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**H**ard to define globalisation, but if you concentrate a tick, you soon realise you tasted some yesterday, read some last night, heard a melodious chunk this morning. You're probably wearing some of it right now, etc. Think about a call centre enquiry, a flu virus, a carbon emission.

Global integration and impact is also present in journalism education – and similarly embedded in a way that we're often only half aware of.

At least in the Western-influenced world, probably every journalism teacher knows of the inverted pyramid style of writing. The same applies to ethics that favour journalistic source confidentiality. These conventions are not "just there". They arose in particular societies, and spread from there across the world.

Likewise the basic outlook, codified in 1956 in the "Four theories of the press" – libertarian, authoritarian, social responsibility and totalitarian. It's a simplistic way to think about journalism roles, and yet it still powerfully shadows journalism teaching across countless countries.

All this is about what Peter Golding in 1977 already discerned as "the transfer of an ideology" in regard to "media professionalism in the Third World". In 2010, the globalisation of journalism education has intensified. Probably every j-teacher on the planet today has now made use of ICT, at least email. And, in the process, probably drawn from Anglophone (often American) traditions.

These observations are not a prelude to whining about "Western imperialism":

Without dispersal from centre to periphery, the world wouldn't have a lot of things today. Like a lot of media

### HARD TO DEFINE GLOBALISATION

### GLOBAL INTEGRATION AND IMPACT IS ALSO PRESENT IN JOURNALISM

DISPERSAL FROM CENTRE TO PERIPHERY

TRY TO GLEAN AND GATHER WHAT INFORMATION COULD BE OF USE

THE PRIMARY OBSTACLE TO CHANGE

EXAMINE THE INTERNATIONAL SECTOR AS A WHOLE

# J-TEACHERS GETTING THEIR INTERNATIONAL ACT TOGETHER

technology. And, hey, the ethic of source confidentiality isn't such a bad idea either.

Furthermore, no one forces journalism teachers to visit the Poynter Institute website for a tip sheet on coaching. You try to glean and gather what information could be of use, and Poynter is a great resource which you mould and adapt.

It is frustrating that many j-education resources are in English, and/or cost too much for j-teachers in developing countries. Still, that doesn't stop anyone from setting up alternatives online, and in other languages. Like the *Global Media Journal*, for instance.

In short, there's no call for moaning, let alone for responding to globalisation in j-ed through resorting to isolationism and/or erection of barriers. Dominant perspectives in the field have this status by default, rather than deliberate design.

It follows that the primary obstacle to change is not an entrenched elite refusing to relinquish hegemony. Instead, the only enemy to identify is a subservient, colonial-style mentality. It's the false idea that unrecorded, or little known, experiences have nothing of value to contribute to the cause of better journalism education.

It's a mindset that needs to be un-set. It's a victim-outlook that needs to be upset. And it's a vantage point that needs to move from that of purely consuming of knowledge resources, to one that includes being a producer.

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CONTRIBUTE TO THE CAUSE OF BETTER JOURNALISM EDUCATION

**ONE THAT INCLUDES BEING A PRODUCER**

## JOURNALISM EDUCATORS HAVE NO GLOBAL VOICE

### THE EMPOWERMENT OF JOURNALISTS IS CRITICAL

#### AN EFFECTIVE INTERNATIONAL ORGANISATION MAY YET EMERGE

IT'S A CONSCIOUS, PURPOSEFUL AND EQUALISING GLOBALISATION

#### ENORMOUSLY PRODUCTIVE POTENTIAL GETTING J-TEACHERS TO LEAVE COMFORT ZONES MAKING SUCH COMPLEX CONNECTIONS HAPPEN

Thus, the trick is not to assess the global from the perspective of the receiving-end local. It is to examine the international sector as a whole.

The point is that everyone loses from globalisation that is uneven, and from knowledge flows that are one-directional. Yet, not only is knowledge within global journalism education less richly reflective than it could be. Directly related to this is the feeble international standing of the sector.

It is a fact that journalism educators have no global voice. The press, by contrast, has had a representative organ since 1948 in the shape of the World Association of Newspapers (WAN). Print tech and publisher interests created IFRA in 1961, merging with WAN last year to form an even more impactful association.

Nothing shows up for journalism education. Meanwhile, print editors formed the World Editors Forum back in 1994. And the International Federation of Journalists dates back to 1926. There's also the World Association of Community Radio (AMARC) with roots in 1983, and the World Broadcasting Unions (WBU) since 1992.

We can acknowledge that the International Communications Association has a journalism studies section, and that IAMCR – the International Association for Media and Communication Research – has a journalism research and education section. But each sub-group still spans a range of concerns, rather than concentrates energies especially on journalism education.

Of course, journalism, both its practice and its study, is the very *raison d'être* of journalism education. But a person can do journalism and/or study it, without necessarily dealing with the education question. That's why there's a need for a dedicated focus on teaching journalism.

The bottom line is that the empowerment of journalists is a critical part of the wider media value-chain, and it needs to become a specialised sector in its own right.

Back in 1999, some j-teachers worked with Unesco to set up Journet as a global network of j-schools. But their last major event was in 2003.

In 2007, a separate initiative brought together journalism teachers from around the world to deliberate specifically about the activities that define them. This was the first World Journalism Education Congress (WJEC), held in Singapore in 2007. The follow-up in South Africa 2010, took inspiration from that.

The result today is that there is a stake in the ground: WJEC 3 needs to happen. And then WJEC 4, 5, etc. From such regular conferences, an effective international organisation may yet emerge.

The character of WJEC global gatherings constitutes these events as uniquely useful for knowledge sharing. They enrich practice whether it is the teaching of theoretical or practical programmes, or hybridised. Whether the teaching is to would-be journalists in colleges, or to already working employees in-house, it's still part of the same common enriched project. Further, no matter whether the providers are universities, NGOs, commercial providers or media companies themselves – they share fundamentals as j-educators, and can all benefit from a WJEC.

It's exactly this kind of international buzz between focused practitioners in journalism education that elevates the level of globalisation within the sector. It's a conscious, purposeful and equalising globalisation. More, it's an opportunity to valorise diverse knowledges way beyond the boundaries of that which is formally published.

In this way, a WJEC event traverses language and other boundaries, while still remaining within the parameters of journalism education concerns. It's a focused and object-oriented occasion, with enormously

productive potential.

Another part of a WJEC is building a social community with ties that go deeper than the wholly intellectual dimension. Informed by various theories, this can be analysed in terms of three kinds of connections:

- **Bonding:** in international fora like the WJEC, j-educators with very similar profiles (national, linguistic, area of specialisation) have easy scope to initiate or deepen ties with each other – especially if they proactively network at such occasions.
- **Bridging:** this involves getting j-teachers to leave comfort zones and relate to strangers who are different. For instance, a French-speaking educator from Senegal using English to converse with a colleague from China. Another example: someone whose passion is teaching identity theories so journalists can better understand themselves and the world, in dialogue with someone new to that topic but maybe fired up about teaching blogging.

What's needed is making such complex connections happen, and for the participants to milk the enormous value that comes from exposure to difference within a field.

- **Linking:** These are connections that are even more challenging. Like getting talks going between recalcitrant j-teachers and more academically-focused journal publishers. Or j-teachers and sceptical, even contemptuous, editors. Between the j-teachers and public-relations teachers, and so on.

If WJEC conferences can create these kinds of concatenations, then there's a real chance of a more self-conscious social movement emerging within the sector. It's about building an international network where people know and trust each other, and actively interact around their common interest in journalism education.

In turn, this scenario points to yet greater heights in the sector: an actual working organisation.

To date the WJEC has been convened under the auspices of the World Journalism Education Council, a very loose grouping.

It's a long-term prospect, but the council is a platform that could begin to evolve into something more formal. Perhaps a more established forum; perhaps a properly constituted association with a programme of action.

What's stopping this? Two factors:

One reason why j-educators as a sector have lagged so far behind other media groupings on a global organisational scale has been limited finances. Yet many j-teachers are based in institutions that can help them attend conferences or pay membership dues. And then there is donor funding. If Amarc can represent – and enrich – community radio stations with such support, there's no intrinsic resource constraint on j-educators getting a worldwide organisation together.

The constituency itself is hard to organise. There are huge pressures under which many j-teachers and j-schools work. One is the pull between the academy and industry, while being under-valued by each. Another is being short of technology and support, but overrun with the intensive demands of mass teaching. Yet it's possible to get over these hurdles, as shown by the international journalist community which has overcome analogous pressures.

So there are not insurmountable obstacles to the successful organising of journalism educators even on a local level, let alone national and then international.

In fact, the very existence of an international organisation could help deal with local resource limits and job stresses. The purpose of such a body would not be to exist for its own sake, but to add value to the work of the actual j-education practitioners.

In the end, j-teachers do not have to be passive participants in globalisation, nor Cinderella characters at international balls. Instead, an organised global presence of journalism teachers can make a difference to, and through, the existing globalisation of the sector.

The result of this would be to enhance the stature of the practice and the contribution that it can make. In the current age, there can be no dispute that, more than ever, j-educators need to get their international act together.

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