003) or media structures and influence scales (Duran, et al., 2008). Other researchers have focused on qualitative methods such as case studies (Sobers, 2008; Williamson, 1999) and ethnographies (Van Bauwel, 2008) to evaluate the effectiveness of media literacy education.

Ultimately, the news-making process is subject to a variety of influences and pressures that often serve a limited set of interests and perspectives (McChesney, 2004, 2008; Shoemaker & Reese, 1996), and it is important for media consumers to have some knowledge of the impact of media and the forces that influence media content. Media illiteracy in this area may present a danger to society if individuals are not properly equipped to evaluate and analyze the endless stream of media messages they receive.

A lack of media literacy may also lead to a devaluation of quality journalism, which currently is in desperate need of public support. As journalists are laid off and newspapers

scramble to find viable business models, a key part of the solution to this crisis could be an effort to encourage more sophisticated consumption of media. Even journalism schools would likely benefit from this effort, as their services could become more valued on college campuses and in society.

More broadly, the virtues of liberal arts education today are equally extolled and called into question (See Seifert, et al., 2008), and it is useful to consider the role media literacy could play in advancing the traditional liberal approach in the Information Age. Many scholars agree that the liberal approach best prepares students for the future by fostering “breadth of awareness and appreciation, clarity and precision of thought and communication, critical analysis, honing of moral and ethical sensibilities” (Shoenberg, 2009, p. 56). Studies have found that liberal education has a positive effect on such outcomes as “intercultural effectiveness, inclination to inquire and lifelong learning, well-being, and leadership” (Seifert, et al., 2008, p. 107). Media literacy can potentially help to keep liberal arts education up to date while fostering these traditional abstract abilities. Hopefully, future research can help establish the continuing strength of a liberal arts education and the role media literacy can play in making it even stronger. “Articulating the good of liberal education—what we should teach and why we should teach it—is necessary to resist the subversion of liberal education to economic or political ends and the mania for measurable skills” (Evans, 2009, p. 75).

An excellent starting point for new media literacy educators is The Center for Media Literacy’s five “Core Concepts” and five “Key Questions.” (See [Figure 1](#))

The key questions are built on the core concepts, and several of these concepts and questions have obvious implications for the study of social, political and economic contexts of media. It is impossible to separate a discussion of media’s “embedded values and points of view” and attempts “to gain profit and/or power” from learning about media structures and ideology. The skills, concepts and questions set forth by the Center for Media Literacy are outlined in the report “Literacy for the 21st Century: An overview and orientation guide to media literacy education,” written by Elizabeth Thoman and Tessa Jolls. Their approach has been accepted

References

- Aufderheide, P., & Firestone, C. (1993). *Media literacy: A report of the national leadership conference on media literacy*. Queenstown, Md.: Aspen Institute.
- Bazalgette, C. (2001). An agenda for the second phase of media literacy development. In R. W. Kubey (Ed.), *Media literacy in the information age: Current perspectives* (pp. 69-78). New Brunswick, N.J.: Transaction Publishers.
- Buckingham, D. (1998). Media education in the UK: Moving beyond protectionism. *Journal of Communication*, 48(1), 33.

FIGURE 1

5 Core Concepts	5 Key Questions
1. All media messages are constructed.	1. Who created this message?
2. Media messages are constructed using a creative language with its own rules.	2. What creative techniques are used to attract my attention?
3. Different people experience the same media message differently.	3. How might different people understand this message differently?
4. Media have embedded values and points of view.	4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Most media messages are organized to gain profit and/or power.	5. Why is this message being sent?

Figure 1. From the Center for Media Literacy (2008)

and embraced by a wide variety of scholars and educators.

For now, research in developing methods for studying and evaluating the usefulness and effectiveness of media literacy education is limited but growing. Potter writes that “we are at the very beginning of the huge challenge posed by assessment” (2004, p.253). In the United States, the assessment of educational effectiveness is the subject of much debate, and this is especially true for media literacy education. Nevertheless, media literacy experts are prepared to begin to implement some type of formal, basic media literacy education in middle school, high school and at the college level. And educators need not be afraid of examining social, political and economic contexts that surround media messages and their creators.

In our saturated media universe, media literacy education is essential not only to understand and evaluate individual media messages but also to comprehend the media system as a whole. Without a thorough knowledge of media structures and practices, media audiences cannot critically evaluate the messages that shape our consciousness and construct our realities. Thus, media literacy education begins with awareness and analysis but culminates in reflection and engagement. The ultimate goal of media literacy is empowerment.

Seth Ashley is a doctoral candidate at the University of Missouri School of Journalism and will be an assistant professor in the Department of Communication at Boise State University in the fall.

- Christ, W. G. (2004). Assessment, Media Literacy Standards, and Higher Education. *American Behavioral Scientist*, 48(1), 92-96.
- Covington Jr, W. G. (2004). Creativity in teaching media literacy. *International Journal of Instructional Media*, 31, 119-124.
- Denski, S. (1994). Building bridges: Critical pedagogy & media studies. *Journal of Communication Inquiry*, 18(2), 65-76.
- Duran, R. L., Yousman, B., Walsh, K. M., & Longshore, M. A. (2008). Holistic media education: An assessment of the effectiveness of a college course in media literacy. *Communication Quarterly*, 56(1), 49-68.
- Dyson, R. A. (1998). Media literacy: Who needs it and what does it mean? *Gazette*, 60(2), 155-166.
- Evans, W. (2009). Iris Murdoch, liberal education and human flourishing. *Journal of Philosophy of Education*, 43(1), 75-84.
- Ewen, S. (1996). *PR!: A social history of spin* (1st ed.). New York: Basic Books.
- Guo-Ming, C. (2007). Media (literacy) education in the United States. *China Media Research*, 3(3), 87-103.
- Heiligmann, R., & Shields, V. R. (2005). Media literacy, visual syntax, and magazine advertisements: Conceptualizing the consumption of reading by media literate subjects. *Journal of Visual Literacy*, 25(1), 41-66.
- Hobbs, R. (1998). The seven great debates in the media literacy movement. *Journal of Communication*, 48(1), 16.
- Hobbs, R. (2008). Debates and challenges facing new literacies in the 21st century. In S. Livingston & K. Drotner (Eds.), *International Handbook of Children, Media and Culture* (pp. 431-447). London: Sage.
- Hobbs, R., & Frost, R. (2003). Measuring the acquisition of media-literacy skills. *Reading Research Quarterly*, 38(3), 330-355.
- Kellner, D., & Share, J. (2005). Toward critical media literacy: Core concepts, debates, organizations, and policy. *Discourse: Studies in the Cultural Politics of Education*, 26(3), 369-386.
- Kubey, R. (1998). Obstacles to the development of media education in the United States. *Journal of Communication*, 48(1), 58.
- Kubey, R. W. (2003). Why U.S. media education lags behind the rest of the English-speaking world. *Television New Media*, 4(4), 351-370.
- Lafky, S. A. (1994). Teaching the ideologically unreliable: A challenge for mass communication educators. *Journal of Communication Inquiry*, 18(2), 108-120.
- Lewis, J., & Jhally, S. (1998). The struggle over media literacy. *Journal of Communication*, 48(1), 109.
- Lewis, J. (2009). What's the point of media studies? *Television New Media*, 10(1), 91-93.
- McChesney, R. (2004). *The problem of the media: U.S. communication politics in the twenty-first century*. New York: Monthly Review Press.
- McChesney, R. (2008). *The political economy of media: enduring issues, emerging dilemmas*. New York: Monthly Review Press.
- McLaughlin, L. (1994). Introduction: Critical media pedagogy and the public sphere. *Journal of Communication Inquiry*, 18(2), 5-7.
- McLuhan, M., & Fiore, Q. (1997). *War and peace in the global village: An inventory of some of the current spastic situations that could be eliminated by more feedforward*. San Francisco, CA: HardWired.
- Potter, W. J. (2004). *Theory of media literacy: a cognitive approach*. Thousand Oaks, Calif.: Sage Publications.
- Seifert, T., Goodman, K., Lindsay, N., Jorgensen, J., Wolniak, G., Pascarella, E., et al. (2008). The effects of liberal arts experiences on liberal arts outcomes. *Research in Higher Education*, 49(2), 107-125.
- Shoemaker, P. J., & Reese, S. D. (1996). *Mediating the message: theories of influences on mass media content* (2nd ed.). White Plains, N.Y.: Longman.
- Shoenberg, R. (2009). How not to defend liberal arts colleges. *Liberal Education*, 95(1), 56-59.
- Sholle, D. (1994). The theory of critical media pedagogy. *Journal of Communication Inquiry*, 18(2), 8-29.
- Silverblatt, A. (2004). Media as social institution. *American Behavioral Scientist*, 48(1), 35-41.
- Silverblatt, A. (2008). *Media literacy: keys to interpreting media messages* (3rd ed.). Westport, Conn.: Praeger.
- Sobers, S. (2008). Consequences and coincidences: A case study of experimental play in media literacy. *Journal of Media Practice*, 9, 53-66.
- Thoman, E., & Jolls, T. (2004). Media literacy: A national priority for a changing world. *American Behavioral Scientist*, 48(1), 18-29.
- Van Bauwel, S. (2008). Media literacy and audiovisual languages: a case study from Belgium. *Educational Media International*, 45(2), 119-130.
- Williamson, D. (1999). Media education in the university: Enhancing media literacy through first-year undergraduate coursework. *Journal of Educational Media*, 24(3), 203.

WORLD JOURNALISM EDUCATION CONGRESS FINDS NUMEROUS ISSUES OF INTERNATIONAL SCOPE

By Robyn S. Goodman, Alfred University

The World Journalism Education Congress¹ desire to keep journalism educators across the globe updated on unprecedented changes in the field of journalism, especially as they apply to educating future journalists worldwide, led to the WJEC's second global conference, WJEC-2. The WJEC-2, hosted by Rhodes University, ran July 5-7 2010, in Grahamstown, South Africa, and attracted 300 mass media scholars and journalists from 54 countries.²

The WJEC-2's wide variety of significant events included the Syndicate Team Program, research paper and panel presentations, UNESCO-backed initiatives and Nobel Peace Prize laureate Archbishop Desmond Tutu's passionate oration urging journalism educators to speak out for freedom of expression and his signing of the Table Mountain Declaration, which seeks an end to insult laws and criminal defamation in Africa.

The syndicate program, rated a top conference highlight by a Rhodes University poll of WJEC-2 attendees, encouraged all WJEC conference-goers to join themed discussion groups of their choosing. Each syndicate team was matched with an expert scholar and chair (moderator) and was asked to describe its topic and make recommendations for its colleagues worldwide. The discussion groups focused on some of the most urgent, important issues in journalism education today, according to WJEC member organizations – 29 AEJMC-like organizations worldwide.

Syndicate Team Results

The resulting syndicate reports, presented at the WJEC-2's concluding sessions, represent how many of the best and brightest in journalism education worldwide, including administrators, educators and professionals, continue to grapple with the field's most pressing issues, many of which are surprisingly similar.

Since the format of team reports varied greatly, this author

attempted to retain the original flavor and style of these reports in order to capture important nuances and to help readers experience the syndicate sessions as vicariously as possible.

This article, due to space limitations, highlights findings from eight of the 16 WJEC-2 syndicate reports. These eight syndicate reports should be of special interest to ASJMC members and *Insights* readers. That said, the remaining eight syndicate reports, that will interest this same audience, can be found at the official WJEC website, as well as the full version of the reports summarized in this article (<http://wjec.ou.edu/syndicates2010.php>).

The WJEC leaders hope that readers will not only visit the syndicate reports on-line, but will also actively comment on them in order to help keep the discussions they represent interactive and meaningful on a global scale.

The syndicate reports summarized below represent eight approaches to analyzing and improving journalism education across the globe:

1. Journalism Heads From Around the World Identify Top Challenges³
2. Optimizing Cooperation in University-Based vs. Industry-Based Journalism Education
3. Media Literacy
4. Entrepreneurial Journalism
5. Social Media, Citizen Journalism and Media Curators – Implications for Journalism Education
6. Sports Journalism
7. Diversity in Journalism Education
8. The Ultimate Journalism Education

Syndicate Report Summaries

What follows are summaries of key WJEC syndicate reports.

I. JOURNALISM HEADS FROM AROUND THE WORLD IDENTIFY TOP CHALLENGES

By Expert Paul Parsons, Elon University & Team members⁴

Twenty heads of journalism programs participated – one-half delegates from African nations (Nigeria, Ghana, Cameroon, Burkino Faso, Namibia, Morocco and South Africa) and one-half from other nations (China, Singapore, France, Qatar, United Kingdom and the United States).

Ten top issues emerged, some of them reflecting the substantive African participation in the process. While the results do not reflect a scientific process, the findings are illuminating as a first attempt to identify and rank-order the leading issues cited by journalism program heads who met face-to-face in two sessions spanning three hours.

The 10 leading issues identified at the WJEC-2, in ascending order:

10 – Student enrollment demands

While this appears to be a universal issue, it is particularly an issue in some African nations. Several journalism heads said they are able to enroll only a fraction of the number of students who want to major in journalism.

9 – Faculty diversity

In Africa, this means the need for more female faculty to better reflect the student body that is increasingly female. In other countries, especially in the West, the emphasis on faculty diversity focuses more on the need for more racial minorities.

8 – Changes in curriculum and the emergence of new media

The challenge is staying abreast in an age of radical change, building and maintaining a balance of theory and practice, and revising courses and curricula to reflect the growth of multimedia.

7 – Specificity of journalism

Participants said journalism needs to remain a distinct discipline and should not be absorbed into the general world of communications.

6 – Textbooks and instructional materials

Journalism heads in African nations lament the shortage of books for their students – books that are affordable and written by Africans or which relate to Africa. In the West, the challenge is a different one – getting students to buy useful

books in an online age.

5 – Electrical power and Internet connectivity

An unreliable energy supply appears to be a primary problem on the African continent. Education is disrupted when classroom lights flicker off, computers cannot be turned on or access to the Internet is interrupted.

4 – Government issues

These are “free press” issues involving licensing, restrictions, censorship and self-censorship, which appear to be more of a problem in Africa and Asia than elsewhere in the world.

3 – Faculty hiring and retention

Salaries tend to be low, which has led to journalism programs in non-Western nations losing qualified faculty to industry or to exchange programs in countries that pay better.

2 – An ethical disconnect with journalistic practice

Journalism heads in Africa refer to a “disconnect” between the classroom and the newsroom. For instance, they teach ethics, then their students go into internships in which they see some journalists engage in payoffs and bribery.

And the leading issue facing journalism programs around the world, as identified by program heads attending the WJEC-2:

1 – Money

This is the universal lament. For those on the African continent, the need for more resources affects infrastructure such as facilities and technology. For those in other parts of the world, programs are facing diminishing budgets because of a need for states and nations to control their burgeoning debt.

Paul Parsons is professor and dean of the School of Communications at Elon University

II. OPTIMIZING COOPERATION IN UNIVERSITY-BASED VS. INDUSTRY-BASED JOURNALISM EDUCATION

By Expert Paddi Clay, Avusa Pearson Journalism Training Programme; Karen B. Dunlap, The Poynter Institute & Team members⁵

This syndicate group offered six recommendations to help unite university and industry journalism education. They are as follows:

1. The definition of journalism education should be expanded to include the wide range of training programs.

Professional development programs in journalism include:

- (a) university programs;
- (b) vocational/technical training focused on skills instead of liberal education;
- (c) formal, on-the-job programs offered by journalism companies;
- (d) informal training programs, including internships;
- (e) joint efforts by universities and media companies;
- (f) mid-career fellowship programs;
- (g) and media institutes.

This array can provide rich training opportunities, but it can also raise concerns.

What are the standards set by various educational offerings? Are they addressing the needs of industry? Do they prepare students for the field?

2. Industry and research institutions could partner to make academic research more relevant for industry.

A long-standing gap remains between academic research and use of the findings in journalism practices. Conversely, some of the most pressing questions of the industry are not addressed by academic researchers. Clearly the research agendas of each group are not always in sync, nor should they be since the academy is not the research arm of the industry. Valuable academic findings could serve the industry, however, and too often the findings never reach those in the industry who could benefit.

Those who have undertaken efforts to provide this connecting service should be commended, but greater efforts are needed. Maybe news associations could take on the task of providing web sites to regular reports on the practical findings of academic research.

3. Universities and the Industry can work together on action research, a form of research that develops theory from the workplace and tests it in the workplace.

The most common example of this form of research is observation. Skilled observers document behavior in the workplace and draw hypotheses, which are then tested. An example of this type of research question: How can newspapers maintain quality with reduced staffs?

This form of action research is used in business schools and other disciplines. The purpose is to reveal new and useful information. But this type of research can also help break down walls between academics and industry. It also has a certain democratizing force since it finds the knowledge in peoples' experiences. New theories evolve and provide information for teaching.

4. Academics can take the approach of appreciative inquiry – a positive approach that shows what is working and uses studies to illustrate what needs work.

Some bodies of research can produce the overall effect of nit-picking, thereby providing a barrage of critical reviews of news industry practices and outcomes. Areas that fall short should certainly be noted, but there is also much to discover and learn from what is working. Academics can find valuable research in this area and build industry confidence along the way.

5. Members of the academy and the industry must tend to local relationships.

Leadership at all levels should encourage contacts, including guest lecturers, external examiners for program feedback and involvement in recruitment, opportunities for faculty to work in industry, fellowships for journalists in the university and memberships in organizations that bring the groups together. Leadership should encourage a wide range of exchanges while recognizing the related yet different missions of the newsroom and classroom.

6. Academe stay alert to industry changes and training needs.

Colleges and universities should prepare students for various forms of journalism, including tabloids, community journalism and ever-evolving new media. They should prepare them for business aspects of journalism. Programs should promote an entrepreneurial spirit that will help them work as freelancers and start new ventures. They should continue to teach the values of journalism. They must help students understand how to make wise, ethical decisions in the midst of journalistic transformation. They should engage with industry professionals and help them do the same.

Paddi Clay is Head of the Avusa Pearson Journalism Training Programme; Karen B. Dunlap is president and Chair and report writer of The Poynter Institute.

III. MEDIA LITERACY

By Expert Susan Moeller, University of Maryland; Beate Josephi, Edith Cowan University, Perth, Western Australia & Team members⁶

The media literacy syndicate group agreed that the journalism profession and journalism education field have a huge stake in the success of media literacy. After all, the demand side for journalism is being threatened.

As syndicate participant, former AEJMC president and WJEC leader Joe Foote, University of Oklahoma, stated:

“Media literacy may decide the future of the profession of journalism as we know it. Journalism education has always been an insular field. Media Literacy provides its [journalism education’s] first example of being able to look beyond itself into a broader context.”

Media Literacy can help citizens understand why journalists make the choices that they make and can help journalists build a broader base of understanding for the critical things that they do. Media Literacy can also teach professional journalists the value of communication theory and how to use it to better reach their target audiences – citizens, power elites, etc.

The teaching of media literacy should take place throughout each university in every class possible. This is a way for journalism programs to offer their services across the university, including media effects analysis to those not necessarily interested in journalism.

Media literacy not only needs to be taught within mass communication and journalism programs, but it also needs to be taught to teachers and trainers in education schools and outside the academy to those working at non-government organizations and in the government.

A key example of the need for media literacy outside of academy is unfolding in Uganda. There, journalism teachers and trainers say it is difficult to get the public to understand media freedom. Much of the public is not listening, and government officials are telling journalism educators that no one really cares. Media issues need to be taught outside of university classrooms. Such training will be difficult, expensive and labor intensive, but it is needed. After all, currently media rights are often being fought for by regular community members.

Media literacy is a social cause — we need to think about it as media advocacy.

Media literacy should be included in mass education and directly linked to human rights as in Article 19 of the Universal Declaration of Human Rights, which gives citizens — of all ages and professions — the capability to defend their rights and the knowledge and understanding to demand the conditions to enjoy such rights.

Media literacy should also provide citizens with the knowledge and abilities to demand better services from media and to give them the capabilities to be responsible members of the communication chain.

Susan Moeller, Ph.D., is an associate professor of media and

international affairs at the University of Maryland and the director of ICMPEA; Dr. Beate Josephi, is Syndicate Chair at Edith Cowan University, Perth, Western Australia

IV. ENTREPRENEURIAL JOURNALISM

By Dan Gillmor, Arizona State University; Remzi Lani, Albanian Media Institute, Albania; Muda Ganiyu, Lagos State Polytechnic, Ikorodu, Lagos State, Nigeria & Team members⁷

This syndicate group described the challenges of “entrepreneurial journalism” and how the academy can help its students get into an increasingly necessary entrepreneurial state-of-mind.

In order to practice entrepreneurial journalism, journalists must:

1. Commit to a business plan – to go through a process to achieve an outcome;
2. Learn to respond to ambiguity and change;
3. Be innovative –think outside the box to achieve new results.

The process of entrepreneurship involves:

1. Starting something you are passionate about;
2. Getting it online quickly;
3. Not waiting until the website is perfect;
4. Improving as you go.

The Silicon Valley Model involves deciding how to finance the enterprise, launching before inviting investors and deciding how much control to keep in relation to other stockholders.

Entrepreneurial journalism is cross-disciplinary by nature – students need to take courses in other specialty areas, such as business. They don’t need to become experts in such specialties, but they need to gain a basic understanding of them. As for the cost of setting up a media enterprise, the use of Open Source software is recommended to keep prices down. To succeed as an entrepreneurial journalist, the needs of the audience must be met.

Entrepreneurial journalism project examples:

1. Online film-maker communities;
2. Tweeting and short message service on multimedia signage;
3. Mobile-based systems of offering help to immigrants.

Successful entrepreneurs tend to:

1. Identify an idea or opportunity;
2. Coalesce the idea into something new;
3. Identify something that people need or that solves a problem;

4. Anticipate something that does not exist;
5. Create something better than what exists.

Professors should encourage students to become job creators, not just job seekers, through:

1. Engaging in freelance journalism and photojournalism;
2. Becoming bloggers;
3. Setting up as independent radio/TV producers;
4. Becoming community newspaper publishers.

Dan Gillmor, Arizona State University; Chair Remzi Lani, Albanian Media Institute, Albania & Report writer Muda Ganiyu, Lagos State Polytechnic, Ikorodu, Lagos State, Nigeria

V. SOCIAL MEDIA, CITIZEN JOURNALISM AND MEDIA CURATOR

By Mindy McAdams, University of Florida; Julie Posetti, University of Canberra, Australia & Team members⁸

Some 21 journalism educators representing every continent debated the issues in this group. Its discussion centered on the role, risks and benefits of social media in journalism education. Time limitations led to limited discussion of citizen journalism and media curators, although it was acknowledged that the theme of social media partially captured these topics.

Social media realities

Social media literacy has become an essential element of journalism education and training.

“(Social media) isn’t just a kind of fad from someone who’s an enthusiast of technology,” the BBC’s Director of Global News Peter Horrocks told reporters in early 2010. “I’m afraid you’re not doing your job if you can’t do those things. It’s not discretionary,” he said.⁹

Social media sites, including interactive blogs, have become essential journalism tools. They are tools for newsgathering and dissemination; for investigation and even crowd-sourced fact-checking. Perhaps most importantly, though, they are platforms for engagement with, as Jay Rosen (2006) describes them, “the people formerly known as the audience”¹⁰ – each one of whom is a potential source.

YouTube, Twitter and Facebook may ultimately be replaced by new, hybrid sites, but the concept of an interactive, audience-engaged and activated real-time web platform for journalism is here to stay. And that means social media theory and practice must be embedded in journalism teaching.

But there are rules of engagement for journalists operating in these spaces, rules that require more than mere technical knowledge of how to tweet or post a Facebook status update. They also demand reflective practice and critical thinking in reference to ethics and professionalism.

So, while individual journalists are now expected to swim with the social media tide rather than resist it, it’s incumbent upon industry trainers and J-schools to provide the training necessary to equip the practitioners. This means journalism teachers need to be facilitating both technical training and critical engagement with these new technologies and their impacts. They should also be encouraged to research and practice in the field.

There were warnings at the meeting not to be overly seduced by social media and to maintain the focus on basic journalistic education with investigative purpose. However the ample opportunities that social media present for journalism, journalists and journalism education were also discussed. One Chilean delegate pointed out that the most followed person on Twitter in Chile (with over one million followers) is an investigative journalist; other participants highlighted the capacity of Web 2.0 for student engagement.

Six recommendations on the role and application of social media in global journalism education:

1. Social media exposure and competency is now an essential component of journalism training globally – even in areas where Internet access is limited or absent mobile access is leveling the technological playing field and crossing cultural boundaries.
2. Journalism educators and trainers need to be at the knowledge cusp of radically changing journalism training. Definitions of journalism, journalists, and journalism practice are in flux. Rather than trying to “pin jelly to the wall,” journalism educators should facilitate open discussions about the ways in which journalism is changing, focusing on descriptions and predictions, not definitions and limits.
3. Creativity is necessary to embed social media practice into traditional journalism training (not teaching it in isolation) and to integrate it with theory. Specific platforms, such as Twitter, need not be taught as stand-alone tools but rather to demonstrate changing journalistic practices to students.
4. Ethics and professionalism are part of teaching about social media. Themes include authenticity, verification, transparency vs. objectivity, managing the personal and professional divide, and sourcing.
5. Programs should teach students to select and curate diverse

sources of information and professional contacts to help them build networks and new audiences that expand beyond friends and official local news sources.

6. Journalism education must explore using social media to excite students about topics that interest them (e.g. social justice; environmentalism) and to encourage them to engage and collaborate with local communities.

Mindy McAdams, College of Journalism and Communications, University of Florida; Chair and report writer Julie Posetti, University of Canberra, Australia.

VI. SPORTS JOURNALISM

By Wayne Wanta, Oklahoma State University; Erna Smith, University of Southern California & Team members¹¹

Participants reported a significant increase in interest in sports journalism in their countries. As a result, sports journalism and programs are growing as colleges and universities seek to capitalize on sports' global popularity.

More coursework and larger enrollments have not translated into more respect for sports journalism. Participants reported the "struggle for legitimacy" in academy is more pronounced for sports journalism than for journalism in general. The key to legitimacy is creation of curricula that adheres to the highest ethical standards and emphasizes the cultural, economic, scientific and political impact of sports on society.

Although increased interest in sports journalism as a field of study has been accompanied by an increased interest in sports journalism research and interest groups, more collaboration on research and curriculum development is needed. A marked difference was noted in the gender of students attracted to sports journalism in America versus Europe, Australia and Africa. U.S. participants reported most of their students are women, while participants from Europe, Africa and Australia reported most of their students are male.

Based on these observations, the group arrived at the following principles to guide the development of sports journalism as a field of study and research:

1. Encourage and support creation of sports journalism curricula and research that promote high ethical standards and transparency;
2. Encourage gender diversity in students studying sports journalism;
3. Encourage inclusion of sports science in the study of sports journalism.

Best Practices

Macromedia School for Media and Communication in Hamburg, Germany, offers a sports journalism curriculum that incorporates skills training with a solid grounding in the regulatory and socioeconomic foundations of sports as well as sports science. The program's success coincides with an dramatic increase in job opportunities for graduates in micro-blogging on regional sports.

Resources

Syndicate participants identified the following resources for educators interested in teaching and conducting research on sports journalism:

1. The Center for International Sports Media (<http://internationalsportsmedia.org/>)

This organization consists of a network of universities from around the world that offers courses and conducts research on sports media. The center's mission is to "encourage the development of quality education and research in the field of sports media" and to support "efforts to improve the professional and ethical standards of all sports media."

Housed at the School of Journalism and Broadcasting at Oklahoma State University, the center has a website that was designed to be a clearing house for sports journalism educators by providing a space for them to share information about programs, research and course syllabi. Center Director Wayne Wanta (wayne.wanta@okstate.edu) encourages educators to submit links to their coursework, syllabi and research to the site.

2. Sports Communication Interest Group

This organization is a newly formed group of the U.S.-based Association for Education in Journalism and Mass Communication. The group met for the first time at AEJMC's annual convention in August and is "designed to support AEJMC members who are scholars and teachers of sports-related courses, including those in the areas of journalism, broadcasting, advertising/marketing and sports information/public relations." The group's chair is Scott Reinardy, School of Journalism and Mass Communication, University of Kansas (reinardy@ku.edu).

3. International Association For Media and Communication Research (<http://iamcr.org/>)

The largest interest group in the IAMCR is the Sport and Media Section, which "seeks to promote a range of scholarly perspectives on the study of media and sport, especially in the area of the relations between the media, sports and concepts of nationhood as well as identity, politics and the development of the sports industry."

4. **PLAYTHEGAME.ORG** (<http://www.playthegame.org/>)
Funded by the Danish government and located at the Danish School of Media and Journalism in Aarhus, Denmark, this independent non-profit aims to strengthen the basic ethical values of sports and encourage democracy, transparency and freedom of expression in world sports. Its website features articles on sports and sports coverage written by media professionals and leading experts from around the world as well as news and conference information.

Wayne Wanta, School of Journalism and Broadcasting, Oklahoma State University; Chair and report writer Erna Smith, Annenberg School for Communication and Journalism, University of Southern California.

VII. DIVERSITY IN JOURNALISM EDUCATION

By Anthea Garman, Rhodes University, South Africa;
Ibrahim Saleh, University of Cape Town, South Africa &
Team members¹²

Defining Diversity – needs to be a wide definition, including race, ethnicity, gender, religion, language, disability, geography (i.e. rural), along with specific conditions, such as HIV status. This broad definition is necessary so as not to confine the issue to simply one of race or gender. Also, a wide definition allows for local particularities to be paid considered.

Attitude Toward Diversity – needs to be one of possibility and openness to enrichment rather than seeing the issue as a “problem” to be solved. Also, diversity in the North is often seen as a “minority” issue, while diversity in the South can often be a situation involving a “majority.” For example, global-scale majorities, such as the global poor, are disregarded in mainstream journalism and texts.

Political Reality – differences are not equal. Dealing with diversity is also dealing realistically with inequality and structural change.

Challenges and Recommendations:

- The ability to affect composition of staff and student bodies varies depending on the program’s location. However, a diverse staff and diversity in students are an absolutely necessary component of engaging in diversity in journalism education. The challenge in classrooms is then to allow those who are different from the previous homogeneous situation to have a voice in what transpires. This is not about incorporation into the status quo, but about change, growth and learning.
- Curriculum is definitely within the control of journalism educators.

1. Both what and how students are taught are critical to embedding diversity in the curriculum. This involves thought and input about content of courses, activities undertaken and various efforts to expose students to diverse people, languages, cultures and situations.
2. Languages should be highlighted as particular vehicles not just to create fluency and functionality in journalism practice, but as means to engage with cultures beyond the homogeneous.
3. We should be alert to struggles and blind spots within classes and have strategies for how to deal critically with both these situations.
4. Universities are unique environments for critique and debate, and journalism education should respect this feature.
5. Journalism itself as a practice is implicated in the perpetuation of inequality, and educators should therefore expose students to types of journalism that engage with different ways of doing journalism and other journalistic paradigms – subaltern journalism, culture journalism, development journalism, citizen journalism, public journalism, etc.

- Capacity building and skills for educators and students in order to address the issue of diversity are critical within institutions of higher learning.
- Mainstream media institutions and the texts they produce – We have less power over the production of texts and the way they are produced than over curricula. However, this syndicate felt that engagement whenever possible with editors, managers and mainstream journalists to discuss diversity issues is a very necessary task.

Conclusion

If diversity issues are to be taken seriously, the knowledge base on which journalism as a practice rests, and the practice of journalism itself, must change dramatically.

Anthea Garman, Rhodes University, South Africa; Chair and report writer Ibrahim Saleh, University of Cape Town, South Africa.

VIII. THE ULTIMATE JOURNALISM EDUCATION

By Michael Bromley, University of Queensland, Australia;
Chair and report writer Sonia Virginia Moreira, Rio de Janeiro State University, Brazil; Minutes Recorder Joseph M.

Fernandez, Curtin University, Perth, Western Australia & Team members¹⁵

After much discussion, the ultimate journalism education team concluded with 10 recommendations, which follow.

Ten Tips to Creating/Maintaining the Ultimate Journalism Education

1. Journalism education needs to define the discipline and encourage people to define it and write about it. We must do this if we are going to survive and become respected as journalism scholars, not mass media scholars.

2. Journalism, on its own, does not constitute enough substance to make up a full three- or four-year degree program. Journalism education needs to draw on, interact with and contribute to other forms of knowledge in the university.

3. Journalism is essentially post-disciplinary. The question of the balance between practical skills and the theoretical foundation in journalism education needs to be more clearly spelled out.

Journalism as a culture is lacking in journalism education. Journalism education should incorporate adequate readings and critiquing of the readings to achieve adequate integration between theory and practice.

Journalism education should consider incorporating journalology/journography – the study of journalism – as a particular social and cultural practice. This approach must incorporate a study of comparative approaches, of which there is a dearth at the present time.

4. What mechanisms might we use to achieve this integrated theory/practice approach? One question: How do we get students to read when they generally don't have a reading tradition? What do we do beyond bolting *reflexivity* to the course? How do we harness reflexivity to our teaching?

Reflective teaching/learning is a pedagogical issue. We can have the interventions occurring while we are teaching rather than introducing them at the end, as has been the practice when teaching nursing, fine arts, etc.

5. How is the “practice element” in journalism education delivered? It seems that journalism has its own notions of practice, and it does not draw on laboratory/studio/field/clinical work. There is still debate about what practice-oriented work is.

6. Is what we as journalism educators do *teaching* or *learning*?

Journalism education is about teaching and learning. Journalism educators need to show that they are focused on the students and how they develop as practitioners. We have gotten past the stage when we have a professor saying: *this is how you write a lead*. The learning imperative must apply not just to students, but also to educators.

7. Journalism technology and curricula must keep apace of each other. For example, in one university a new and more modern journalism teaching space is being built, but the curriculum does not fit that space. This university is moving away from lectures in the final year and instituting practical activity in place of conventional teaching. This creates challenges against the present backdrop, in which course delivery is especially influenced by lectures and timetables.

8. We need to address the tension between industry and the academy. One of the key ways to do so is via service learning, so that journalism education engages with the community in which it is based. We need to think about how to manage the relationship among the journalism academy, the industrial location of the practice of journalism and community aspirations. We must work out the priorities.

We need to be cautious about training journalists solely to meet our industry's needs. Are our journalism graduates going into industry and do they keep reproducing the flaws in our industry, or are they going to be equipped to effect change? Journalism is no longer totally defined by employment.

We have the opportunity as educators to define “journalism by practice” rather than leave industry to dictate it. We should seize this opportunity during this time of crisis, and amid the digital revolution, and reaffirm journalism's usefulness to the community.

We must continue to attempt to define journalism. The key difference about the study of journalism is the important issue of how culture creates messages. The ideological formation of journalists occurs over a lifetime, and we need to understand the journalistic formation of ideology. Journalism is not just about production, but about texts that are produced.

9. Participatory journalism is becoming more prominent. Journalism is a mode of participatory communication, and it draws on a broad sense of practice-based communication. Journalism's objective is to explain to the world what is going on around it. In response to what we do, communities can react.

Journalism needs to be defined not just for the benefit of educators, but also for students. Journalism is about:
- being responsible for neighbors;

- being a public intellectual and giving relevant meaning to complex issues;
- empowering communities and individuals;
- performing an educational service to communities by providing knowledge beyond their schooling;
- afflicting the comfortable and comforting the afflicted;
- advocating freedom of expression to deal with abuse of power by all who wield it; and
- correcting the imbalance of power in favor of ordinary people.

10. Journalism is a public, service-oriented profession. Its practice involves the application of informed yet skeptical inquiry, in the pursuit of expository, clarifying and useful information. It involves the broad sharing of that information in accessible and participatory forms. Essential to the health of the journalism profession is the consistent advocacy of freedom of expression and the holding of those wielding power to accountability.

Michael Bromley, University of Queensland, Australia; Chair and report writer Sonia Virginia Moreira, Rio de Janeiro State University, Brazil and Minutes Recorder Joseph M. Fernandez, Curtin University, Perth, Western Australia

Conclusion

The WJEC-2 Syndicate Team Program enabled all conference attendees to take advantage of unprecedented access to journalism administrators, professors, professionals and advocates worldwide. Conference-goers took part in passionate discussions and debates focused on many of the greatest challenges facing journalism education today, and their resulting analyses and recommendations are currently being discussed on websites and blogs worldwide. To help continue this discussion, visit the official WJEC website (<http://wjec.ou.edu/congress.php>), click on the syndicate tab and join the efforts of the many professionals working hard to keep journalism education as strong and powerful as our democracy requires.

Robyn S. Goodman is a professor in journalism at Alfred University's Communication Studies Program. She is a founding WJEC executive committee member and served as the WJEC-1's Program Chair and the WJEC-2's Syndicate Chair. She wishes to thank the following individuals for their invaluable help with the syndicate program: Guy Berger, Joe Foote, Elanie Steyn and Kaaren Reader.

Endnotes

1. The WJEC is a 29-member journalism education organization focused on nurturing and promoting journalism education worldwide (<http://wjec.ou.edu/index.html>).
2. Guy Berger, "African Value: A report on the second World Journalism Education Congress, 5-7 July, Rhodes University, Grahamstown, South Africa," unpublished report.
3. Although this journalism heads report was produced via workshop sessions rather than a syndicate group, its syndicate features earned it syndicate status.
4. Journalism heads team members included: Enoch Tantong, Cameroon; Joe Foote; Emily Brown, Namibia; Lai Oso, Nigeria; Misako Ito, UNESCO/Morocco; Pascal Guenee, France; Guo Ke, China; Chris Frost, United Kingdom; Benjamin Detenber, Singapore; Elizabeth Ikem, Nigeria; Lawrence Boyomo, Cameroon; Firmin Gouba, Burkina Faso; Janet Key, USA/Qatar; Solomon George Anaeto, Nigeria; Mudathir Ganiyu, Nigeria; Reginald Vaccison, Ghana; Etim Anim, Nigeria; Ralph Akinfeleye, Nigeria; and Paul Parsons.
5. Optimizing cooperation team members included: Greg Newton, Ohio University; Marianne Peters, European Journalism Training Association, the Netherlands; Reg Rumney, Rhodes University, South Africa.
6. Media literacy team members included: Madeline Quiamco, Asian Institute of Journalism and Communication, Philippines; Zhang Yanqiu, Communication University of China; Wijayananda Jayaweera, UNESCO; Beate Josephi; Susan Moeller; George Lugalambe; Makerere University, Uganda; Olayinka Egbokhare, University of Ibadan, Nigeria; Joe Foote; Stephen Salyer, Salzburg Global Seminar, Austria.
7. Entrepreneurial team members included: Heather Birks, Broadcast Education Association, USA; Debora Wenger, University of Mississippi; Geneva Overholser, University of Southern California; Nico Deok, Windersheim University, Netherlands; Francois Nel, University of Central Lancashire, UK; John Cokley, University of Queensland, Australia; Zaneta Trajkoska, School of Journalism & Public Relations; Rosental C. Alves, University of Texas, Austin; Dan Gillmor; Remzi Lani; Solomon George Anaeto, Babcock University, Ilisan, Ogun State, Nigeria; Noriko Takiguchi; Clayson Hamasaka, Eveyne Hone College, Zambia; Charles C. Self, University of Oklahoma; Peter Schrurs, Radio Netherlands & Receiving Centre, Netherlands; Ujjwala Barne, University of Pune, India; Patience Mushuku, Midlands State University, Zimbabwe; Vitaly Viniechenko, South Federal University; Muda Ganiyu.
8. Social media team members included: Jessica McBride, University of Milwaukee; Catalina Montoya; Etim Anim, Cross River University of Technology, Nigeria; Kobina Ano, Ghana Institute of Journalism; Almuth Shellpeper, Deutsche Welle, Germany; Teboho Senthebane; Andrea Vial, Alberto Hurtado University, Chile; Janet Key, Northwestern; Nancy Booker, Daystar University, Kenya; Victor Ayedun Aluma, University of Lagos, Nigeria; Femela Xelani; Alan Weimann, Walter Sisulu University, South Africa; Kathy Hilton, London College of Communication; Megan Knight, University of Central Lancashire, UK; Cornia Pretorius, North West University, South Africa; Ale Smith, North Western University, South Africa; Mick Temple, Staffordshire University, UK; Marian Pike, Cape Peninsula University of Technology, South Africa; Cherian George, Nanyang Technological University, Singapore; Ashia Nkontsa; Joe Ritchie, Florida A & M University; Julie Posetti; Mindy McAdams.
9. Peter Horrocks, "BBC tells news staff to embrace social media," Guardian in-house blog, <http://www.guardian.co.uk/media/pda/2010/feb/10/bbc-news-social-media>.
10. Jay Rosen, "The People Formerly Known as the Audience," PressThink: Ghost of Democracy in the Media Machine website, <http://pressthink.org>.

11. Sports journalism team members included: Jim O'Brien, Southampton Solent University, UK; Thomas Horcky, Macromedia School for Media and Communication, Germany; Paul Scott, University of Newcastle, Australia; Paul Parsons, Elon University; Mary Cardaras, College Newsnet International, USA; Richard Kantsky, Department of Media, Journalism and Communication, Stockholm University, Sweden; Tshamano Makhadi, Department of Journalism, Tshwane University of Technology, South Africa.

12. Diversity in journalism team participants included: Carmen de la Peza Casares, Pascal Guenee, Sibongile Mpofo, Mohammed Sahid Ullah, Misako Ito and Jeanne Seck.

13. Ultimate journalism education team members included: Ale' Smith, Joseph M. Fernandez, Kaarle Nordenstreng, Carlos Alexandre, Maija saari, Martin Hirst, Violet Valdez, Corina Cepoi, M. Hanna, Andrea Rubenacker, Megawati Wijaya, Jeanne du Toit, Simphiwe Sesanti, Bevelyn Dube, Effendi Gazali, Deddy Mulyawa, Sonia Virginia Moreira and Michael Bromley.



- Home
- About
- Membership
- Leadership
- Meetings/Activities
- Publications
- Resources

Association of Schools of Journalism
ASJMC
and Mass Communication

Resources for Contemporary Leadership



Collegiality & Community

Handling and preventing incivility, insubordination, hostile climate, and crisis management. Building inclusivity, diversity, multiculturalism, and alumni networks.

[Read More >>](#)



"What Am I Working on Today?"

This blog will feature articles about current issues facing an ASJMC administrator. It will be updated weekly, and posts will be archived for viewing at any time. Featured articles feedback is encouraged.

[Read More >>](#)



Education & Equity

Enhancing instructional, scheduling and curricular issues. Addressing equity issues with staff and faculty involving salary, personnel and workload.

[Read More >>](#)



Administration & Assessment

Handling and executing budget, grants, organizational and accreditation issues. Assessing curricula, internships and pedagogy.

[Read More >>](#)



Recruitment & Retention

Attracting students, staff and faculty to your program. Building enrollment through scholastic journalism practices and improving retention.

[Read More >>](#)



Leadership & Loyalty

Inspiring student, staff and faculty excellence. Building trust in relationships with personnel, alumni, Advisory Boards. Enhancing fundraising.

[Read More >>](#)

The Association of Schools of Journalism and Mass Communication promotes excellence in journalism and mass communication education. A valuable resource for chairs, deans and directors, ASJMC is a non-profit, educational association composed of some 190 JMC programs at the college level. The majority of the association's members are in the United States and Canada.

Eight international journalism and communication schools have joined the association in recent years.

www.asjmc.org