

REQUIREMENTS FOR MODERN JOURNALISM EDUCATION IN SEE THE OPINION OF THE STUDENTS

SURVEY BY THE KAS TASK FORCE
'JOURNALISM EDUCATION' – 2016



KAS TASK FORCE ON JOURNALISM EDUCATION

- **Foundation:** In 2013 by the Media Program South East Europe of Konrad-Adenauer-Stiftung
- **Mission:** Assessment of the current state of journalism programmes throughout South East Europe
- **First project:** A group of media professionals and academics was invited to map the journalism education in Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania and Serbia
- **Outcome:** Publication with national reports setting out the status quo of journalism education in the region (2014)
- **Second project:** Survey among journalism students about their motivation to study journalism

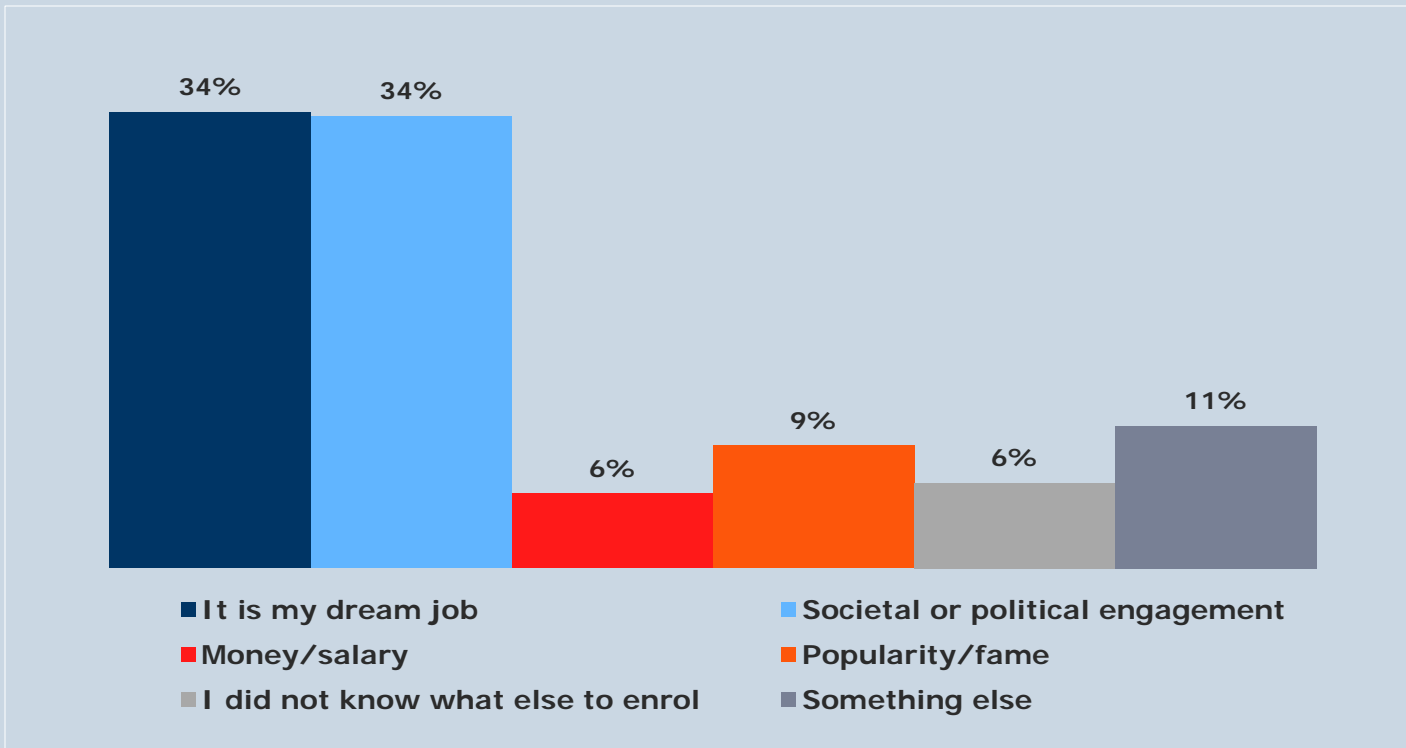
SURVEY DESIGN

- **Target:** Journalism students from Albania, Bulgaria, Croatia, Romania, Serbia (amongst them three EU member states & all five have implemented the Bologna Process reforms in education)
- **Method:** Paper questionnaire with 30 questions
- **Sample design:** Students from private and state universities
- **Sample size:** 531 (approx. 100 per country) from BA and MA programmes
- **Fieldwork:** February – March 2015
- **Research questions** on motivation of students to pursue an education in journalism, satisfaction with the learning conditions and recommendations for study programme improvement

Students look for a dream job and societal engagement

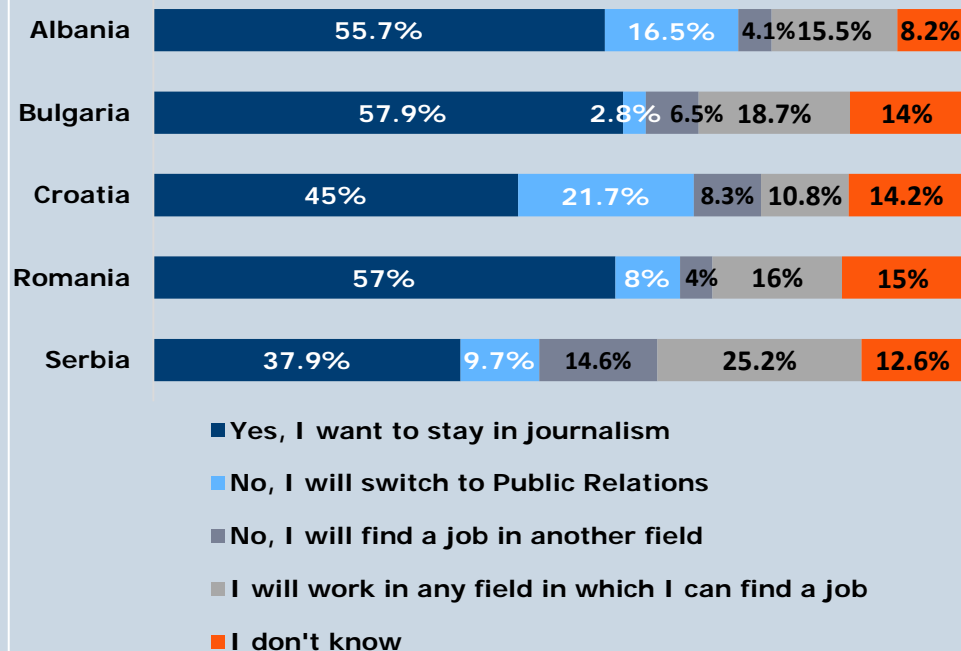
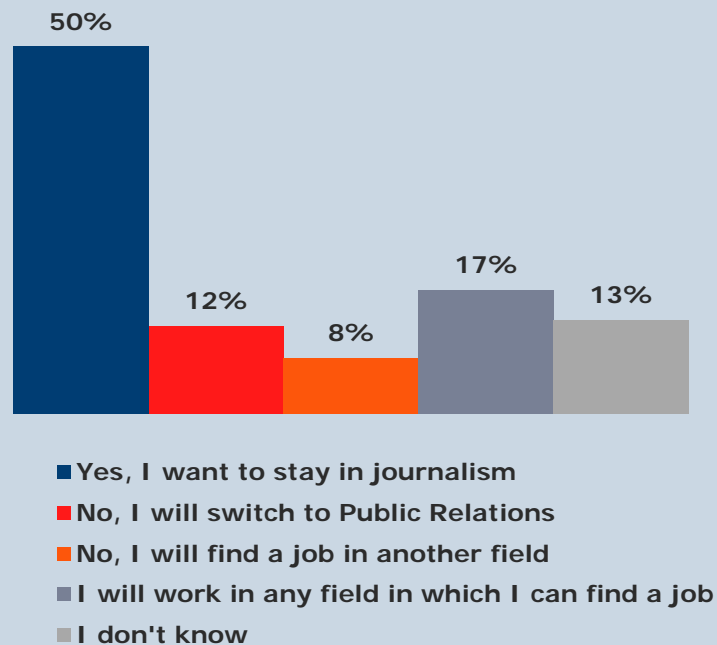
Question: What is your motivation to study journalism?

(N=736, multiple answers possible)



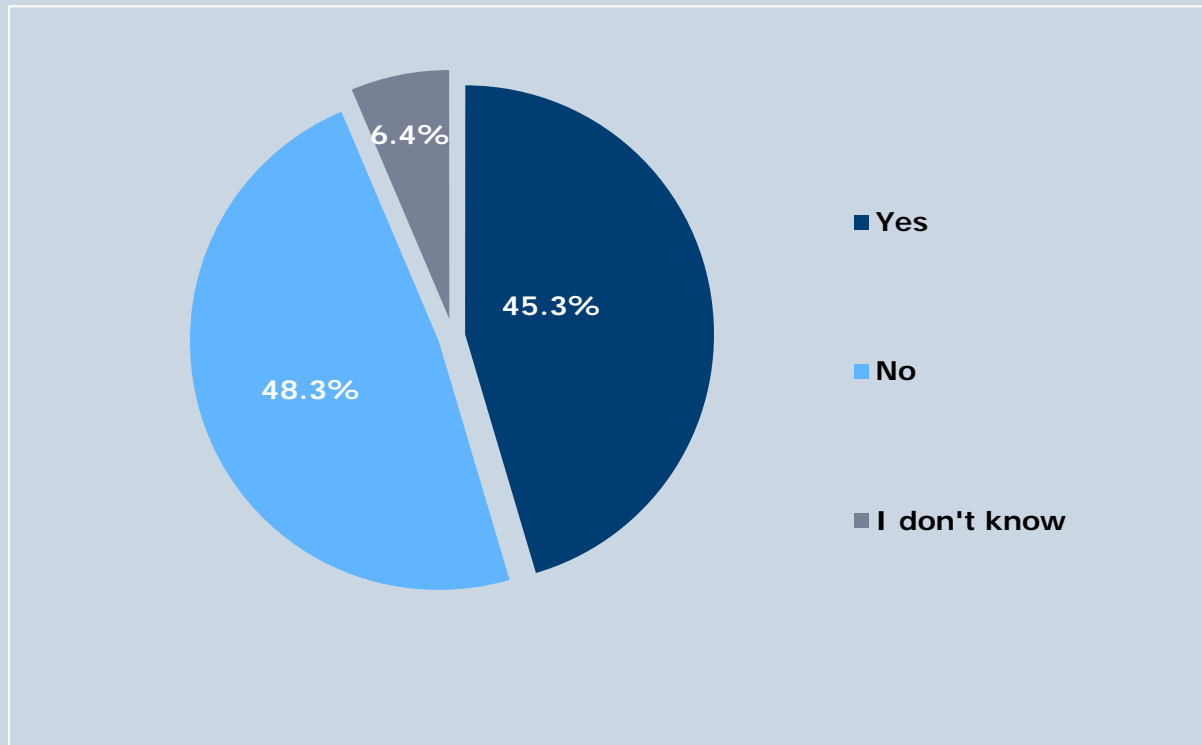
Only half of the students want to stay in journalism

Question: Will you continue to work in journalism after graduating from university? (N=527)



Technical equipment is seen critically by every second

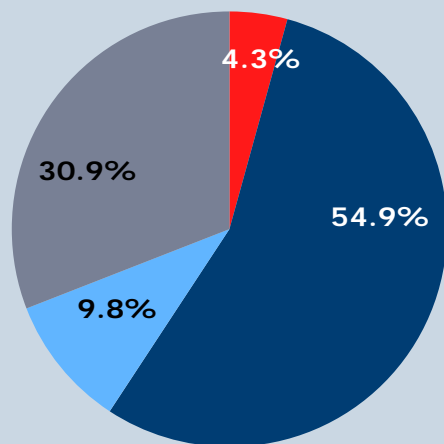
Question: Are you satisfied with your faculty's technical equipment that you are using for practical classes? (N=530)



Majority bewails a lack of practical exercises

Question: Complete the following sentence:

The faculty of journalism in which I am enrolled lacks ... (N=529)

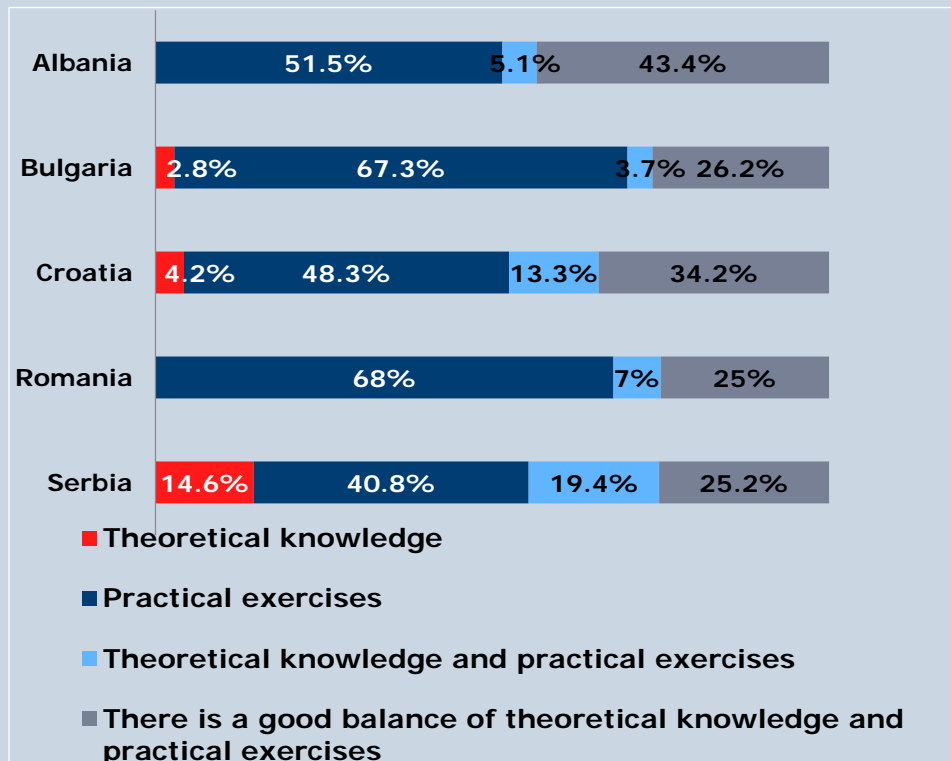


■ Theoretical knowledge

■ Practical exercises

■ Theoretical knowledge and practical exercises

■ There is a good balance of theoretical knowledge and practical exercises



■ Theoretical knowledge

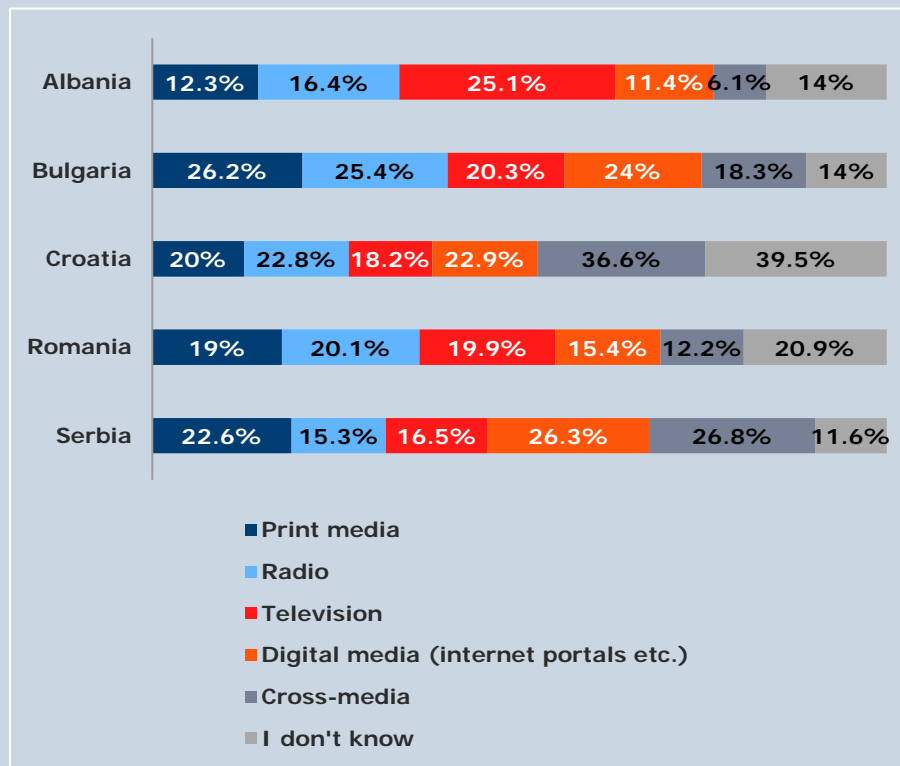
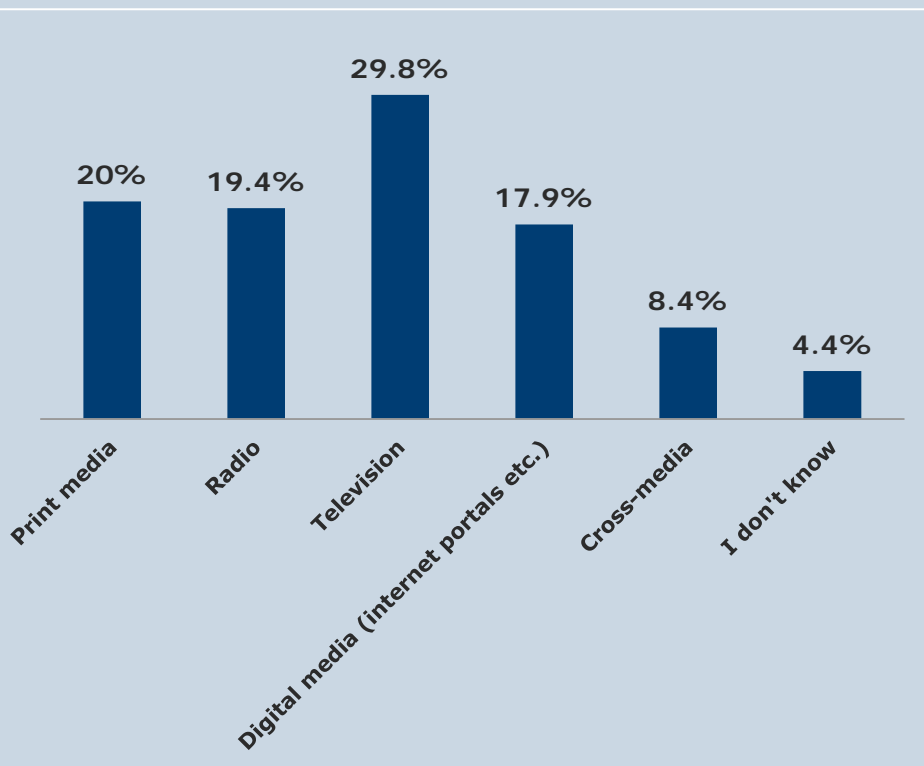
■ Practical exercises

■ Theoretical knowledge and practical exercises

■ There is a good balance of theoretical knowledge and practical exercises

TV is most popular job perspective

Question: In what kind of media would you like to work in after you graduate?
(N=975, multiple answers possible)



CONCLUSIONS

- **Insufficient cooperation** between higher education and media industry institutions.
- After getting a degree in journalism **majority of graduates** usually **switch to other occupations** like PR or administrative staff.
- **Students' dissatisfaction with practical training** at the faculties is a constantly repeated fact.
- Too much **theoretical courses** about journalism seems to be one of long lasting **disadvantages** of university education.

CURRICULA REFORMS: STAKEHOLDERS TO INVOLVE

- **Media owners** and outstanding **professional journalists (market)**
- **Commission for accreditation** and quality assessment of the **Ministries of Education (state)**
- **Teachers, students** and **alumni associations (practice)**

RECOMMENDATIONS (1)

- Considering the market demand, the number of unemployed journalists and teaching resources of the faculties, the **total enrolment of journalism students must be reduced**.
- A **smaller number of institutions offering journalism education** could concentrate the best teachers at fewer places, especially for MA and PhD educational levels.
- The best solution for faculties would be to attract **new state or private investments** in order to multiply modern teaching technology.
- The number of **qualified technicians** who instruct students how to use media technology has to be increased.

RECOMMENDATIONS (2)

- **Curricula for university education** of journalists **must be re-arranged** - 50:50 ratio between theoretical and practical courses.
- **Journalism** must be **separated from other modules** such as PR, media management, media production, etc.
- The **study programmes** should consist of a **greater number of modules**.
- All faculties have to continue the **acquisition** of **contemporary, digital tools and platforms for hands-on learning**.

RECOMMENDATIONS (3)

- Journalism departments should build into the study programmes **practical work outside the faculty as obligatory**.
- **Journalism departments have to sign contracts with media**, engaging students into their production process.
- **Study plans have to be approved** through the accreditation process led **by the national educational authorities**.
- Changes of the curricula fit well into **middle range strategies** which have to be decided **in every round of the faculty re-accreditation after five years**.

THANK YOU FOR YOUR ATTENTION