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THE FUTURE OF JOURNALISM EDUCATION: CHALLENGES AND PROSPECTS

"In journalism school they taught me the story was the only thing that mattered. Make a story good enough, it will change the world. Well... A great story can change the world, under the right circumstances. But an equally great story will change absolutely nothing, if conditions aren't right. Why... Because the stories we love so much are not the only things that matter. Not just reaching but engaging communities matters. Portable, personal, participatory technology matters. Business models that support quality journalism matter. The whole media ecosystem matters[1]*"*.

Eric Newton

The world is changing every minute of every day in various manners. There were times when an event happening thousands of kilometers away would have reached us a long time after it had already occurred. Thus, we would have heard about it and see it much later. Nowadays, the news[2] travel quickly and frequently with a perfect punctuality, as if it has been composed previously and intentionally. Sometimes, this is a result of news coverage on the very spot (breaking news report). However, it is a fact that its source is frequently the citizen which is affected by the events or which has witnessed them in live. There were also times, not so long ago, when we were not aware or alerted about an incident or occurrence whose implications would influence our lives in some manner. Now, thanks to the media possibilities, we are able to state our views about it, or even contribute to its development and its conclusion.[3] And even

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[1] The vice president for journalism at Knight Foundation, Eric Newton's speech to journalism educators at the pre-conference workshop titled: "Journalism Schools as News providers: Challenges and Opportunities", held on the August 3, 2010 in Denver, USA.

2 The 1947 Hutchins Commission Report ''A Free and Responsible Press'', defined news as "truthful, comprehensive, and intelligent account[s] of the day's events in a context which gives them meaning". Cited from ''Informing communities: Sustaining Democracy in the Digital Age''. Posted by KnightComm on April 7, 2010 in ''Civic Engagement, Digital Literacy, Local Journalism, Open Government, Public Service Media, Universal Broadband''. Available online at: http://www.knightcomm.org/read-the-report-and-comment/. Further reading: The Commission on Freedom of the Press, *A Free and Responsible Press – A General Report on Mass Communication: Newspapers, Radio, Motion Pictures, Magazines and Books,* Chicago, University of Chicago Press, 1947.

[3] One highly interesting perspective is underlined by Eric Schmidt, former CEO of Google. Namely, he estimates that today people create as much information in two days as they did from the appearance of Homo sapiens

further, as the news environment changed, we became radically different users, instead of being traditional consumers. We are now content creators, users of two-ways communication tools, distributors, broadcasters and publishers, information evaluators - pervasive clients that blend the old and new media and choose how and what news we get or circulate[4]. New trends in communication and new technologies (as opposed to the times of industrial media) have allowed speedy and voluminous distribution not only of a variety of information, but also information with an increased value, velocity and vibrancy[5].

Its consequences have affected our lives more rapidly, frequently and profoundly than we could possibly express.[6] Facing the

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until 2003. "The Information needs of communities", Steven Waldman and the Working Group on Information Needs of Communities, Federal Communications Commission, July 2011, http://www.fcc.gov/inforneedsreport.

[4] Paul Hamleton, '*Dealing with User-Generated Content: is it Worth it?'* in: *The Future of Journalism Papers, a conference organized by the BBC College of Journalism,* edited by Charles Miller, CoJo Publications: 1, BBC College of Journalism 2009.

[5] "…*The democratization of media is well under way. This takes two major forms. First, the tools of creation are increasingly in everyone's hands. The personal computer that I'm using to write this essay comes equipped with media creation and editing tools of such depth that I can't begin to learn all their capabilities. My phone boasts video recording and playback, still-camera mode, audio recording, text messaging, and GPS location, among other tools that make it a powerful media creation device. Second, we can make what we create widely accessible. With traditional media, we produced something, usually manufactured, and then distributed it—put it in trucks or broadcast it to receivers in a one-to-many mode. Today, we create media and make it accessible: People come and get it. This distinction is absolute crucial, because although there is plainly an element of distribution here, even in the traditional sense, the essential fact in a one-to-one or many-to-many world is availability. This democratization gives people who have been mere consumers the ability to be creators. With few exceptions, we are all becoming the latter as well as the former, though to varying degrees. Even more exciting, media democratization also turns creators into collaborators. We have only begun to explore the meaning, much less the potential, of this reality. Media saturation requires us to become more active as consumers, in part to manage the flood of data pouring over us each day but also to make informed judgments about the significance of what we do see. When we create media that serves a public interest or journalistic role, we need to understand what it means to be journalistic, as well as how we can help make it better and more useful. This adds up to a new kind of media literacy, based on key principles for both consumers and creators. They overlap to some degree, and they require an active, not passive, approach to media*". Dan Gillmor, *Principles for new media literacy,* MEDIA RE:PUBLIC, Papers, 2008, Berkman Center for Internet and Society at Harvard University. http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/Principles%20f or%20a%20New%20Media%20Literacy_MR.pdf

[6] Today, people "*meet their information needs through broadband service and home computers or Web-enabled mobile phones. At their desks or just walking their neighbourhoods, they have access to more information than many nations hold in all the books in their national libraries. Today's information consumers can pull together the news they want to follow in a convenient Web page. They can apply online for a job, a loan, or college admission. They can check their children's school lunch options and keep*

growing sense of complexity in the world, one would ask what is happening with the journalism, what is the role of the journalist and how do we incorporate these trends in the future professional journalist education?

Media developing tendencies

Lately, besides the so-called traditional media (radio, television and press), a fourth kind of media and journalism appeared - online media i.e. online journalism. The latter is usually seen as gathering and distributing original news content on the Internet. However, as Bardoel and Deuze note: "research shows that the genre has outgrown the status of 'shovel ware' production: online journalists do not merely repurpose content for the Web, and more of them are generating original content".[7] Some forms of live news reporting like Carvin[8] tweets act as transponders between different media types and they get a huge amount of followers in the public. On the other hand, they seem to contribute largely to the skepticism arising from the dilemma of prioritizing the quantity over quality in news production and the question of values. The orthodox supporters of the latter tend to consider the tweets, social media and blogs as free news sources of small value where the technology facilitates communication with diverse public without the intermediation of professionals (educated and expert journalists)[9]. On the contrary, the traditional media are still regarded as the only (or the most) competent source of news, as it is dependent upon old-time journalist skills, such as researching, writing, packaging and presenting articles.

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track of homework assignments. Before they go to the doctor, they can arm themselves with information from health Web sites or online support groups. They do not overdraw their bank accounts because they can check balances online and move funds from one account to another. They pay bills efficiently without ever using a postage stamp". Informing communities: Sustaining Democracy in the Digital Age. Posted by KnightComm on April 7, 2010, in: Civic Engagement, Digital Literacy, Local Journalism, Open Government, Public Service Media, Universal Broadband. Available online at http://www.knightcomm.org/read-the-report-and-comment/

[7] Bardoel, Jo and Deuze, Mark, '*Network Journalism: Converging Competences of Media Professionals and Professionalism',* Australian Journalism Review 23 (2), 2001, pp. 91-103.

[8] Andy Carvin (social media strategist for US public service radio broadcaster NPR) became famous in the general public due to his over 1200 tweets within 48 hours during the Libya uprising. He attracted the attention of media specialists due to his mastery of aggregated and verified real time news Twitter. "*News organisations have become increasingly fascinated by Carvin's experiments as the value of insight, and the expertise required in aggregating and filtering information on social networks, has become more apparent*". See more at: http://www.guardian.co.uk/media/2011/sep/04/andy-carvin-tweets-revolutions

[9] More on the devastating effect of the emerging new media on the traditional media, in: "The Information needs of communities", Steven Waldman and the Working Group on Information Needs of Communities, Federal Communications Commission, July 2011, http://fcc.gov.infoneedsreport.

Another crucial aspect of this ongoing debate is the idea of "Digital First. Print Last.''[10] which seems to gain momentum in important media houses throughout the western countries. The 3R (three revolutions: broadband, wireless connectivity and social networking) have more digital than print audiences, as well as more online than old-fashioned paper news, so that the media ecosystem has changed and it will continue to change in future. As Smith observes, "nearly a quarter of the world's population uses the Internet. Every year 200 million join the online revolution. She underlines that, according to Google, the Internet is the fastest growing communications medium in history. When the Internet went public in 1983 there were 400 servers. Today, there are well over 600 million".[11]

These tendencies entail secure grounds both for the new and old media. The process requires a delicate balance - not so much for the sake of the traditional media, as in order to secure the health of the public sphere and informed citizenry. The source of news[12] is as important, as is its diversification. However, in-depth analyses, investigative work and expert insight cannot and should not be replaced by tweets, facebook status updates and comments, email notices, cell phone transmissions and citizen journalism.[13] They can prove to be sufficient in breaking news, but even then, one should question the source, the background and its competence. Equally, the quality control is crucial, as well as the availability of resources to investigate the story, the know-how necessary to conduct the research and, finally, the grit of the educated analyst (journalist) to publicly broadcast or publish his findings. In other words, as Newton pointed out, the entire media eco system matters.[14]

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[10] The saying became popular when John Paton (chief executive of the American newspaper company Journal Register) used it to explain the importance of the digital medium for the future, underlining that "print is not dead (yet)". It means that digital is the future and it must determine both the news process and business strategy. Print will survive in case it still supports itself, it is less expensive to produce (a by-product) or uniquely valuable (a luxury)". Further reading at: http://jxpaton.wordpress.com/; http://www.guardian.co.uk/media/2011/jun/26/digital-first-what-means-journalism

[11] Zoe Smith, 'From Introducing Multimedia to the Newsroom,' in: *The Future of Journalism Papers, a conference organized by BBC College of Journalism,* edited by Charles Miller, CoJo publications: 1, BBC College of Journalism 2009.

[12] As it has been noted in Knight Commission's Report: "the best journalism serves the interests of truth by reporting as fact only what can be verified through multiple trusted sources". Informing communities: Sustaining Democracy in the Digital Age. Posted by KnightComm on Apr 07, 2010 in Civic Engagement, Digital Literacy, Local Journalism, Open Government, Public Service Media, Universal Broadband. Available online at http://www.knightcomm.org/read-the-report-and-comment/

[13] One of the most prominent examples of citizen journalism is CNN iReport (a user-generated section of CNN.com. The stories here come from users.): http://ireport.cnn.com/

[14] Eric Newton's (vice president for journalism at Knight Foundation) remarks to journalism educators at the pre-conference workshop titled:

Furthermore, the direct and unlimited access to information cannot be seen as "a complete solution for the community's need, since information can overwhelm. Emerging technologies may help people sift, organize and evaluate information. But even tech-savvy individuals are unlikely to possess the necessary institutional resources to respond to all of their personal information needs and objectives without help. No individual can generate the entire analysis, debate, context and interpretation necessary to turn raw information into useful knowledge[15]." Therefore, journalism is seen as the critical intermediating practice of gathering and disseminating news. This is more than necessary in any society, because "individuals and communities depend on the news as a critical element of the information ecology"[16]. The role of journalists may be changing, the sources may be diversified, the core of traditional media may be shifting to other forms and contents, but journalism is still a precious sphere where news are systematically gathered, analyzed and disseminated, taking into account the public accountability and persistence during the performing the responsible task of intermediaries.[17] That is why the journalists as skilled practitioners are needed. "They ask tough questions. They chase obscure leads and confidential sources. They translate technical matters into clear prose. Where professionals are on the job, the public watchdog is well fed. Part-time, episodic or uncoordinated public vigilance is not the same."[18]

"Journalism Schools as News providers: Challenges and Opportunities", held on August 3, 2010 in Denver, USA.

[15] Informing communities: Sustaining Democracy in the Digital Age. Posted by KnightComm on April 7, 2010 in: Civic Engagement, Digital Literacy, Local Journalism, Open Government, Public Service Media, Universal Broadband. Available online at: http://www.knightcomm.org/read-the-report-and-comment/

[16] "*News can be life-enhancing. It can be decisive to individuals in their personal affairs. Local, national and international events can point the way to important challenges and opportunities. News can affect decisions that are both mundane and essential to personal well-being: where the Board of Education will locate a new school, whether plans are advancing for light rail through city neighbourhoods, early reports of a possible flu outbreak at a local community college. The news also helps people to connect their private and public concerns. It helps them identify and take advantage of opportunities to put issues of personal importance on the public agenda. To serve their individual purposes, people need continual access to news that is credible, verified and up-to-date. News is also essential for the community as a whole. Community coordination cannot exist without shared news. The dissemination of information, debate and analysis is central to problem solving. The Hutchins Commission emphasized the importance of media's role in projecting a "representative picture of the constituent groups in the society*." The news connects sub-communities by letting one neighbourhood know what another neighbourhood is doing and how the affairs of some affect the fortunes of all". Ibid., part I.

[17] Ibid., part I.

[18] Ibid.

Journalism education

The first program for journalism education is said to be established in the U.S.A. in the 1860's. The first journalism school dates from 1908.[19] Since then, journalism studies have become standard in most major universities. The importance of journalism education relates to the inevitability of professionalization of journalism, since more and more journalists enter their profession via journalism schools. This tendency has labeled the 20th century and it is believed to be alive today, too.

To a greater or lesser degree, journalism schools[20] all over the globe are conventionally established upon the traditional approaches to journalism education, thus incorporating general journalism knowledge and journalism skill training.

According to UNESCO, journalism education should teach the students how to identify news and recognize the story in the complex field of fact and opinion, how to conduct journalistic research, and how to write for, illustrate, edit and produce material for various media formats (newspapers and magazines, radio and television, online and multimedia operations), as well as for their particular audiences.[21] Furthermore, according to UNESCO, the journalism education should provide the students with the necessary knowledge and training, reflecting the essences of journalism ethics and the best practices. Equally, it should bestow them with fundamental understanding on the role of journalism in society and instruct them how to cover political and social issues of particular importance to their own society by offering courses (some with interdisciplinary character) that can be developed in collaboration with other university programs and departments.[22] In addition, journalism study programs should offer specialized knowledge in various fields of interest and assure the linguistic ability of the future journalists, thus enabling them to work in their respective country, as well as abroad, by offering language training (mother tongue and foreign).

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[19]Both Missouri School of Journalism (University of Missouri, USA) and Ecole Supérieure de Journalism (Paris, France) claim to be the first journalism school. Missouri School of Journalism was founded by Walter Williams and it claims to have opened and discussed the question of establishing the school in 1895. Ecole Supérieure de Journalism was established in 1899 or 1910 and it claims to have discussed the opening of the school in 1896. Further reading at: http://journalism.missouri.edu/about/history.html and http://www.esj-paris.com

[20] It is generally accepted that the term 'school' designates an institution or a part of an institution (such as: faculty, department, college, division).

[21] Model Curricula for Journalism by UNESCO is a general model that can be tailored to the specific needs of each country. It was prepared by four UNESCO experts and it takes into account the social, economic, political and cultural development of the developing countries and the emerging democracies, highlighting the link between democracy and journalism and arguing for a more interdisciplinary approach within the journalism training institutions. See more at: *Model Curricula on Journalism Education,* UNESCO series on journalism education , UNESCO 2007, p. 6.

[22] Ibid,. p. 6.

They should teach prospective students how to adopt technological developments and tools and how to stay in tune with all of the other changes in the news media sector. The latter is becoming important in particular, due to the fact that our society now lives not just with technology but in technology, as Patrao and Figueiredo put it bluntly.[23]

The journalism schools have the delicate responsibility to educate and train the future journalists. However, these schools are frequently perceived as being behind the time and unable to keep up with the latest developments. In some journalism schools, data journalism,[24] online journalism,[25] link journalism, collaborative journalism and civic journalism are still unknown concepts, while in others much of the upper level studies seriously incorporate them in the programs.

Teaching both new and timeless skills in journalism can rather be a challenging task. Hence, the new digital reporting skills and the use of new technologies as tools in journalism are usually not taught alongside the traditional skills and tools, even though they may prove as vital for the students' interests and more advantageous when searching employment[26].

Another problem arises from the fact that many schools integrate journalism and (mass media) communication studies, thus creating additional confusion in the production of the journalists' profiles. This is an obvious conclusion, deriving from the analysis of the job market success and it is best noted in the evaluation of the curricula of such schools. A journalism school should provide a tailor made program which corresponds to the needs of the journalist worker, i.e. programs that are adequate to real time trade requirements. That is why bridging business, education and training is a conditio sine qua non in journalism education.

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[23]See: Educating the new generation journalist: *From Moodle to Facebook,* Patrao Carla and Figueiredo Dias Antonio, Center for Informatics and Systems (CISUC) – University of Coimbra, Portugal.

[24] Guardian claims that contrary to the general believe, data journalism is not new. Namely, the prove is the very first Guardian – or Manchester Guardian as it was named – issue of May 1821 which published a table of data - a list of schools of in Manchester and Salford, including how many pupils attended each one and their average annual spending. Further reading at: http://www.guardian.co.uk/news/datablog/2011/sep/26/data-journalism-guardian

[25] J. Bardoel and M. Deuze also name online journalism as digital. "*The Internet is changing the profession of journalism in at least three ways: it has the potential to make the journalist as an intermediary force in democracy superfluous; it offers the media professional a vast array of resources and sheer endless technological possibilities to work with; and it creates its own type of journalism on the Net: so-called digital or rather: online journalism*". Further reading: Bardoel, Jo and Deuze, Mark, '*Network Journalism: Converging Competences of Media Professionals and Professionalism*', Australian Journalism Review 23 (2), 2001, pp.91-103.

[26] Reinvigorating Journalism Education*, A* Review of News 21, 2005-2011, June 1, 2011, JM Advisory group, p. 19.

Emerging trends in journalism education – Newton perspective

Long years of experience and in-depth research of journalism study programs enabled Newton to define four emerging trends in journalism education. Newton begins with the assumption that in order to teach quality journalism, fair, accurate and contextual search for truth is essential. His analysis is based on the four basic components of traditional journalism - the journalist, the story, the medium and the audience. He recognizes the fact that they are changing fast and he identifies four developing/transformational trends in journalism education which he names meta-trends:

1. Journalism and communication schools should be better connected to the intellectual life of the entire university. (Connecting with the entire University.)

This trend is, according to Newton, based on the idea that in order to achieve more comprehensive and detailed teaching, it is necessary to include different parts of the university in the course of the education of future journalists. "When you teach students to produce professional quality work while in school, when you teach entrepreneurial journalism, when you teach the specialties of health, business, environmental or other advanced forms of journalism, when you teach computer programmers or citizen journalists, you are expanding the definition of who a journalist is and what a journalist can do. The journalism schools cannot achieve all of that by themselves"[27]. Hence, he underlines the need to connect the journalism/communication school to the intellectual life of the university.

2. Journalism and communication schools as content and technology innovators. (Innovating content and technology.)

According to Newton, this trend rests on the notion that the technology is advancing more rapidly than anyone could predict. He notes that as it is quite difficult to identify what the future of news will be like. Thus, the journalism schools and teachers need to adopt and experiment on leading trends in the trade/profession, beginning from data visualization, web scraping to computational journalism and even developing new software.[28]

3. Journalism and communication schools as master teachers of open, collaborative approaches. (Teaching open, collaborative models.)

This trend, as indicated by Newton, develops due to the necessity that different individuals, organizations and even campuses work jointly on a story, project or during teaching classes (exchanging methods, tools and e-learning).

4. Journalism and communication schools as digital news providers which understand the media ecosystems of their communities. (Providing digital news in new engaging ways.)

According to Newton, this trend emerged as a result of the trend-setting universities which were prepared to go further in the

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[27]Journalism education's four transformational trends, Eric Newton, http://www.knightfoundation.org/blogs/knightblog/2010/8/4/aejmc/
[28] Ibid.

process of education. They realized the necessity to produce real news at the school, instead of just teaching the students how to prepare news. Additionally, he annotates the need to engage with the people that were once called 'audience' and to increase the stories' impact by trying to figure out why some stories change the world and others do not. Newton believes that these approaches place them not only in the role of news providers, but they can also hope to understand the media ecosystem of their communities.[29]

Newton's hypothesis is that these four transformational trends should be considered crucial for the success of journalism schools in future. He annotates the fact that their content and form can differ and can be even altered, according to various experiences. Yet, his principal dilemma is whether these trends should be treated as the best practices of some or they are just wishful thinking. According to him, the only way forward is embracing the changes and challenges and discuss the matter. He considers that this will hopefully add an additional impetus to change our rules and tools, standards and practices, laws and statutes and adapt them in the best way to our needs. His advice is to change it all until the day comes when they are no longer going to be emerging trends, but new traditions.

Conclusion

The journalism schools are vital cultural institutions which can influence the governmental policies toward open information, accountability and free speech - all of which are essential for the health of democracy.[30] This is due to the fact that "information is just as important to the health of the community as safe streets, good health, and clean air."[31]

Journalism needs to be credited for fostering and facilitating the ability of the society to maintain its free and democratic nature. Or, as UNESCO stipulates: ''we know that journalism and the educational programs that enable individuals to practice and upgrade their journalistic skills, are essential tools for the underpinning of key democratic principles that are fundamental to the development of every country.''[32]

Hemida reminds us that journalists in modern Western societies see themselves as central to the proper functioning of democracy and that news practitioners see it as their responsibility to

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[29] Ibid.

[30] University Journalism Education: A Global Challenge, A Report to the Center for International Media Assistance, August 1, 2007. Available online at: http://www.ned.org/cima/CIMA-University_Journalism_Education-Report.pdf

[31] Charles M. Firestone, director of the Aspen Institute Communications and Society Program at Informing communities: Sustaining Democracy in the Digital Age. Posted by KnightComm on April 7, 2010 in: Civic Engagement, Digital Literacy, Local Journalism, Open Government, Public Service Media, Universal Broadband. Available online at: http://www.knightcomm.org/read-the-report-and-comment/

[32] *Model Curricula on Journalism education,* UNESCO series on journalism education , UNESCO 2007, introduction, p. 6.

ensure that citizens have the credible information necessary to govern themselves wisely.[33] He also annotates that both Lippmann and Dewey shared a common belief in the crucial role of press in a vibrant democracy. While Lippmann envisioned the role of press as a bridge between the uninformed masses and powerful insiders which help formulate the policies of elected decision makers, thus observing the journalists as leaders of the citizenry, Dewey viewed journalists as the teachers of the public.[34] Now, whether we agree with the former or with the latter, it is a fact that Lippmann seemed to be entirely right when he pointed out that the modern societies had become too complex for the public to understand and to be able to make informed decisions. And even though the emerging citizen/participatory journalism[35] is a genuinely beneficial trend, the old school journalism is still needed. The latter is reflected most accurately in the comparison among the news we want to get (by personal choice of platform we use) and the news we need to get (provided by traditional media source). And this is where the substance of journalism needs to be focused.

In reality, the news business is a highly dynamic industry that entails equally dynamic education. The latter implies the need of the journalism schools to invest in human capital, trained and sufficiently skilled in new technologies, as well as in wider university linkage. Thus, the schools should include a multi-disciplinary approach in the educational process. They should invest in adequate hardware and software and utilize the performance requirements of the classes. Last but not least, a broader curriculum review is needed, in the light of the enormous changes and challenges imposed by digital technology development in the communications of every kind.

Although political, social, economic and media systems differ widely from one country to another, just as the levels of development and journalism cultures do, the changes and challenges facing journalism and journalism education around the world are largely

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[33] Hemida contributes to the Lippmann-Dewey debate / philosophical discussion on democracy and the media in his work: *Participatory Journalism in Online Newspapers: Guarding the Internet's Open Gates,* Jane B. Singer, Alfred Hermida, David Domingo, Ari Heinonen, Steve Paulussen, Thorsten Quandt, Zvi Reich and Marina Vujnovic, Wiley-Blackwell, April 2011. p. 3.

[34] Ibid, p. 3.

[35] The professional news outlets provide numerous opportunities for the public to contribute. The study conducted by Alfred Hemida draws on the perspectives of Walter Lippmann and John Dewey to examine how journalists view participatory journalism. Based on interviews with journalists from two dozen newspaper websites, as well as the analysis of those sites, we suggest that news professionals view the user as an active recipient of the news. As active recipients, the users are framed as idea generators and observers of newsworthy events at the beginning of the journalistic process and later they assume an interpretive role as commentators reflecting upon professionally produced material. Further reading: *Participatory Journalism in Online Newspapers: Guarding the Internet's Open Gates,* Jane B. Singer, Alfred Hermida, David Domingo, Ari Heinonen, Steve Paulussen, Thorsten Quandt, Zvi Reich and Marina Vujnovic, Wiley-Blackwell, April 2011.

similar and exist universally.[36] The evidence of the latter is best demonstrated in part I of this article where the changes and challenges are noted. Hence, this paper is written with an intention to contribute to the discussion on the future of journalism and journalism education in general, bearing in mind the conviction that journalism education as socializing agent is prerequisite for the improvement of the society and the health of the citizen. It is immensely important how we educate and how we engage our journalism students and ourselves in a meaningful and preferably non-hierarchical dialogue, because this is what determines how journalism is done.[37]

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4. The Information Needs of communities, Steven Waldman and the Working Group on Information Needs of Communities, Federal

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[36] '*Global Journalism Education: A conceptual Approach',* Mark Deuze, Routledge, Journalism Studies, Vol. 7, No 1, 2006. See: Introduction.

[37] Regarding the feasibility of the global approach to conceptualizing journalism education, we need to underline Mark Deuze's writing and his comments on specific examples of international cooperation projects and the assessment of the needs to change the journalism training and the education environment. Namely, he calls the attention to the following initiatives: 1) In Europe: various publications and programs on journalism training of the European Journalism Centre in Maastricht, the Netherlands, coupled with emerging undergraduate and graduate international collaborative programs in ''Eurojournalism'' by schools and universities in Wales, Denmark, Germany and the Netherlands. 2) In Africa: audits, reports and programs by the Southern Africa Media Training Trust and the Media Institute of Southern Africa, as well as overviews offered by media professionals in the field. 3) In the Asia-Pacific region: various collaborations of schools, media institutions and universities in the region, including partners in Europe and the United States. 4) In South America: research and training programs for the entire region initiated by the Ciespal Institute in Quito, Ecuador. 5) Worldwide: the UNESCO initiative Journet, a self-proclaimed global network for professional education in journalism and the media. Ibid., p. 20, 31.

Communications Commission, July 2011 Available online at: http://www.fcc.gov/infoneedsreport

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Summery

Our world is changing rapidly and we are witnesses of that change. We are also aware of the fact that there is a difference in the ways of living here 20 years ago and today. That is a consequence of the development which occurred in the field of technology in a short period of time, as well as of the appearance of the worldwide web (the Internet). There were times when the transfer of the information from one place to another took months or, in some cases, years. However, nowadays the news is transferred expressly and its effect is broader. In this, so-called modern world, we are not only traditional consumers, but also interactive users and creators, broadcasters and publishers of information. Thus, we may ask why do we need journalists as professionals?

Online media or Internet emerged as the forth media, besides the traditional media (radio, television and printed media). The usage of the traditional media shows signs of decrease which is caused by the usage of the world's fastest growing medium in the history - the Internet. Yet, the traditional media are still considered as one of the most competent and trustworthy sources of news, due to their dependence upon the journalists' skills and due to the scepticism toward the online information. This is because tweet and status updates, comments and emails cannot and should not be compared with articles, stories and viewpoints, written or expressed by professionals. The role of journalists may be changing, the sources may be diversified, the core of traditional media may be shifting to other forms and contents, but journalism is still a precious sphere where news is systematically gathered, analyzed and disseminated. In order to reach this level, we must have proper journalism education.

Journalism education is said to have appeared in the U.S.A. in the 1860's. The first journalism school was opened in 1908. Since then, the journalism studies have become standard in most universities. The purpose of journalism education is to enable the students to identify news and recognize the story in the complex field

of fact and opinion, to conduct journalistic research, to write, illustrate, edit and produce material for different types of media. Otherwise, how can we imagine living without right and proper information? Long years of experience and in-depth research of journalism study programs dedicated to educating better journalists permitted Newton to define four emerging trends in journalism education: 1. Journalism and communication schools better connected to the intellectual life of the entire university; 2. Journalism and communication schools as content and technology innovators; 3. Journalism and communication schools as master teachers of open, collaborative approaches; 4. Journalism and communication schools as digital news providers which understand the media ecosystems of their communities. According to Newton, these four transformational trends are the keys to the success of journalism schools.

Journalism is vital because of its influence on the development of governmental policies which are sensitive toward open information, accountability and free speech in a democratic society. The way in which we educate and engage our journalism students and ourselves in a meaningful and preferably non-hierarchical dialogue is a prerequisite for the improvement of the society and the health of the citizens. This is what can determine how professional journalism is made. That is where the future journalism education needs to be directed, if the principle aim is to become more professional and gain with more confidence and respect.