Guided reading questions for chapter two

1. Why does journalism and mass communication education matter?
2. Does it make a difference whether a community is informed by a professional journalist, a student journalist or a "citizen" journalist? Why or why not?
3. Do you think journalism education must modernize? What will happen if it doesn't? Will the quality of journalism suffer? Why or why not?
4. Are there greater implications for society if we change the way we teach journalism?
5. About how many college or university journalism schools are there in the country? Could they satisfy the information needs of communities?
6. Do you believe university faculty members should be hired primarily for their degrees, or their "real world" work experiences, or a combination of both? Explain your answer.
7. Why is interdisciplinary study important when it comes to journalism?
8. How does the team-teaching concept work in the context of journalism education?
9. What are the advantages of team-teaching?
10. What is "knowledge journalism"?
11. According to the author, what potential news outlet is underused at many universities?
12. What four steps do universities need to take to become relevant in journalism education?
13. What college-level teaching model did foundation leaders advocate in a letter to university presidents?
14. What are the advantages and disadvantages of that model?
15. Why would a newspaper or teaching newsroom need libel insurance? Define libel as part of you answer.
16. The author says top professional journalists should be able to earn a professional doctorate. Do you agree or disagree?
17. Unlike doctors and lawyers, journalists are not licensed. Is licensing a good idea? Would it make journalism more of a profession? Does the First Amendment allow it? How have governments abused licensing?
18. Why is research important to those who teach journalism? Why is it important to professional journalists?
19. Would journalism or media research be better if scholars and professionals did it together? Would some types of research benefit more

than others? If so, which types?
20. What relationship should student journalists have with their communities?
21. According to the Federal Communications Commission, how many journalism jobs have been lost over the past few years? Where have the bulk of these jobs been erased from?
22. To what does the author compare watchdog journalism?
23. What happens without watchdog journalism?
24. How should journalism students become better prepared to enter the current job market?

Shaded terms for chapter two

ACEJMC: The Accrediting Council on Education in Journalism and Mass Communications is the agency responsible for setting and upholding standards for college-level journalism and mass communications programs.

AEJMC: The Association for Education in Journalism and Mass Communication is the primary membership organization for academics in the fields of journalism and mass communication education.

E-learning: The use of Internet technologies to enhance knowledge and performance. E-learning can occur with or without a real-time teacher, at set times or at the user's convenience.

Frenemy: A competitive friendship. Though staying on friendly terms is mutually beneficial, the organizations are competitive rivals. Frenemies may dislike each other, despite the polite front.

Freemium: A business model combining the words "free" and "premium." Freemium products and services provide basic elements at no charge but offer the option to purchase additional or advanced features for a fee, as with Linked-In. A popular model with software and web-based applications.

Interdisciplinary: The combination of two or more academic or practical disciplines, sometimes creating new ways of thinking. An interdisciplinary field often crosses traditional boundaries between schools of thought as new needs and professions emerge.

News flows: The pathways through which information is exchanged and shared by journalists, news organizations and people themselves.

Newsgathering: The process of finding, verifying and clarifying information on behalf of a group of news consumers.

Research gap: A place in academic research where little to no information exists on a topic. Research gaps sometimes suggest new themes to explore.

"Teaching Hospital" Model: A model of learning-by-doing that includes

college students, professors and professionals working together under one "digital roof" for the benefit of a community. Student journalists provide news and engage the community in innovative ways. Top professionals support and guide them. Good researchers help design and study their experiments.

Some of the shaded terms are in the text; others are in the Learning Layer; still others are in the source material linked to from the book. This list helps define them, wherever they are found.

Do you have a "teaching hospital"?

The author promotes the value of the "teaching hospital" model for college-level journalism education. It's a model of learning by doing that includes students, teachers, scholars and professionals working together under one "digital roof" to produce news that informs and engages a community. Students learn about journalism as they do it, and researchers study their experiments.

But will that model work everywhere? Can you afford an entire hospital? Should you run a teaching clinic, with students filling a community news niche? Or just do one story as a class project? The answer may depend largely on the curriculum structure of your school— your way of defining and applying journalism.

Examples:

Journalism as electives: In colleges with this level of journalism education, there may be only a few journalism classes. Doing "actual journalism" can be an extracurricular activity, perhaps even a campus public relations activity. You might see newspaper or media clubs on those campuses. High school journalism can function this way.

Journalism as a concentration, or a minor: This is a common alternative at liberal arts schools. You may major in "English" or "Communication" but you can build a concentration in journalism. There are additional classes to fill out more of what a student would need to do more meaningful journalism in a laboratory setting.

Journalism as a major: At this level, schools often have people with professional experience on the staff, though in some cases it may not be current experience. There are a range of different classes (journalism history, law, ethics, media management, etc.) designed to delve deeper into the intellectual foundation of the field. These are the schools with the largest spectrum of "live news" options -- from a campus-focused newspaper to ownership of a commercial community news outlet.

Journalism as a double-major or customized degree: A few leading schools are now experimenting with joint journalism-computer science or

journalism-business degrees. New rules adopted in 2012 by the Accrediting Council on Education in Journalism and Mass Communications programs allow schools to more easily develop double-majors and customized degrees involving journalism and technology, business or other subjects. These schools often have greater capacity for innovation and new product creation because of partnerships with the rest of the university.

Questions for a class discussion:

- Do you produce journalism for classes that is not posted online or used in student media? Is that a waste?
- At your school, do you have "unused local news capacity" -- such as an FM station that plays only music and offers no local news?
- In what ways would the concepts of a "teaching hospital" be useful to your school's journalism education efforts?
- Do you agree with the author's argument that journalism education is better when it involves students, teachers, professionals and scholars working on the same live-news efforts?

Consider these case studies: The University of Colorado is discussing creating a College of Media, Indiana University is merging its independent school of journalism with the College of Arts and Sciences and the University of South Florida dropped out of accreditation and replaced its school of mass communications director with the leader of the School of Information.

Because of these changes, do you think the schools are more or less likely to be able to create a "teaching hospital" model? If not, in what direction are the schools moving?

What should student media look like?

The "teaching hospital" approach to journalism education merges student journalism with classes, often taught by professionals. For example, students in a course at Arizona State University produce video news packages that air on the same day of production. Their aim is top-quality, professional content that could be used by any news organization.

Student media at other universities operate somewhat like student organizations. An editor-in-chief or station manager assumes the role of "club president." The news outlet may work under the supervision of a faculty advisor. It might be a class but more likely is a group of volunteers. Some staff members might be paid. Students get hands-on experience and a chance to run a news organization.

Each approach faces challenges. A "teaching hospital" clinic can require additional faculty or staff to supervise operations. A "club" must create incentives to attract volunteers. Some schools have both systems. Some have merged them into hybrids. What does your school do? How important is it for students to manage student media? How valuable is it to have top-level professional work samples? How could a school provide both?

For students, assignments on different levels:

Flashlight: Neiman Lab suggests that journalism students create work for professional publications through collective reporting. The University of Miami television station and radio station contribute content to the student newspaper, The Miami Hurricane. Is cross-platform content sharing a good idea? Or should each publication be responsible for creating its own original content over different platforms?

Spotlight: Look at "1 Million Story Ideas for Student Journalists" on the College Media Matters blog. The ideas there are inspired by real student media stories. Choose one idea to do yourself. Write a story proposal. List the people you will interview. Pick the platforms you will use to share the story.

Searchlight: Check out the Journoterrorism blog by former Florida Atlantic University student newspaper adviser Michael Koretzky. He offers non-traditional advice on confronting the chaos of a college newsroom and getting

your first job. See <u>"9 Mistakes That Crush a College Journalist's Career."</u> Do you make any of these mistakes? Do your peers? Do any professors suggest you commit them?

Extra Credit: Awards can boost the reputation of student media. They can even encourage universities to keep funding student media. Consider applying for these student media awards:

- <u>Society of Professional Journalists Mark of Excellence Awards</u>
- <u>Associated Collegiate Press Awards</u>
- <u>Hearst Journalism Awards</u>

A next wave of "new"

As journalists become comfortable with mobile media, they have begun to experiment with new types of storytelling. Some experiments reach further than others. We are heading into a world in which you can be immersed in a story with virtual reality, holographic glasses and drones. The news cycle can become part of your body cycle with wearable technology.

So what will this mean for journalists? Could we reach a point in the near future similar to the one described in this American Journalism Review article by former Newseum staffer Paul Sparrow?

Consider these reading assignments and class discussion topics:
Flashlight: While these advances can be exciting, they bring up ethics and privacy issues. Consider this article about the ethics of drone journalism. Which laws do you think are necessary? Try the same with social media. Another example: Look into the issue of net neutrality. How do new technologies play into our fundamental ideas of free expression and equality?

Spotlight: Explore Walking New York, the New York Times Magazine's step toward virtual reality journalism. Download the app Vrse and watch the video. Where else would this platform work? What you can do with an upcoming election in WhatsApp?

Searchlight: To use these new tools, will journalists need to have a deeper understanding of reader behavior? Probably. Story forms could be as customized as the stories and tools themselves. So how does a newsroom go beyond simply measuring "unique visits"? Research what analytic data is important in the mobile age. Newsrooms call it "audience development."

Extra credit: Technology changes. Clarity remains a goal. Check out this list of common repetitive phrases, this list of jargon and this list of clichés. Take a look at social media. Would good writing stand out there? Is it one of the tips on how to use Twitter? Or Tumblr? Go online and choose any news story. Highlight any repetitive phrases, clichés or jargon. Make suggestions as to how to improve the writing. Now read it again, and do the same once more.

Are student media already "teaching hospitals"?

Do traditional student media serve their communities in a "teaching hospital" model of journalism education?

The author defines the "teaching hospital" model as a news organization populated by students, teachers, professionals and professors that engages deeply with the community it serves. It supports a culture of continuous change and experimentation in news technology and technique. Scholars both inform and study the experiments. This means the news organization provides not just news for the community but knowledge to the field of journalism.

Discuss with students the question of whether student media already fit that definition. If not, where do they fall short? Some argue that including professionals and scholars in student media takes away from the learning students get when they run their own newsrooms. Could a student-run "teaching hospital" still work if the scholars and professors were "consulting physicians" and the students make the decisions?

For students, assignments on several levels:

Flashlight: Look at the Associated Collegiate Press site as well as their College Media Matters site. What is the purpose of these two portals? Do they address the innovation issues raised by the author? Would you join them? In an online outlet of any type, answer this question: Do the contests supported by these organizations, as well as those under the high-school focused Journalism Education Association, encourage digital research and storytelling as well as social and mobile media use? Do they encourage change?

Spotlight: In 2012, student journalists participating in the national Carnegie-Knight News21 program produced a major investigation into voting rights. "Who Can Vote?" was the work of 24 students from 11 universities under professional direction. Take a fresh look at the News21 program. Divide the class into groups to research four questions for discussion:
1. What impact can you find from News21 investigations?
2. Are the students innovating; if so, how?

3. Does News21 engage a community; if so, how?

4. What knowledge does News21 provide to the field of journalism? Have the class discuss ways to improve News21, including future story ideas. Write a class letter to the program's director.

Searchlight: Have students pick a topic to localize from the community-based studies on the Journalist's Resource. Ask each student to contribute one relevant fact, drawn from this list of free references and resources or elsewhere. Map the story: What interviewing and reporting still needs to be done?

Now, have the class set that aside and question everything. Why did they choose that topic? How do they know the community is interested? Did they ask any experts? Did they ask any community members? Are there better ways to choose stories than journalists picking them on instinct?

Extra credit: Thinking about the story chosen above, how would you turn it into a "teaching hospital" experiment? Would the story be done differently? What might the experiment teach the field of journalism?

Update

Some schools innovate, build momentum

Some journalism and mass communication programs across the country are innovating. Examples:

- Morgan State University has created the Urban Digital Journalism Program.
- Florida International University has the Knight Innovator in Residence Program, encouraging collaboration between students and faculty on innovative digital media projects, new courses and research.
- The University of Florida College of Journalism has a two-year speaker's series, "The Innovators."
- "Back in the Newsroom" is a summer fellowship program for Historically Black Colleges and Universities' journalism faculty that keeps their skills up to date.
- Arizona State University created a Public Insight Network bureau on their campus. Students in the bureau help media organizations engage communities in innovative ways.
- Northeastern University is piloting the Media Innovation Track to train graduate students to apply design, data and technology skills.
- Hampton University is creating a pilot of the Center for Digital Media Innovation to expose minority students to new journalism practices.
- The New School is piloting a Journalism + Design bachelor's degree and minor program that will teach journalism through a design mindset.
- The University of Texas at Austin is developing Massive Open Online Courses, this one on Investigative Journalism for the Digital Age.
- The City University of New York is developing an MA Degree in Social Journalism.
- Columbia University is speeding up its offerings in data journalism and computational journalism.
- University of Missouri's Reynolds Institute is creating new types of innovative fellowships, including some fostering partnerships with news organizations.
- West Virginia University's innovator-in-residence program includes both virtual and campus visits and is designed to solve real-world problems.
- Syracuse University has an endowed chair in Journalism Innovation.

- The University of Nebraska has a [drone journalism lab](#).
- The University of Southern California's many experiments include [a technology incubator](#) and [augmented reality](#).
- Student newspapers at the University of Maryland [(The Diamondback)](#) and Columbia University [(Daily Spectator)](#) will use software and other digital tools created by [The Washington Post.](#)
- American University is applying [game design](#) to journalism and journalism leadership.
- New York University was an early innovator in digital journalism with [Studio 20](#).
- The University of North Carolina has two endowed chairs focusing on [digital media economics](#) and [digital marketing and advertising](#).
- A dozen schools from coast to coast won the first round of the [Challenge Fund for Innovation in Journalism Education](#).
- Northwestern University's [Innovation Projects](#) classes create teams to solve current journalism and media problems.
- At the University of Oregon, professor Ed Madison works to teach [digital skills](#) not just to college students but at the high school level.

Assignment for students: Read through [Education Shift on PBS Media Shift](#), [College Media Matters](#) and [Poynter's training section](#) to discover what journalism innovation projects have taken place at universities in the last month. Is your school keeping up with the pace of change?

Extra Credit: Professor Katy Culver of the University of Wisconsin is curator of [EducationShift](#), where journalism educators and students share innovative ideas. At a University of Missouri event to celebrate the "green shoots" of new growth in journalism education, she grouped innovations into [nine categories](#). They include such topics as innovation centers, data and social journalism. The author of Searchlights and Sunglasses offers four groupings: connecting to campus, innovating, open collaborations and community engagement. How would you group the innovations you've discovered?

Interdisciplinarity: Insights from more than one field

It's called interdisciplinarity. It isn't new, but the idea of seeing the complex world through different lenses has been growing in popularity. A student might learn business and art, or music and medicine, or any combination of topics. In journalism, interdisciplinarity offers greater context for understanding today's society. Combining the knowledge from different disciplines can encourage new ways of thinking.

Assignments for students on three levels:

Flashlight: Collaboration may be especially important in small journalism programs, where maybe just one or two run the show. English composition classes teach writing basics. Class discussion: Suppose you just received this creative writing assignment, to write an essay from the point of view of a lobster. What science would you need to know to do a realistic job? Even if team-teaching isn't an option because of the small size of your school, would it be possible for another teacher to provide links or handouts that could help?

Spotlight: At Michigan State University, students are learning how to use drones as part of their environmental journalism classes. Would that be considered part of the interdisciplinary program pondered by this professor? Ask students to find universities that offer interdisciplinary programs. Which majors seem to offer the most varied combination of subjects? Are any of them in journalism or communication majors? Which disciplines is journalism usually paired with? Have a class discussion.

Searchlight: At New York University's Steinhardt School of Media, Culture, and Communication and Georgetown University's Communication, Culture and Technology Programs, among others, faculty infuse journalism and communication with social, cultural, political and technology studies. Look at all the programs offered in your school now. Create three custom interdisciplinary tracks for journalism majors. Explain why you chose certain specialties over others.

Extra credit: At the University of North Carolina, Penny Abernathy studies digital media economics. In this FOX interview she talks about paying for online news content. As old economic models collapse and digital ad marketing dollars keep growing, isn't a better understanding of journalism economics an essential part of new media education?

New fields of inquiry, like Digital Brand Attachment (studied by UNC's [JoAnn Sciarrino, an expert in digital advertising and marketing](#)) measures the emotional connection between people and brands. How much business should journalism students be taught, and who should do the teaching? Examine [the successful French online newspaper Mediapart](#), profitable from subscriptions only. How would you rearrange lesson plans and collaborate with other teachers to show students how the business office of Mediapart functions?

What do they do in those news labs?

Northwestern University's Knight Lab is a team of technologists and journalists working together to advance innovation, developing prototypes, projects and services. The idea is that journalists should help design the technologies and techniques that are changing their field.

Students should look at the tools in the projects section, such as TimelineJS, which enables people to build visually-rich interactive timelines; Local Angle, which finds national stories of local interest; BookRx, which recommends books by looking at Twitter activity and TweetCast, which used your tweets to predict the candidate you were likely to vote for in the 2012 U.S. presidential election.

Choose from these batches of student activities:

Flashlight: Think about the "Searchlights and Sunglasses" idea from this digital book's introduction -- that traditional journalism shines a light to help people see, but the future of news also involves the use of filters to help us see. For class discussion: Which of the tools on the Northwestern site operate like searchlights and which like sunglasses? Do you think the lab is achieving its goals? Why or why not?

Searchlight: While imperfect, social media sites like Pinterest can be used for research. A joint project between Philip Merrill College of Journalism and the School of Public Policy in University of Maryland resulted in the creation of PrezPix, a site that analyzed the framing of the 2012 election campaign solely through photos. Try using one of the tools in Knight Lab, or other tools mentioned in the book to research an interesting story.

Searchlight: The Massachusetts Institute of Technology offers "Media Lab Entrepreneurship: Digital Innovations," to increase student understanding of how digital innovations grow into societal change. Look at the Digital Ninja workshops, with step-by-step plans for collaboration. Where on your campus is innovation taught? Ask a teacher from that department to talk to your class, with students assigned to find out what from that department's curriculum could be used to improve the journalism program. Approach that department to figure out how a collaborative class could be beneficial. Discuss strengths, or areas of interest for both departments that can be fulfilled by team-teaching.

Extra credit: Look into Frontline SMS, which allows broadcasting of text messages via cell phones. Try it as a simple way to communicate with a large group of people and ask them to participate in a report you are doing.

Can student journalists fill the gaps?

The author believes "teaching hospitals" at journalism schools could help make up for the shrinkage in local news the nation has seen in recent years. Do you agree? Are there enough students? Are they digital enough?

Mu Lin, a former Dartmouth College PhD student now working for Twitter, started a survey of U.S. journalism and communication schools. He could find only a few dozen of the more than 500 programs meeting his definition of "fully integrated." He then took up the question of how best to develop a digital journalism program. Offering digital classes as electives is not enough, nor is offering a digital track for some students. Lin says all journalism students must take courses in digital or multimedia journalism, you must be able to major in in digital or multimedia journalism, and all students must take reporting and production courses in both print and broadcast.

Student activities at three levels:

Flashlight: Divide your state's colleges up into groups, assigning some to each student. Using Lin's criteria, how many colleges in your state offer "fully integrated" programs? Research program tracks, course listings (including descriptions), and electives offered. Which schools had the most interdisciplinary curriculums? What student journalism do they offer? Send your results to Lin's blog.

Spotlight: Class discussion: Starting salaries for journalism and mass communications majors average anywhere from $30,000 per year to $41,000, depending upon what study you look at. Ask students to research this difference. Could it be that the confusion is caused by whether students work at traditional outlets whether they work at banks, law firms, hospitals ... anywhere there's a web site? Discuss how to avoid this: Some students wanted a traditional job so much they were scammed with fake job postings.

Searchlight: Have the class prepare a proposal of interdisciplinary courses they would like included in their major, like Missouri's "drone reporting" or Oregon's iPad magazine. What classes would they need to brainstorm an innovative journalism software product, service and/or program? How can they make their wishes known?

Extra credit: Several prominent universities -- Harvard, Yale and Duke for example -- do not offer journalism as a major. If you graduate from an Ivy League School, is a major necessary? Why or why not? What are the advantages or disadvantages of having a journalism degree? Find a story like this on writer Michael Wolff, who [called Columbia University's journalism overpriced and underperforming](). Ask students to add their views.

Sizing up the roadblocks to change

Niccolò Machiavelli was an Italian writer, statesman and philosopher during the Renaissance best remembered for his book on the realities of politics, *The Prince*. He wrote:

"It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than a new system. For the initiator has the enmity of all who would profit by the preservation of the old institution and merely lukewarm defenders in those who gain by the new one."

Educators revealed the roadblocks in their way to rework their curriculum in interviews with Inside Higher Ed:

1. **Change is more work.** Regional accrediting bodies require faculty to have advanced degrees unless an institution shows why the professional background of a teacher is relevant. This means there's extra work when hiring professional faculty, according to Beth Barnes, director of the school of journalism and telecommunications at the University of Kentucky.
2. **Change requires money and approvals.** Barnes also noted that a journalism school may be willing to change, but can't unless the university overseeing that school agrees. Money often is needed to build new, up-to-date facilities, but conflicting campus priorities can commit those dollars elsewhere.
3. **Change takes time**. It took decades for journalism education to expand from vocational education to the teaching of the intellectual foundation of a profession. It's not reasonable to expect instant change.

Three levels of discussion for your class:

Flashlight: Are the roadblocks listed above the major ones? Are there other explanations? (Check out these math and data tools, for example: Could it be that student journalists are just not good at math?) If Machiavelli's statement does apply to journalism education, who profits by the preservation of the current system? Why don't digital advocates make more noise?

Spotlight: Consider this article by Len Downie, former executive editor of the *Washington Post*, on the roadblocks journalism schools face to implement the "teaching hospital" model. Given the roadblocks, do you think journalism

education can accomplish the "drastic changes" called for by Downie?

Searchlight: Ask students to read the research below on journalism education reform.

- Cherian George at Nanyung Technical University of Singapore wrote in his 2011 research *Beyond Professionalization: A Radical Broadening of Journalism Education*, that he saw the need for change in undergraduate journalism education. He argued that journalism is a human right, and should be taught and practiced as such. He called for an emphasis on journalists, as representatives of all people, having access to all information.
- Tim Vos at the University of Missouri, in his 2012 article *Homo journalisticus: Journalism education's role in articulating the objectivity norm*, discusses how the concept of objectivity was naturalized in journalism education from the 1890s to the1940s.

Class discussion: Should these changes happen? How?

Movies, cartoons and a pop tour of news values

The Image of the Journalist in Popular Culture is a project of the Norman Lear Center at the University of Southern California's Annenberg School for Communication and Journalism. Its database contains more than 83,000 entries on journalists, public relations people and media generally. The references come from film, television, radio, fiction commercials and cartoons. Teachers might consider its DVDs; scholars, its peer-reviewed journal.

Early plays and movies, such as "The Front Page", often looked at the sensational, exciting, romantic aspects of journalism. Journalists were superheroes, such as "Superman" (reporter Clark Kent) and "Spiderman" (newspaper photographer Peter Parker). The classic "Citizen Kane" also emphasized the incredible power of the press.

Investigative reporting took center stage in "All the President's Men", with brave Washington Post reporters Bob Woodward and Carl Bernstein tracing a bungled burglary to abuses of power so severe the revelations led to President Richard Nixon's resignation. After that, while some journalists still saved the day in popular culture, ethics violations soared; reporters lied, cheated and stole, clawing their way to fame, and "pack journalism" flourished, with crowds of reporters screaming questions.

Modern movies are a kaleidoscope. Clark Kent leaves the Daily Planet to start a blog. Netflix' "House of Cards" also has reporters fleeing the Washington Herald for the digital Slugline. HBO's "Newsroom"details TV's failings in the way "The Paper" critiqued newspapers. It falls to older documentaries like "Page One: Inside The New York Times" featuring real journalists such as New York Times media reporter David Carr (here talking about the future of journalism) to inject some reality into public perception of journalism.

Assignments for students at several levels:

Flashlight: Review the links above. Ask each student to choose one book, comic, film or other portrayal of journalism, and rate it: Positive, negative or mixed. Students can email you their video reviews in pop culture format. They can create an animated video of their results using goanimate.com or another free site. Do portrayals of journalists reflect the journalism of the time? Are they sensationalized to make them more entertaining? If so, how? Post the best reviews on a

blog.

Spotlight: The Association of American Editorial Cartoonists promotes staff, freelance and student editorial cartoonists in the United States. The group actively opposes the trend toward newspapers cutting cartoonists. Ask students to try keyword searches on the AAEC site or the Cartoonist Group site or even to find cartoons about journalism, reporters, media, etc. Students should pick their favorites to bring to class. What journalism issues do the cartoonists raise? Are they right? Are there any issues they seem to leave out?

Searchlight: Matt Wuerker of Politico is a recent Pulitzer Prize winner for editorial cartooning. About halfway through this 40-minute interview, he starts showing how he draws his award-winning cartoons. Assignment: Try it. Ask students to draw their own cartoons. What's the topic? Something they should know about: Journalism education! Let's see what students believe is wrong, ironic, paradoxical, unjust and otherwise broken in teaching the next generation of journalists. Are they learning everything they think they need to know? After the class picks the best, ask for a volunteer to send them to journalism education groups: Will they use them on their web sites?

Finding case studies on the impact of social media

On March 15, 2013, the award-winning graphic novel, *Persepolis* by Marjane Satrapi, was pulled from library shelves and ordered removed from classrooms by the Chicago Public Schools. A student journalist found Satrapi's literary agent, who immediately found the author. Satrapi, who now lives in Paris, responded – as did the American Library Association's Office of Intellectual Freedom and many outraged local, national and global citizens. In summary: Students used social media to put the word out about Chicago's policy, and the book was returned to library shelves.

Ironically, the book was written partly in reaction to the censorship of artistic expression in Iran under the fundamentalist Islamic regime that took over power of the country after the 1979 Revolution.

Below are three levels of activity for students:

Flashlight: How can you verify that the above story is true? Can you find news reports or statements from the parties involved online? Do they verify the story or conflict with the story? How can a researcher resolve conflicts if sources say different things in a case study?

Spotlight: Research a similar case of censorship that was overturned. Start by looking over the Global Journalist. Explore the role of social media in the case.

Searchlight: The use of social media is exploding. Is censorship also increasing? How would a researcher look into that? Find two or three examples of groups that monitor Internet freedom. Do those measurements include social media?

Extra credit: How many universities offer a college degree with a specialty in social media? Here's a master's degree specialization from the University of Florida. Of the 500 journalism and mass communication programs and schools in the United States, how many others can you find?

Watchdog journalism reduces corruption

Journalists make frequent use of the story of one of the poorest cities in Los Angeles County — Bell, California — to explain why their work matters. In 2010, Jeff Gottlieb and Ruben Vives of the *Los Angeles Times* learned city officials in Bell were receiving some of the highest salaries in the nation. Six city officials were accused of misappropriating public funds. The reporters won the Selden Ring Award for Investigative Reporting and their newspaper won the Pulitzer Prize for Public Service.

This is the type of accountability reporting at stake in our current journalism environment.

Present the case to your students:

- Timeline, Bell: 'Corruption on Steroids'
- Is a city manager worth $800,000?
- Pacific Time podcast: The story behind two Los Angeles Times stories

Activities for students on four levels:

Flashlight: In a class discussion, ask students: Could local reporting have prevented this scandal? What is it about investigative reporting that has caused it to be cut by commercial news organizations? Are there other, non-profit types of investigative reporting? Are those outlets active in your area?

Spotlight: Globally, Harvard scholar Pippa Norris argues that the news media is vital for triggering governance reform because a free press usually means less corruption. Shouldn't the same be true in the United States? Journalists have documented the fall of reporting on state governments, for example, and other investigators have shown the high risk of corruption in the states. Ask students to pick a state with a high corruption index. How many daily reporters are covering state government? How has that number changed? They should post their views on line.

Searchlight: Excellence in investigative reporting is recognized by the Pulitzer Prize. Ask students to take a look at past winners and finalists, and the topics of their stories. Are there any trends? Ask students to plot the trends using a data

[visualization chart](#). Hold a class discussion of the findings. Why are some topics leading the pack? Are other topics missing? Students also should research local news sites: what notable investigations have occurred recently?

Extra-credit: Worldwide, as noted above, [studies by Norris](#) and others show a correlation between [freedom of the press and levels of corruption](#). What other things set the stage for [increased corruption](#)? Compare the corruption map to the [Press Freedom map](#). Now look at the [global governance patterns on this chart](#). Do you think the "new censors" are those from the rising group of countries called "anocracies"? Ask students to put their thoughts online in whatever format they wish.

Destroying journalism education to recreate it?

Consider the many changes in recent years at the Columbia University Graduate School of Journalism: new degrees, classes, projects, centers. Students now routinely post their work online. Former Columbia dean, Nicholas Lemann, remarks how "The main change in journalism has been the influence of the Internet, which has been great in every way except as regards the economics of mainstream news organizations." That one big change is true throughout the developed world, even in Australia. Graduates seeking journalism jobs should be flexible about the type of company they work for – not all news is provided by traditional news organizations.

Does that mean nearly everything about journalism education should be rethought?

Reflection and self-evaluation questions for teachers:

Flashlight: Consider these questions: What are the major roadblocks preventing change in your school? When was the last curriculum overhaul? How do new classes get approved? Is there an appetite for what the author calls "creative destruction"? Would change better serve students? Do you look to the industry for guidance on how to change? Or are you trying the new things that could lead the industry? Don't just answer these questions for yourself: talk to a colleague about the issue.

Spotlight: In 2012, writer and media entrepreneur Jeff Jarvis (director of the Tow-Knight Center for Entrepreneurial Journalism) argued that journalism education should do more to keep up with new tools. How does your school teach new tools and skills? Does the idea of a "Brain Bar" to help with technical inquiries seem like a good solution? With the quickening pace of technological developments how can you better prepare students to be flexible and innovative?

Searchlight: From as far back as 1987, the Oregon Report called for a balance of professionals and scholars to improve "the dismal state of journalism education." In 1996, educator Betty Medsger published Winds of Change,

warning that journalism programs faced a bleak future without the input of experienced professionals. (She later noted that more than 50 percent of those winning major prizes never studied journalism.) Do you have professionals bringing fresh insights to your program? Are they adjuncts or professors? Which side of the faculty shows more reluctance to change, scholars or professors?

Extra credit: The Carnegie-Knight Initiative on the Future of Journalism Education funded a project by the Shorenstein Center called the Journalist's Resource. It bridges scholarly research and journalistic reporting. Consider: Does the scholarship from your campus make it back into the news industry? Should journalists and scholars routinely partner on research? How can your school get that started? Does your school have special study grants for applied research?

Staying current: Reverse mentoring might help

Journalism Interactive is a conference that brings together scholars, professionals, teachers and students to discuss the constantly changing tools, techniques and issues of journalism education and journalism. The Online News Association Educators Group has a Facebook page with several hundred members. Nieman Journalism Lab and PBS MediaShift cover digital education issues. Cyberjournalist.net and others try to stay abreast of industry trends. Even journalism history changes as the beginnings of the digital age are recorded in projects such as Riptide by the Shorenstein Center.

Where else can a journalism educator go to stay current? Perhaps your class can help answer that.

Activities at three levels:

Flashlight: Start with a refresher. Show the class this social media history poster. Ask the students: How much of this media do they know how to use? What would they like to learn? What has happened since 2012, when the poster's story ends? What are journalistic uses of social media? What do they think of assignments that require the use of social media?

Spotlight: The American Society of News Editors, Reuters, The Associated Press and many others have social media guidelines. Ask students to review them. Does your university have any guidelines when it comes to student use of social media for assignments? Does your student media have them? What do your students think they should say?

Searchlight: Note the ASNE guidelines above, from 2010, say breaking news should not go out via Twitter but instead should be posted on a news organization's web site. Given how the Boston Marathon bombing news started in social media, is that idea already out of date? Knight vice president Michael Maness puts it this way: "The threads are now just as important as the cloth." Ask students: Is he right? What should student media at your campus be doing differently?

Extra credit: This interesting student journalism piece, 100 Gallons, from the University of North Carolina, was a finalist for a national Emmy. In what ways is it traditional and in what ways is it new? Consider design, story form, community engagement and impact. If you were a researcher, what would you hope to learn from this experiment? Think

about your own classes and student media at your campus. What experiments make sense, and what would you want to learn?

More education with fewer teachers?

As educational policy makers are promoting 21st century information literacy skills and Common Core Standards, some high schools are cutting back on journalism and school library media teachers. In 2011, the national Scholastic Journalism Census reported on the student media landscape of more than 11,500 high schools.

Activities at three levels:

Flashlight: Students should do a short summary of the findings: Are the cuts in media teachers and librarians a trend? What evidence can you find? What are the reasons given for the cuts? What types of student media are lagging? Which students are more likely to go to school in places where there isn't as much student media?

Spotlight: View the classic Twilight Zone episode, The Obsolete Librarian and read the article on The Disgraceful Interrogation of LA Librarians. Have students create a mock trial, role-playing the two opposing sides: State versus Librarian. What did the trial experience tell you about the value of information to democracy?

Searchlight: Can you find other studies that claim similar trends? Find statistics about where the cuts are happening; create an infographic explaining the information. Discuss: If the Common Core learning objectives of digital media literacy are not met, what does that mean? What happens to society if critical thinking skills lag?

Extra credit: Is "teaching to the test" a threat to the teaching of higher-order, critical thinking skills? Look at some of these links: My Profession No Longer Exists; UMass Lecturer Says School is Punishing Her; Move to Outsource Teacher Licensing Process Draws Protest; What Teachers Make, and from the Daily Show, Teachers and Wall Street. For extra credit, try to find equally convincing stories in favor of standardized testing. Imagine you are an education reporter. How would you handle this story? Compose your thoughts in the form of a memo to your newsroom supervisor.

Are our teaching standards sufficient?

The author says universities too often value an academic degree over high-level professional experience. Indeed, standards do influence who is teaching future journalists, and by extension, can affect the level of innovation by future journalists.

Standards also affect how high school journalism is taught. All states require some form of certification. To be licensed, teachers may need to take classes. Classroom experience, including student teaching, can be required. Special rules in some states allow high-quality professionals to take teaching positions.

Only a few states require that journalism teachers be licensed specifically for that subject. Missouri and Indiana, for example, set special standards for journalism teachers. Most states treat journalism as an extension of English or language arts. That means a person who wants to teach journalism should be able to teach British Literature classes as well.

Standards can change slowly. The Indiana and Missouri standards only vaguely refer to digital media skills, lumped together (as they were when first taught 20 years ago) as a "multimedia" category that includes design and traditional video/photo skills. That doesn't take into account journalism "coders" and entrepreneurs who are benefitting from the social and mobile media explosions.

Some states see journalism as vocational or technical . That allows for more freedom to hire former top professionals. That also gives some programs federal and state funds specifically earmarked for career and technical education (though some journalism programs nearly lost this funding because state officials looked at the decline in traditional news hiring and not the many new jobs that require the same skills).

Student assignments on three levels:

Flashlight: The author argues that a "teaching hospital" model of journalism education, because it requires engagement in whatever way the community prefers, forces schools to keep up with technology. Jay Rosen, then-chairman of the Department of Journalism at New York University, wrote of the balance between the two curricular aims in the modern

journalism school, "One builds the basic skills of reporting and editing. The other enlarges the understanding that future journalists will place behind those skills."Do you think journalism education should be mostly about journalism, technology, business or the topics journalists have to cover? Ask the class what mix it thinks is right.

Spotlight: Ask students to write a blog post about whether journalism education is keeping up with technology. Today, this often means using mobile and social media. Start at PBS' Best Apps for Educators. Do teachers use any of these tools in your classes? Which would be helpful? How should teachers in class assignments?

Searchlight: The National Educational Technology Standards (NETS) sets out standards for students, teachers, administrators and coaches. How many of these standards are reflected in the Journalism Education Association's standards or the ACEJMC accreditation standards? Do they reflect the skills we need in the professionals teaching tomorrow's journalists? Analyze faculty, resources and curriculum using the NETS standards as a guide. Evaluate the findings in small groups or as a class. Have each group come up with short and long-term recommendations for their journalism department or school.

Where are the grant dollars?

At both the high school and college level, a wealth of grants, scholarships, and contests exist for which journalism schools and journalism educators are eligible. Take, for example, the AP-Google Journalism and Technology Scholarship for promising undergraduate or graduate students pursuing or planning to pursue degrees at the intersection of journalism, computer science and new media. A key goal is to promote geographic, gender and ethnic diversity and identify and support creative new talent and work in the field.

Read about the 2013 – 2014 AP-Google scholarship recipients and start brainstorming ideas to apply for grants and scholarships.

Activity: Have students research grant opportunities at the community, state and national level either individually or as a group project and report their findings.

To extend this activity, students can develop at least one grant idea that aligns with their interests in the journalism field.

Extra credit for instructor: Are any of these ideas worth submitting? If so, encourage the students to find a nonprofit or academic partner and go for it.

Are your textbooks dated?

Printed journalism textbooks for high schools, because of the slow publishing and approval process in many states, can frequently be out-of-date by the time they get to the classroom. As many states move to follow the Common Core State Standards, textbooks on many subjects are in a state of transition.

Two of the most popular and highly regarded scholastic journalism textbooks are *High School Journalism*, by Homer L. Hall and Logan H. Aimone (2009 edition) and *Scholastic Journalism* by C. Dow Tate and Sherri A. Taylor (2013 edition).

Ask students to scan the web sites for those books, then answer one of these batches of questions:

Flashlight: What textbook do you use? What year was it published? Does it discuss online journalism, social media and other topics relevant to the current media landscape? Through an online bookseller like Amazon, Barnes & Noble or a college bookstore, can you find a basic journalism textbook that's more up to date? Are all of them available as e-books?

Spotlight: Review the content in these Best Practices Booklets offered by the AEJMC. Can you find online resources that might be useful to supplement a textbook for high school students?

Searchlight: What are the issues with schools moving away from printed books to eBooks? Do you prefer using e-books over print books for academic reading? Find more research on learning outcomes with eBooks. What about MOOCs (massive open online courses)? What does research show about their effectiveness? Why do some faculty oppose their use? If schools don't stay up to date, will students look elsewhere for their education?

Update

What does the teaching hospital look like?

In November 2013, the author of this book detailed the concept of teaching hospitals in this speech. "There is not, in my opinion," he said, "any current example in the world today of a fully formed teaching hospital for journalism education." Enter the Arizona State University Cronkite School of Journalism. In July 2014, the university announced that it will own and operate Eight, the PBS outlet in Phoenix, which is the 12th largest outlet in the nation. ASU said PBS Eight will become the largest university-operated news outlet in the world. ASU hopes to integrate its other news, teaching, lab and community engagement projects into a single news organization. If successful, ASU may well claim to have created the first fully developed journalism teaching hospital. The University of Missouri, with its Missouri Method, is the oldest journalism school in the country using teaching hospital techniques. Certainly it has all the pieces of a hospital. But how well do they work together? Scores of other journalism schools practice learning by doing. There is evidence more may be gravitating toward the teaching hospital model. Examples:

- In 2013, there were 125 entries in the Online News Association Challenge Fund for Innovation in Education, designed to conduct teaching hospital-style experiments.
- Schools such as West Virginia University are getting attention with their journalism innovation classes and new media innovation centers. They're showing that you don't have to be the nation's largest or oldest schools to produce data-driven, mobile-first projects, this one on the use of Adderall on campus.
- Louisiana State University is experimenting with a dean-managed challenge fund for news projects that engage communities through social media.

To better show the teaching hospital model of journalism education, Knight Foundation intern Nick Swyter of the University of Miami designed a modern journalism school curriculum.

Challenge others to learn digital tools

The author calls upon leaders to make big changes in journalism education. But social, cultural or institutional change doesn't happen only when leaders reinvent institutions, if people change their own behaviors, it can change a system from the "bottom up."

Consider the use of digital tools in journalism education. One approach to increase the use of those tools might be to try to change accreditation standards to favor use of current technology. Another way might be to change your own classroom's habits, and pass along the challenge to another class, until hundreds and thousands of classes are changing.

Activity: Try it. Take two or three basic tools (such as the ones below). Assign your students to try them and report back to the class. Then report your findings to another class and challenge them to find two tools, try them and pass along the challenge. Will the next class take you up on the challenge? Have a class discussion of other non-institutional ways to create change in what journalism students learn.

Starter tools:

- Paper.li allows people to create their own newspaper by finding sources on a particular topic. This website allows readers to download their content into an application that aggregates information. Students can use Paper.li to create their own news report and explain their choices. What community are they trying to communicate to and with? How do they know those stories will be consumed and acted upon?
- FlipBoard is an application for tablets and smart phones that lets the user flip through, with the swipe of a finger, a self-refreshing collection of articles and social media posts curated to user's tastes. With Flipboard you can make online magazines tailored to a specific community need.
- WordPress has become the news industry standard in blogging because of its simplicity. It offers free tutorials and basic web templates that adjust to fit smart phones. Bloggers can also install plug-ins to track content engagement on their site. WordPress blog examples: Reuters, Wall Street Journal, CNN, NYT. You can also check out this this page of notable WordPress Users.
- News Sense on NewsU.org is a course, not a tool, but it can help make sure

your story meets the journalism standards of fairness, accuracy, context and truthfulness, the necessary foundations of good reporting.

A renaissance in the reinvention of news

Richard Gingras, the head of Google News, said to journalism and mass communication educators in a 2012 speech:

> "...With great technological change comes great opportunity. [...] the Internet has the ability to provide support for any opinion, any belief, any fear and give it greater volume. [...] Our society's need for credible journalistic knowledge and wisdom has never been greater. [...] In fact, I believe we are at the beginnings of a renaissance in the exploration and re-invention of how news is gathered, expressed, and engaged with. But the success of journalism's future can only be assured to the extent that each and every person in this room helps generate the excitement, the passion, and the creativity to make it so...."

Student discussion questions at three levels:

Flashlight: Richard Gingras builds on the ideas of media scholar Marshall McLuhan when he argues that technology and content are related. What does Google bring to the table as a technological innovator? How does it help or harm journalism? In contrast, consider "long-form" journalism -- lengthy stories or documentaries – in light of the popularity of tablets. Look at the New York Times' Snowfall story, and examine what techniques are being used. What does this story suggest about the future of "long-form" journalism?

Spotlight: Gingras says new technology creates opportunity and responsibility. More journalism today involves the collection, verification and packaging of large amounts of data. Sources include government data sets, sensors that measure data in real time. Drones can be as simple as a plastic helicopter or as complex as a solar-powered miniature military spy plane. In journalism, they are used to collect information, capture video and take pictures. Check out the University of Nebraska lab and consider the types of opportunity offered by drone journalism. Even the homepage has changed drastically. What forms of responsibility should we think about?

Searchlight: The <u>journalism education report by the New America Foundation</u> says "Journalism programs must be thought of and begin to think of themselves as more than simply just the teachers and trainers of journalists, but rather as the anchor-institutions involved in the production of community-relevant news that will benefit the entire local news ecosystem." Do any of the school programs in the report live up to that aspiration? If so, pick one and explain why. If not, where do they fall short?

The News Outlet

The News Outlet of Youngstown, Ohio provides a teaching newsroom environment on a modest scale. It is a collaboration among three public universities in Northeastern Ohio and professional media partners.

Founded and operated at Youngstown State University, The News Outlet seeks to give students valuable experience reporting and producing investigative and enterprise stories, producing valuable content and providing audiences with critical information they need in order to be informed and engaged through legacy media.

Interns from Youngstown State University, Kent State University and the University of Akron produce stories for regional and statewide media partners, including its two founding media partners, WYSU-FM Radio and The Vindicator (Youngstown). Other media partners include The Beacon Journal in Akron and Rubber City Radio.

Discussion questions at three levels:

Flashlight: From the web site, what community appears to be the focus of the content? Do the students try to cover all the local news, or do they specialize in particular topics? Which ones?

Spotlight: Some say only large schools can participate in "teaching hospital" activities. Does the News Outlet prove the opposite? If so, how? If it is more of a "teaching clinic" than a hospital, do you still think that has value?

Searchlight: Read this piece: "Why we need a better conversation about the future of journalism education." Imagine you were the News Outlet's leaders, arguing for increased funding from the university. How would you frame the argument?

Student journalists and the First Amendment

Court cases, shield laws and administrative decisions all limit First Amendment protections for student journalists. Are these limitations a threat to the "teaching hospital" model of independent journalism?

Freedom of expression assignments at three levels:

Flashlight: Class discussion: What are the First Amendments rights of high school journalists? This chart shows when censors can get away with it. Where would high schools in your city fall on this chart?

Spotlight: Review these articles: Stop the courts from weakening student journalism and College students need free speech more than ever. Are student journalists at the colleges in your city allowed to experiment and make mistakes at your school? Are they given the freedom to learn? Divide up local colleges, ask students to call the editors to ask if attempts or actual censorship have occurred. Report back to the class.

Searchlight: Free speech issues don't stop when students graduate. Shield laws only protect journalists from revealing sources when they meet the legal definition of a journalist. Who should qualify? The nation has a long history of "advocacy journalism." But are the lines blurring? Each student should fully answer this question: Who is a journalist?

Extra credit: Columnist Glenn Greenwald of the Guardian in London broke a big U.S. story about the National Security Agency collecting massive amounts of data from Americans as it investigates terrorism. Walter Pincus of the Washington Post responded with a column questioning Greenwald and his source. Then Greenwald responded with an email. Assignment: Look at the Greenwald and Pincus bios and the stories in question. Write a short opinion column of your own answering this question: If good journalism is, as the author says, the fair, accurate, contextual search for truth, which of the two writers in this case acted more journalistically?

The rules of the road for internships

Each summer a number of articles surface concerning unpaid internships. Hannah Seligson of the *Washingtonian* wrote about The Age of the Permanent Intern, describing interns doing unpaid internships while also working to make a living as restaurant hosts, retail workers and coffee baristas. The U.S. Department of Labor Wage and Hour Division regulates internships under the Fair Labor Standards Act. Interns can do free internships at for-profits if they follow the rules, which include being sure the internship is educational, for the benefit of the intern, are not done to replace paid employees or as a job tryout.

Activities for students at three levels:

Flashlight: Visit your school's Career Center. Set up an interview with the advisor to learn about local internships. Do those meet the FLSA rules? Poll your fellow students: How many have had to work an extra job to be able to afford being an intern? Can you find news stories on the subject in your state? If so, what do employers say in their defense?

Spotlight: Consider The Future of Higher Education. What will the internships of the future look like? Will they still be necessary to gain work samples to satisfy recruiters at your first entry-level job? Will it matter when schools go digital whether your teachers is a professional, a scholar, or a computer? If you'd like, post your "intern of the future" scenarios in social media and collect them with Storify or Rebel Mouse.

Searchlight: Take a look at the education enrollment in this package by the Associated Press project called The Great Reset. Note the unemployment rate of journalism graduates (listed under communications) is only 7 percent, less than in many other fields. How could that be, if traditional news companies have cut back? Clearly, journalism graduates are getting jobs elsewhere, and doing better than lawyers (but not nurses). What are those other jobs? What skills do they require? Would you do an internship in a non-media company doing media work?

Linking to community with mobile, social media

[As longtime media expert Tom Rosenstiel explains](), citizens had to adapt their behavior to the news media, reading papers in the morning, watching TV news in the evening. Now, news organizations must adapt to fit the behavior of their consumers. That includes recognizing that social media draws more traffic than web portals, and developing a "mobile first" strategy for the devices that soon will dominate news delivery.

Assignments for students at three levels:

Flashlight: Ask students to examine this list of [11 Sources for News and Commentary for the Millennial Generation](). Note how many of these sites curate content, providing what the author would call digital sunglasses. What are these sources doing that traditional news and information sites are not? Students should create a list of their own favorite sites for news and explain why they prefer those.

Spotlight: The Reynolds Journalism Institute and researchers from the Missouri School of Journalism are [studying how journalists use social networks](). At [KETC St. Louis]() and other news organizations, they are asking: How can journalists use social media to dig deeper into issues and engage communities? Ask students to look up the terms "public journalism," "civic journalism," "trustee-networked journalism" and "net-j." Assignment: What are the differences and similarities between these forms of community engagement?

Searchlight: Social media allows real-time reporting as news is unfolding. But how can you trust what's being said? Andy Carvin, National Public Radio's senior product manager for online communities, was hailed as an innovator [for journalistic use of Twitter to curate breaking news stories](). Assignment: Try following a developing news story using Twitter. How do you track the reliability of sources that are retweeted? You can use tools like [Twitter Audit](), [Klout]() or the analytics tools in [Hootsuite]() to get a better insight of how Twitterers influence each other. Check out [Twitter's guide for newsrooms]() and present your findings and a strategy for improving ways to inform and engage communities through social media.

Extra credit: Returning to the University of Missouri's study of KETC. Is this research an example of practical ways

scholars and professionals can work together? What is the news organization doing differently? For extra credit, ask students to find one other current example of scholars studying news experiments. Are any of those experiments at student-produced media?

Researching the research

Scores of databases chronicle journalism and mass communication research. Think about topics within the field of journalism research that interest you. Visit one of those databases like EBSCOhost's Communication and Mass Media Complete online (most libraries provide access to some).

Activities:
Flashlight: Find three articles on the changing practices of journalism, including one international article. Discuss these questions: What are the similarities and differences of these articles? What do these articles report? What do they neglect? What was the study behind the article? What did you learn? Do you think professionals would benefit from the insights in the articles?

Spotlight: Look for articles about how journalism education is changing. Are they easier or harder to find than the research on changing journalism practice? Propose a simple piece of research involving an innovative tool or technique and post your idea on a web site covering media innovation.

Searchlight: A precise method to rank and assess the quality of journalism schools still does not exist. Try to interpret the data used by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) to determine which schools have the highest graduation rates or job placement records. Make a list of the top five measurements you would use to rank journalism schools.

Extra credit: You can find good or bad examples of anything, and so it goes with research. But what do you think of the basic idea of scholarship in journalism education? Three leading educators wrote an important report on that issue entitled, "Educating Journalists: A New Plea for the University Tradition." Read it. Write a blog post expressing your view.

What's useful? You be the judge

The author complains that not enough research is useful. Are his standards too high? Ask students to read the examples below and then choose one of the assignments.

- **Anonymous content:** In the Newspaper Research Journal, researcher Arthur Santana (now of the University of Houston) says many reporters are troubled by the anonymous content and the incivility of newspaper online forums.
- **Cyberspace, physical space:** The study "Virtual Community Support for Offline Communities Through Online Newspaper Message Forums," by Jack Rosenberry, a researcher at St. John Fisher College in Rochester, N.Y., found that overlaps develop between the geographic community and virtual ones.
- **Social responsibility:** Glen Feighery of the University of Utah wrote "Two Visions of Responsibility: How National Commissions Contributed to Journalism Ethics, 1963-1975," He shows how The President's Commission on the Assassination of President Kennedy, the National Advisory Commission on Civil Disorders, and the National Commission on the Causes and Prevention of Violence all called for journalists to be socially responsible.

Assignments:
Flashlight: Which of the three examples would be the most useful for professionals? Why? Try to find articles from mainstream publications about the above studies. Why do some studies make the mainstream media while others don't?

Spotlight: Look at one or more research databases. Can you find an example of "useful research" like the ones above? Was it easy or difficult to find? Do you agree or disagree with the author's view that not enough research is useful?

Searchlight: The author calls for more top professionals in journalism schools. Yet he also criticizes the quality of the scholarly research. Was it wise for him to attack scholarship while trying to persuade scholars to embrace more top professionals? How would you try to ignite a conversation about change in journalism education?

Journalism & Mass Communication Quarterly

Dr. Daniel Riffe at the University of North Carolina, Chapel Hill, is the editor of *Journalism & Mass Communication Quarterly*. Riffe's teaching and research areas include mass communication theory and research methodology, mass communication and environmental risk, international news, government-press relations, citizen journalism, and the treatment of women and minorities in the media.

His articles include:

- Analyzing media messages: Using quantitative content analysis in research (2005)
- A content analysis of content analyses: Twenty-five years of Journalism Quarterly (1997)
- The effectiveness of random, consecutive day and constructed week sampling in newspaper content analysis. (1993)

Class discussion or assignments for papers at three levels:

Flashlight: Can you find Dr. Riffe's articles in a research database or elsewhere online? Do you think they are examples of useful pieces of journalism and mass communications research? Why or why not?

Spotlight: Why did the author's original blog post contain the questions Dr. Riffe did not answer? Was that fair? Should editors of major journals answer such questions?

Searchlight: How should scholarly research be judged? The author says one measurement should be whether or not the scholarship is cited by others. Do you agree? Should "cited by others" include media reports, or only cites from other scholars? What are the dangers of relying on the current popularity of a piece of research as a guide to its worth?

Extra credit: The University of Pennsylvania has a helpful list of communications and media related associations and journals. In addition, review this summary of new digital research articles. Are you familiar with any of the journals on following list? One scholar said they were useful for digital media ethics: Communication and Society; Communication Quarterly;

Computers and Society; Contemporary Sociology; Convergence; Ethics and Information Technology; First Monday; Information; Information, Communication and Society; International Journal of Communication; International Journal of Gaming and Computer Mediated Simulations; International Journal of Interest Research Ethics; Journal of Broadcasting and Electronic Media; Journal of Communication; Journal of Computer-Mediated Communication; Journal of Information Ethics; Journal of Information Technology; Journal of Information, Communication, and Ethics in Society; Journal of Mass Media Ethics; New Media & Society; Qualitative Inquiry; Technology and Society, and The Information Society. Realistically, how is a scholar to follow all these journals? Design a plan for determining which journals, if any, you would want to follow and consider the most relevant.

The Journalist's Resource: Adding a new 'best practice'

The Journalist's Resource routinely reprints and "translates" research in journalism, media and communications. The project, out of the Shorenstein Center at Harvard University, suggests that journalists should learn to research not just the stories they write but studies about the way they do their work.

The Tow Center for Digital Journalism at Columbia University focuses on providing journalists with the skills and knowledge to lead the future of digital journalism. The center is both a research and development center for the profession as a whole. Emily Bell — former director of digital content for Britain's Guardian News and Media — and her team of journalists and academics, explore how technology is changing journalism and its consumption. Here's the center's first major report, on how the transformation of American journalism is unavoidable.

Class discussions at three levels:
Flashlight: Find the Journalist's Resource report on the 2012 study in "Journalism & Mass Communications Quarterly" analyzing how well different storytelling approaches work. Students can read the two sample stories from the study experiment and assess them in terms of impact. Have them try an unusual storytelling technique in one of your journalism classes.

Spotlight: Research the Guardian news group. How popular is the Guardian's web site? (You can use Alexa to measure the site's ranking). Is the Guardian more popular in the United States than the New York Times? Why or why not? What major story about the United States did the Guardian break in 2013?

Searchlight: Read the Tow Center report. Do you agree or disagree with its main points? The Tow Center accepts proposals for useful research. Review the requirements and write a paper about a suggested piece of research.

Online courses increase: Where are we headed?

An increasing number of universities are offering online courses. A 2011 report by the Sloan Consortium found nearly one in three higher education students took at least one online course.

E-learning comes in many varieties: reading modules, recorded lectures or summaries, interactive exercises or live webinars. In recent years, massive open online courses (MOOCs) have tried to provide interactive learning environments for thousands of people at a time. Coursera, one of the largest providers of MOOCs, is expanding partnerships with universities, and the Knight Center's data journalism MOOC reaches almost 4,000 participants worldwide.

Discussion at three levels:

Flashlight: Study this online education infographic. Why is e-learning popular? Have you taken online classes? Were they better, worse or the same as learning in a classroom? Do you think these classes will continue to grow in the future? The study was conducted by Pearson Education, if you conduct a similar survey in your school, do the results match?

Spotlight: Khan Academy promises learning in "just about any" subject. Sign on to the web site and search for "journalism," "media" and "communication." Are there any classes? What do you think of them? Are there reasons why more educators don't use YouTube or Khan Academy? Just like the infographic you saw above, analyze the most popular e-learning options and the range of courses they offer. Which subjects are the most popular? Which are lacking courses? Are there some subjects which simply cannot be taught online?

Searchlight: Visit Learn Labs, and look at the courses offered. How do these courses cater to a specific perspective on media use and information exchange? What courses appeal to you and your learning style? Compare the courses to the webinars at NewsU.org and other online media education you can find: Are they competitively priced? Do you think Media Bistro's business model is profitable?

Extra credit: What portal does your school use for online classes? How many of your classes use an online component? Should all your classes have one? Blackboard is the most commonly used e-learning platform, what platform does your

school use? Do you think it has all the features you need? How can it be improved? Should [e-learning platforms remain open-source](#) or is Blackboard right in acquiring patents?

SEARCHLIGHTS & SUNGLASSES
LEARNING LAYER

Creative courses: Can you top these?

Interesting new courses can come from any direction. Ronald Yaros of the University of Maryland runs the Information Lab 3.0 and implements the newest digital media in his courses. The classes encourage students to use the latest devices to become technologically literate and collaborate in virtual environment. Winners of the Teaching News Terrifically in the 21st Century contest have a variety of creative ideas. Here are a few more innovative courses:

As a class exercise, choose a level, review the items and answer the questions:

Flashlight: Check out two of the newer classes: the Knight Center at the University of Texas' Mobile Reporting Course, taught by Nebraska professor Gary Kebbel, whose teaching materials are here; and Understanding Media by Understanding Google by Owen Youngman of Northwestern University. Do you cover these subjects in your school?

Spotlight: Media Bistro offers courses for the general public on journalism, marketing, public relations and other media based fields. Compare the courses offered there to the webinars at NewsU.org and to general classes on Coursera. Are there classes you wish you were taking but you aren't? Do you think you could take everything online and still receive a well-rounded education? Report your findings to your school's department head.

Searchlight: As a class project, play the Be a Reporter game at News University, but give it a twist: recreate it as a live event on campus. Use older students as the game's sources. Assign each one of them a character. Give them either electronic or index card versions of the game's "answers." Have them spread out around campus. The class would follow a map to find the sources at their mock locations (students health center for hospital, etc.) In this version, students can ask whatever questions they want. The "sources" then decide if the questions are close enough to deserve giving out the clues or whether they should provide irrelevant responses. Over time, evolve your own version of the game. Write back to NewsU sharing your version.

Extra credit: Develop your own teaching game using a tool like Kodu Game Lab.

Further reading on chapter two topics

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