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About The Poynter Institute

The Poynter Institute for Media Studies is an international leader in journalism education, and a strategy center that stands for uncompromising excellence in journalism, media and 21st century public discourse. Poynter faculty teach seminars and workshops at the Institute in St. Petersburg, Fla., and at conferences and organizational sites around the world. Its e-learning division, News University, www.NewsU.org, offers the world's largest online journalism curriculum, with more than 250 interactive courses and 250,000 students. The Institute's website, www.Poynter.org, produces 24-hour coverage of news about media, ethics, technology, the business of news and the trends that currently define and redefine journalism news reporting. The world's top journalists and media innovators come to Poynter to learn and teach new generations of reporters, storytellers, media inventors, designers, visual journalists, documentarians and broadcast producers, and to build public awareness about journalism, media, the First Amendment and protected discourse that serves democracy and the public good.

RETHINKING JOURNALISM EDUCATION: A Call for Innovation

By Howard I Finberg

Director of Training Partnerships
and Alliances

The Poynter Institute for Media
Studies

The scary thing about a disruption is that you don't know where it will go.

Forty years ago, we didn't realize the first cellphone call would lead to mobile computing and smartphones.

Twenty years ago, we didn't realize that Amazon would transform retail shopping.

Ten years ago, there was no Facebook, no Twitter.

You just don't know where disruptive innovation will lead.

What we do know, however, is that the future of journalism education is at a critical point for two reasons.

1. **Time is running out.** Disruption, driven by economics and technology, is coming to the university system much faster than most administrators realize.
2. Journalism **education will undergo fundamental shifts in how journalism is taught** and who teaches it. Those who don't innovate in the classroom will be left behind. Just like those who chose not to innovate in the newsroom.

For more than a year, a heated discussion has raged about the future of journalism education. Academics, foundation leaders and professionals are still debating what the future of j-education will look like, just as we are all arguing about what the future of journalism will look like.

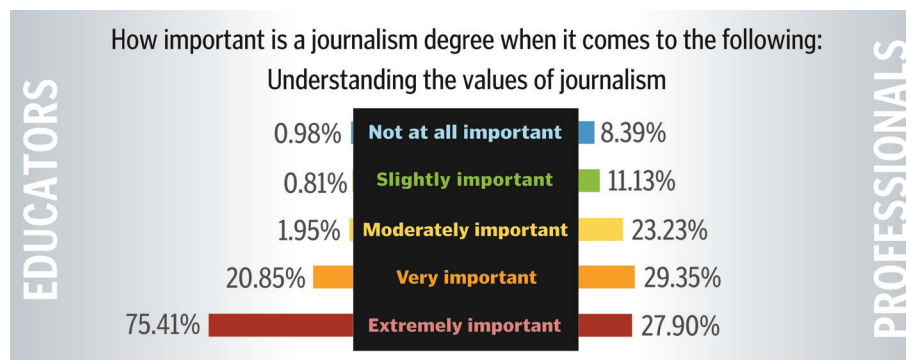
I am pleased that these discussions are fueled partly by a survey Poynter News University conducted in the spring of 2012, in preparation for a speech I gave at the European Journalism Centre. I'm disappointed, but not surprised that the positions for both educators and professionals haven't changed much in the past year.

A new Poynter NewsU survey conducted during the past three months, shows no shift in the attitudes by either group. With more than 1,800 responses, equally divided between professionals and academics, there is still a wide gap [more than 40 points] between the two groups of survey respondents.

While I didn't expect to see a massive shift in opinions, I had hoped to see a little movement, especially among academics.

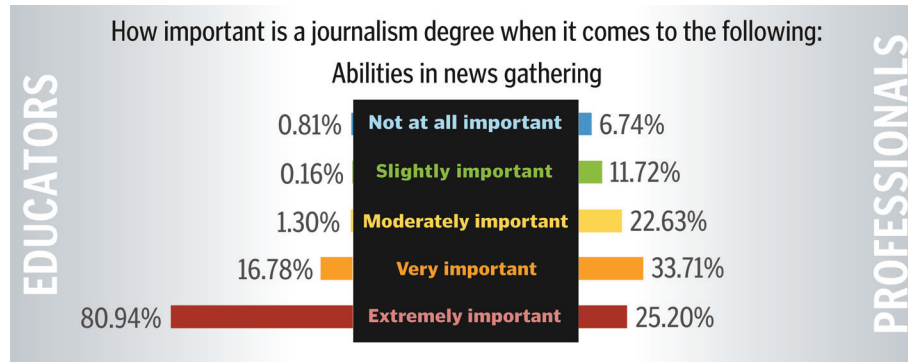
www.newsu.org/future-journalism-education

www.surveymonkey.com/s/journ_edu_future2013



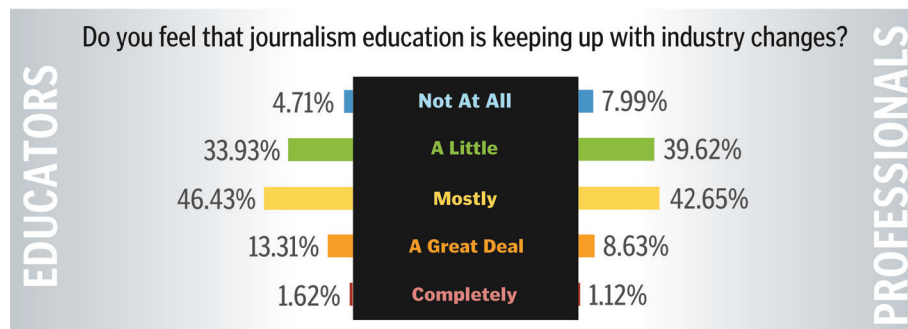
Today, **96 percent** of those who identify themselves as journalism educators believe that a journalism degree is very important to extremely important when it comes to *understanding the value of journalism*. That's almost identical to the 2012 result.

Professionals [editors and those who work in journalism] have a less favorable opinion, with **57** saying that a degree is valuable to extremely valuable when it comes to understanding the value of journalism. That's unchanged from last year's survey.

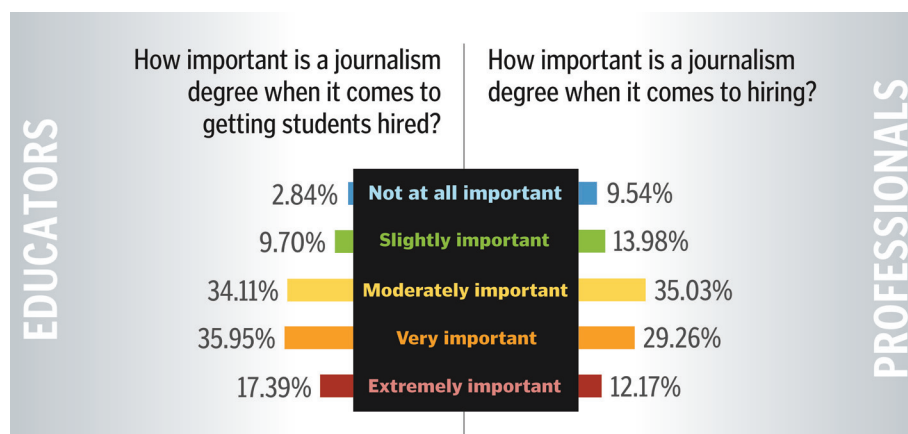


Also unchanged is the gap between educators' and professionals' view of the importance of a journalism degree when it comes to "abilities in news gathering, editing and presenting the news." Almost all educators (**98 percent**) say a degree is very important to extremely important when it comes to news gathering skills. But only **59 percent** of professionals share this view, with almost one in five saying a degree is not at all important or is only slightly important in terms of news gathering.

There is a big disconnect between the profession and the academic community. But even journalism educators worry that journalism education is not keeping pace.



Thirty-nine percent of educators said journalism education is keeping up with industry changes not at all or a little. Newsroom leaders and staffers are even harsher, with **48 percent** saying the academy isn't keeping up with changes in the field.



As for whether a journalism degree is valuable when it comes to getting a job, the gap between professors and professionals is smaller. More than half [**53 percent**] of educators think a journalism degree is very to extremely important to getting a job. Forty-one percent of professionals share that belief.

But those who identify themselves as "working on their own" hold an even lower opinion of a journalism degree; only **38 percent** say that a journalism degree is very important to extremely important to getting work.

That means that, even though attitudes haven't shifted from last year's survey — or maybe **because** attitudes haven't shifted — we need to redouble our efforts to rethink journalism education.

Last year, I said **“journalism education can't teach its way to the future.”** That's still true.

What's important is that **journalism degrees** are in danger of becoming perceived as irrelevant. This is reflected in the elimination of journalism programs or the incorporation of journalism into the wider communications curriculum in many universities.

Let me emphasize this critical point: I worry about the future of journalism **degrees** [and programs] more than I worry about the future of journalism — and by extension, journalism training.

The real disruption that colleges and universities face is that degrees are declining in value — even while education and training remain important to an individual's future. In the near future, I believe, there will be a huge economic challenge facing our educational institutions — convincing prospective students and their parents that there is still value to the traditional degree.

College administrators face the same dilemma as their news industry counterparts. Trading tuition dollars for digital or e-learning dimes might be the only way to survive.

That, however, is only the beginning.

The Disruption

The same disruptive forces that battered the media industry are threatening the economics of private and public universities. The traditional media players were slow to recognize how their business model was going to be undercut by technology, how the Internet would transform a precious commodity into something with little or no value.

News was a valuable commodity because it was scarce. The Internet turned scarcity into abundance by providing new outlets and new platforms for consumers to access news and information.

The same thing, I believe, is about to happen to education.

More and more parents, students, government officials and education pundits are questioning the wisdom of spending six figures for an education that doesn't provide a clear economic return. This is not just a journalism education issue. It is a broader challenge, a questioning of the orthodoxy that highly values a college education.

From the conservative pundit William Bennett to the Brookings Institution, it seems like more people are talking about whether a college degree is worth it.

Even though on average, the benefits outweigh the costs of a college education, a Brookings Institution report released in 2013 argues, “A bachelor's degree is not a smart investment for every student in every circumstance.”

The cost of tuition, the student's personal attributes, whether the student is able to graduate and what he or she elects to study all factor in to the calculation of whether college is worth the investment.

To best serve students, the Brookings report argues, a number of policy changes are necessary and advocates for “good alternatives to a traditional academic path, including career and technical education and apprenticeships.”

I don't argue against a college education.

I don't argue against a college degree.

However, I don't how much longer we can support the concept of the traditional four- [or five- or six-] year campus experience at a cost of tens of thousands of dollars — or assume that it is the only way to get an education.

In the future, students and their parents will be looking for other educational solutions, including solutions that are cheaper than a degree.

All of this is playing out during a period in which journalism and communications enrollment is embarrassingly high, and the traditional hiring by legacy media organizations is at an all-time low. When it comes to value for dollars invested, journalism degrees may have much less value than they did in the past.

The Technology Shift

What journalism schools or programs do in the coming years to combat this perception will be critical. Time is not on the side of the established institutions during periods of innovation. Time and momentum are on the side of the disruptor.

Disruptive innovation in the news industry means journalism created and distributed on new platforms by independent entrepreneurial journalists. It means journalism outside the traditional business model of mass media.

New tools give us new platforms and a new urgency to find revenue modules to support journalism in an age in which everyone can commit **“acts of journalism.”**

For education, we are seeing new companies emerge, such as Coursera, edX and 2U. Outside of the traditional academic model of a physical campus, they are committing “acts of education.” Even the traditional classroom management software provider Blackboard is building functionality to support MOOCs, massive open online courses that can enroll thousands of students from outside the university community.

Last year, I said **“we need to innovate inside the classroom with new forms of [journalism] teaching.”** That is even truer today.

I believe that journalism educators need to rethink how programs are constructed and how teaching is delivered. That means entering the *bumpy* world of doing things differently, moving out of the classroom comfort zone.

This doesn't have to mean sacrificing the core values of journalism at the altar of technology.

“College is a not a homogeneous thing, and a degree is not a uniform ticket,” said Isabel Sawhill, senior fellow at Brookings, as reported by Jill Tucker in the San Francisco Chronicle. **“There are lots of different types of tickets, and some of those tickets take you nowhere.”**

“To teach journalism in the digital age you have to teach both journalism and the digital age — and use modern tools to do it. That's why the schools that are serious about this are getting bigger, not smaller,” argues Eric Newton of the Knight Foundation earlier this year.

www.knightfoundation.org/blogs/knightblog/2013/3/17/do-universities-hear-critics-journalism-education/

With challenges come opportunities. Journalism educators (schools) should look to non-customers, those individuals who might not be interested in a degree but want to improve their skills. In his “New York Times” magazine article about the debacle over misinformation and false accusations over the Boston marathon bombing, Jay Caspian Kang takes on our very messy journalistic world. [_____](#)

More journalism education, better journalism education (not more journalism degrees) could help clean up some of this mess.

E-learning is one obvious new way of teaching. J-schools can also explore other methods, even within the confines of an ivy-covered building, such as:

- **Innovations labs**, such as the one run at Arizona State University
- **Hybrid learning programs** that mix e-learning with classroom work
- **Classroom sessions** that are discussions of online training materials rather than lectures

Schools are trying other innovations as well. They may or may not be successful. Two that come to mind are massive open online courses [MOOCs] and the digital badge movement.

Most journalism educators, 84 percent, say they are at least slightly familiar with MOOCs. Yet only 22 percent think journalism **should** be taught as a MOOC. (Perhaps we should have phrased the question differently: rather than “should” we might have asked “could.”) Slightly more educators, a little more than a third of respondents, said they would be willing to teach journalism via MOOCs. An equal number said they weren’t sure and 28 percent said no.

There are big questions and doubts around the effectiveness of MOOCs. I’m slightly skeptical about the power of public MOOCs, given dropout rates quoted as high as 90 percent. But, with journalism education, that’s not the issue. Public MOOCs are open and free and sometimes people just want to see what’s being taught.

MOOCs are valuable because they give us the opportunities to experiment. This form of delivery helps us figure out new ways to teach using technology. We need to find out what works and why.

San Jose State University is experimenting with the MOOC format and has learned some hard lessons with the five online courses it offered in partnership with Udacity. The courses were elementary statistics, college algebra, an introduction to programming, entry-level math and introductory psychology. While completion rates were very good at 83 percent, the majority of students (56 percent to 76 percent) failed the final exams.

Although SJSU “paused” this experiment, I think the real wisdom comes from Udacity’s CEO, Sebastian Thrun, who wrote on the company blog: [_____](#)

That’s the spirit of a start-up: Launch, fail/learn, iterate and relaunch. Then do it all over again.

Our e-learning experience at Poynter taught me that online courses can work on some scale in academic environments. Poynter’s NewsU conducted an online introduction to journalism (J101) in 2012 that showed that e-learning students learned as well as their counterparts in a traditional classroom setting.

This is what media is now, a constantly evolving interaction between reporters working for mainstream companies; journalists and writers compiling and interpreting news for online outlets; and thousands of individuals participating on their own in the gathering and assembling and disseminating of information. It’s a tremendously messy process, at times thrilling and deeply useful, and at times damaging in ways that can’t be anticipated. How it all gets straightened out, how some rules might become codified, is going to take a while.

www.nytimes.com/2013/07/28/magazine/should-reddit-be-blamed-for-the-spreading-of-a-smear.html?pagewanted=all&r=0

We’re the first to admit that there’s a lot we can do to make the classes better. For example, we are interested in innovating around the pacing of these classes. In our pilot, we stuck to a traditional, 15-week semester timeframe. While that schedule may work for full-time students on campus, we know it doesn’t for everyone. As we broaden the base of students we reach with these classes, we should broaden our perspective on what a “semester” looks like. Imagine a world where you could take these classes for credit, while setting your own pace and deadlines to fit within work schedules, within times when you have access to computers, or within high-school classes schedules.

blog.udacity.com/2013/07/sebastian-thrun-improving-our-for.html

The danger, however, is that each journalism program will rush to create its own MOOC, and we'll end up with mediocre education rather than the strengths of multiple partners leveraged into quality learning. That is why Carnegie Corporation gave Poynter the grant to create J101 and offer it to multiple universities at the same time. We might have been ahead of the curve, but not that far.

Isn't it time that we put aside some of the academic rivalry?

Why not offer all students the opportunity to get the very best teaching via a MOOC, regardless of where the teacher resides? The strength of classroom teachers is coaching and mentoring. Let's change the nature of what work goes on in the classroom and what work can happen online. Let's use the physical time together to provide feedback and direction. And let's let great online teaching do what it can do so well: provide engaging and interactive education.

An example of this approach is under way at three colleges — Baylor University, Temple University and Southern Methodist University. Students in those schools will have access to online courses, for credit, taught by professors at University of Notre Dame and Emory University, among others. So far, students can take only one of these online courses per semester, which avoids cannibalism of a school's enrollment and tuition dollars.

Badge Pushes the Technological Edge

Potentially more disruptive than MOOCs to the traditional degree is the educational badge movement, which is a new way to look at the academic and professional achievement of students. Briefly, a badge system is based on a program's core competencies. It is designed to organize **evidence** of both formal and informal learning, from both within traditional higher education and without. That “without” concept of rewarding learning is the scary thing for educational administrators.

- **Only 33 percent** of the journalism educators we surveyed were familiar with the digital badge concept.
- **Fifty-five percent** said they hadn't heard of the movement and 12 percent were unsure.

I think the digital badge movement has great potential. This might be a way for journalism schools to offer validation and credentials to those who haven't the time, interest, money or motivation to get a journalism degree.

Will cross-university MOOCs work? Will badges work? I don't know — just as we didn't know where the first cellphones and online retail experiments would take us.

The point is, again: We need to experiment.

This is the time for **educators** to embrace new forms of teaching. Teaching is evolving from a teacher-centric approach to a student/user-centric world — just as the traditional media role, once the gatekeeper for all news [scarcity model], has evolved to a role of guide or curator.

Changing Skills, Changing Journalists

Much has been written about how the thousands of independent journalists are creating new outlets and opportunities. And we have written extensively about the new tools journalists need to use in this ever-changing environment.

What's less known, however, are the specific skills that journalists will need to be successful in the future.

With media organizations adding more responsibilities to individual journalists (take photos, capture video, analyze data, engage audiences through social media), what should journalism educators teach future journalists?

Two-thirds (66 percent) of the educators who responded to our survey believe their schools or departments are responsive to changing curriculum. This is an exciting finding, because journalism education can remain relevant only if it takes the lead in anticipating the skills that will be needed and ensuring that students learn these skills. But the finding also raises the question of why there aren't more experiments. Are schools open to change but just don't know what to do?

Recently, three Belgian professors published an article in "Journalism Practice" about the changing fit between journalism education and professional practice. They discovered a gap between what was taught and what industry perceived as valuable. In the paper's conclusion, they wrote:

To remain relevant, we must meet this challenge.

In the foreword to UNESCO's "Model Curricula for Journalism Education," editor Frakson Banda argues that the global financial crisis that began in 2008 is a "new global reality" that requires a "strategic rethink of journalism curricula" in order to meet the challenges facing journalism education.

This publication represents an important installment in our UNESCO Series on Journalism Education. It comes at a time when journalism education globally is undergoing significant changes, especially following the ongoing technological evolution as well as the global financial and economic crisis that surfaced in 2008. Since then, media institutions, particularly in developed countries, have come under pressure to adjust to the new realities. More importantly, however, this new global reality poses important challenges for journalism education and how it can take such challenges on board, particularly in a strategic rethink of journalism curricula.

unesdoc.unesco.org/images/0022/002211/221199e.pdf

Part of that strategic rethink involves closing the gap between professors and professionals. And it probably means letting go of some of the current thinking about what is taught in the classroom and what journalism education is.

What skills, attitudes and knowledge will make a journalist successful in the future? We can all speculate, but we don't have much data to look to for the answers. So, Lauren Klinger, a producer at Poynter's NewsU, and I created a new survey about the future of journalism competencies.

"While Bachelor's and, to a lesser degree, Master's programs strongly focus on news production and traineeship, these are not perceived as high priorities for a starting journalist by the journalism sector. Conversely, journalism ethics, general knowledge, command of language, multilingualism and information-gathering skills are highly valued by the sector but rather neglected in the curricula."

www.tandfonline.com/doi/abs/10.1080/17512786.2012.753208#.UfvbKT54Yt0

www.surveymonkey.com/s/journ_future_skills

We're asking educators and journalists to help identify what's important in four areas:

1. Knowledge, attitudes and personal features

2. News gathering skills

3. News production skills

4. Technical/multimedia skills

We don't know what we'll find with this survey, but I expect there will be new ideas to help us rethink journalism education.

- What we do know, however, is enough to get us working to reinvent our future:
- We know that technology is disrupting how education is **delivered**
- We know that technology is disrupting the **economics** of education
- We know that journalism is **changing** faster than journalism education

It is not too late to reshape journalism education. But time is not on our side. I know many educators will struggle with the idea of giving up parts of what they love — such as teaching in a classroom — and others will struggle with learning new technologies and approaches to the craft of journalism.

Dealing with disruptions means we can either mourn the past or we can work together to invent the future.

What's Been Said:

By Lauren Klinger
Interactive Learning Producer
Poynter NewsU

A REVIEW OF THE DEBATE ON THE FUTURE OF JOURNALISM EDUCATION

Journalism students are sometimes shown the simple transmission model of media: one end is the media maker and at the other is the consumer, the message receiver. The message travels through the medium, the arrow drawn with squeaky chalk or never-dark-enough marker. Students know this model is as antiquated as the green or white board it's been written on, but there it is anyway. "The media" has always been plural in grammar, but now it's not only plural but also all-inclusive, as everyone who was once a passive consumer now has the capacity to be an active sharer of news.

This is the common starting point for each of the articles below, from which we've selected highlights. Each writer starts with the realization that the world is different, and journalism education as it was is not the vehicle that will carry this industry into the digital/mobile/social future — which is not the future at all but is already here. Eric Newton of Knight Foundation is the most vocal, the most outraged of these commentators, who include Jeff Jarvis, journalism professor and blogger, Tom Rosenstiel, executive director of the American Press Institute, and Jerry Ceppos, journalism dean and former vice president/news at Knight Ridder. The numbers in the first section of this report can be jarring when you see that there has been a 40-point opinion gap between journalists and educators in their understanding of the importance of a journalism degree in understanding the values of journalism. We include this section to give context to the numbers, to help answer the questions that arise from them and to learn from the voices of the stakeholders of journalism education.

In the following articles, you'll see three core themes emerge:

- 1. Experimentation is necessary**
- 2. The core values of journalism are still important**
- 3. There is a need for increased cooperation and interaction between the academy and those who work in media organizations**

WHAT THE COMMENTATORS SAY

“Journalism Education Reform: How Far Should It Go?”

Journalism programs must make radical changes, Eric Newton argues, or they face being irrelevant. Historically, he says, journalism programs have not been nimble enough to adapt to economic, instructional and technological changes.

Journalism and communication education plays at least second chair, and sometimes first chair, in the symphony of slowness. What I mean is the reaction time to new things. Consider this: On one side of campus, engineers are inventing the Internet, browsers and search engines. But the news industry is slow to respond. Then public radio slower still. Foundations even slower. Government slower yet again. Then comes the journalism and communication schools, on the other side of campus from the engineers. And finally, public television.

Newton says that, instead, journalism education should do more than teach the skill of news gathering. “It should redefine journalism an intellectual activity in its own right,” he said. “Call it the art of critical inquiry and real-time high-impact exposition and analysis.”

Newton cautions against reducing journalism to a skill. “If you teach it as a skill, it becomes nothing more than a skill,” he said. “Teach journalism as the most exciting profession of this century, and it becomes that.” The undercurrent is that if you treat journalism as a skill, it becomes acceptable for administrators to simply sweep journalism programs under the rug of other colleges or departments instead of investing resources and revitalizing curricula.

Journalism programs must also elevate the status of professional journalists who teach their students. Newton bristles at the idea that only scholars can teach tomorrow’s journalists. “A degree is not more important than competence,” he says. He doesn’t explicitly address the full repercussions of this statement in the article, but taking it to the next logical step leads us to the question of whether teaching journalistic competence might be achieved outside the traditional degree model.

Eric Newton

May 2012

knightfoundation.org/press-room/speech/journalism-education-reform-how-far-should-it-go/

“Disrupting Journalism Education, Too”

Journalism schools are one part of a “growing news ecosystem” that demands to be fed by new training in journalism, media skills and business for not just students and professionals, but also “entrepreneurs and hyperlocal, hyperinterest journalists — and technologists,” Jeff Jarvis says.

The role he sees for journalism education is in teaching students how to make new things using whatever tools are at their disposal, tutoring them as they grow as journalists, and certifying them in various competencies. Journalism training is necessary not only for undergraduates and graduates, he says, but also as continuing education for journalists who may use online education to keep up with the changes in their industry as it “convulses around them.”

Jeff Jarvis

June 17, 2012

buzzmachine.com/2012/06/17/disrupting-journalism-education/

“Journalism Schools Aren’t Changing Quickly Enough”

“The digital age is changing almost everything — who journalist is, what a story is, which media work to provide news when and where people want it, and how we engage with communities,” Newton says. “The only thing that isn’t changing is why. We still care about good journalism (and communications) because in the digital age they still are essential elements of peaceful, productive, self-improving societies.”

The teaching hospital model of journalism education could solve many problems at once: the problem that students aren’t learning to do quality journalism in ways that engage the citizens of the new mobile, social, digital world; the problem that journalism schools are facing massive internal economic and administrative crises; and the problem that the strapped news industry has been unable to give all communities the news coverage and engagement they deserve.

Great journalism schools, Newton says:

1. Connect with the rest of the university
2. Innovate with digital tools and techniques
3. Master more open, collaborative approaches and become not just community information providers, but “teaching hospitals” that inform and engage their communities

Eric Newton
September 2012

www.niemanlab.org/2012/09/eric-newton-journalism-schools-arent-changing-quickly-enough/

“Why We Need a Better Conversation About the Future of Journalism Education”

Perhaps the teaching hospital model isn’t the panacea it’s sometimes made out to be, but some schools that are experimenting with it are thriving, Rosenstiel writes. MOOCs, distance learning, the teaching hospital model — all are possible solutions to the problems facing journalism education.

“A range of experiments is better than a single solution,” Rosenstiel argues. No matter which form a school’s innovation takes, Rosenstiel says, good journalism programs must include four things: teaching technical skills (including how to use various platforms and technology, as well as a literacy of computer science that prepares students to master the tools of the future); journalistic responsibility (including “history, values, ethics, community, material that always made journalists better”); understanding of business; and “the intellectual discipline of verification.”

Tom Rosenstiel
April 15, 2013

www.poynter.org/latest-news/the-next-journalism/210196/why-we-need-a-better-conversation-about-the-future-of-journalism-education/

“How Journalism Professionals and Educators Can Close the Chasm”

Ceppos echoes Newton’s outrage at the way professionals are treated in the academy. His advice is to make reforms to the tenure system, including basing tenure on the quality, rather than quantity, and impact of articles published.

He wants faculty and students to focus on practical research. Quality, practical, accessible research out of the academy would make journalism scholarship more valuable to professionals, Ceppos says. Newsrooms and academics could also benefit, he says, from “asking each other for help.” This greater cooperation would make scholarship both richer and more useful, he says.

Jerry Ceppos
2012

uiswcmsweb.prod.lsu.edu/manship/MassComm/AbouttheSchool/ReportsandPublications/item49390.html

He also advocates for journalism schools to differentiate themselves from the journalism school the next state over. “Too many schools try to do everything well,” he says, “which means they do nothing well.”

“Online Education Can Be Good or Cheap, but Not Both”

Salam, a columnist at Reuters and contributing editor at the National Review, parses the data this way: in expensive, elite, liberal arts schools, there is lots of personal attention for students from faculty members. These schools have higher graduation rates. As you go lower down the ladder of expense, you also move a rung on personal attention and on graduation rates. At the very bottom of this ladder are for-profit schools that serve the students who need the most but get the least personal attention from faculty.

San Jose State experimented with offering online courses through Udacity at a dramatically lower cost to students than classes in a traditional classroom setting. When San Jose State saw that “between 56 percent and 76 percent of students who took the final exams ultimately failed them,” Salam says, they suspended these courses.

Though these results were doubtlessly disappointing, Salam argues that we must still experiment to get the right formula of attention, expense and reach. It may be that a hybrid, non-degree model is the best route for some students.

“Somehow we need to come up with better ways of engaging the large number of young Americans who aren’t destined to complete a bachelor’s degree,” he says, “and who might need less in the way of help and hassle when they’re being offered real-world, job-specific skills. “

Reihan Salam

July 26, 2013

blogs.reuters.com/reihan-salam/2013/07/26/online-education-can-be-good-or-cheap-but-not-both/

“Journalism Schools Proliferate, Jobs Disappear”

Do journalism schools “unscrupulously” recruit too many students for the small number of jobs available? Are they “ossified in their curricula”? These were the charges leveled by Adrian Monck, former dean of City University of London’s journalism school and now managing director and head of communications and media for the World Economic Forum, according to Katherine Forestier in University World News.

Jeffrey Dvorkin, director of the University of Toronto’s journalism program and executive director of the Organization of News Ombudsmen, didn’t exactly disagree. “The professoriate is old compared with the state of the media culture now. People came into the journalism academia just before the digital disruption in the newsroom,” he said. “As a result they are still teaching a curriculum valued in the 1990s but not now.”

It’s difficult to address this, he said, because the media are in such a state of flux. The challenge for journalism educators is that media organizations don’t know what they need the academy to teach young journalists. “And there is the anxiety over the internet,” he says, “as the saviour and villain of journalism.”

Katherine Forestier

June 29, 2013

University World News

www.universityworldnews.com/article.php?story=2013062712141750

“At the Intersection of Journalism, Data Science, and Digital Media: How Can J-Schools Prep Students for the World They’re Headed Into?”

“Journalism and mass communication programs are at a fork in the road,” Schmitz Weiss and Royal argue. “They can either sit back and watch or take an active role in transforming how our students can enter a new, digital-savvy competitive workforce.”

They argue that in this data-driven digital age, journalism programs will serve students if they look for ways to collaborate with schools’ computer science departments. They envision the student whose education is a collaboration of these two departments as a “Digital Media Data Guru” who is “a mixture of both worlds able to jump across and take on new challenges we have yet to predict in this 21st century.”

Royal is careful not to equate a journalist’s education in programming and data science as Web development. Additionally, Royal emphasizes that journalism departments must revamp their curricula to take advantage of collaboration with other disciplines, not be content to offer technology courses on their own. “Technology curriculum without relevance to storytelling and information sharing will only serve to confuse and frustrate students who are forced to make those connections on their own,” Royal argues.

Amy Schmitz Weiss and
Cindy Royal
July 26, 2013

www.niemanlab.org/2013/07/at-the-intersection-of-journalism-data-science-and-digital-media-how-can-j-schools-prep-students-for-the-world-theyre-headed-into/

“Do Universities Hear the Critics of Journalism Education?”

Eric Newton is still frustrated by the lip service schools give to revitalizing their journalism schools. He clearly does not see the Internet as the villain or savior of journalism, urging that schools need to adapt to the new reality and teach new journalists to engage with their communities using every tool at their disposal, including, of course, the Internet. Journalism with no engagement, he says, is “is pretty much like hospitals with doctors and medicine but no patients.”

Eric Newton
Knight Blog
March 17, 2013

www.knightfoundation.org/blogs/knightblog/2013/3/17/do-universities-hear-critics-journalism-education/

“Columbia J-School Looks to Shed ‘Old School’ Image with Curriculum Revamp”

Changes at the margins of the curriculum, the “baby steps” of Columbia’s effort to adapt to the digital/mobile/social future, involved adding classes taught by innovative professionals. Dissolving the old concentrations of broadcast, newspaper, digital, and magazine and allowing students to take a “mix of classes to match the skills they will need upon graduation” is the next phase of the school’s revolution, Mark Glaser reports.

“What we didn’t want was the journalism school getting too focused on business disruption issues or media innovation and to lose sight of the core values and practices for reporting information that our students need to learn,” said Bill Grueskin, the dean of academic affairs at Columbia’s J-School.

Journalism’s values must continue to be taught. This part of the curriculum is “evergreen,” he says. “A lot of people call it a balancing act, but I don’t think that gives it enough credit,” Grueskin says. “It’s really: How does one inform the other, and how do you make both more powerful?”

Mark Glaser
Media Shift
June 20, 2013

www.pbs.org/mediashift/2013/06/columbia-j-school-looks-to-shed-old-school-image-with-curriculum-revamp

WHAT THE RESEARCH SHOWS

While many of the themes that recur in the articles highlighted on previous pages also recur in the recent scholarship on journalism education, it is also clear that there is a significant gap between the way scholars and journalists see the current state of journalism education.

“It may be time for journalism programs to rethink the multimedia skills that should be required of all broadcast journalism majors,” note Deb Wenger of the University of Mississippi and Lynn Owens of William Peace University, in their 2013 *Electronic News* article, cited below. “It seems clear that journalism students should know how to write for the Web and how to post content online.” If that line didn’t at least give you pause (and if you’re Eric Newton, make your head whirl around another 360 degrees), let us emphasize that the date on that article, again, is 2013.

Educators who say that they have “already done” any needed change are missing the point, Newton argues. “We’ve entered an era of continuous change,” Newton said as a warning to school administrators who claim to have changed their programs to meet the demands of the new media reality. “Did you change last year? You’re a year behind. Did you go digital in 2002? You’re a decade behind.”

Similarly, Nico Drok, a professor of media and civil society at the Windesheim Media Research Centre, concludes his 2013 *Journalism Practice* article with the observation that “just like professional journalists”, educators also “do not see the current crisis in journalism as a starting point for radical change, but rather an incentive to emphasize traditional core values.”

The collection on the pages that follow highlights some of the most recent scholarship on journalism education. In most, it is clear that the scholars realize that journalism is at a crucial juncture or that it’s passed that juncture. In some, it’s clear that the problems discussed on the previous pages of this white paper may be understated.

“An Examination of Job Skills Required by Top U.S. Broadcast News Companies and Potential Impact on Journalism Curricula”

After examining three three-month content analyses of online broadcast journalism job opportunities, from 2008, 2009 and 2010, looking specifically at the skills requested, Wenger and Owens make several recommendations for journalism curricula.

They argue that the most important skills, besides previous work experience, are strong writing, news judgment and production skills and “the ability to work on deadline and under pressure.”

Deb Wenger and Lynn Owens
Electronic News 7:22
March 2013

[enx.sagepub.com/content/7/1/22.
abstract](http://enx.sagepub.com/content/7/1/22.abstract)

“Beacons of Reliability”

Writing about the qualifications of European journalists, Drok asks, “Which qualifications for starting journalists are going to be the most and least important in the coming 10 years?”

He finds “complete agreement” among students and professionals on the three most important qualifications: “be reliable,” “be able to select information on the basis of reliability” and “have good general knowledge.”

Drok also points to Donica Mensing and Bob Franklin’s 2011 book, “Journalism Education, Training and Employment.” He quotes: “One of the criticisms of established newsrooms and journalism education programs is that they can be rigid and resistant to significant change.” But even more interesting is Mensing and Franklin’s line that follows: “Defending the values of journalism can be conflated with defending the practices of journalism.”

For example, newspaper journalists developed the inverted pyramid style because their readers needed to get information quickly, and, seeking to conserve column inches, an editor might be inclined to amputate a story at the informational knees. Keeping the important stuff at the top was essential. The value there is still important — let’s get information to people as quickly as they need it — but the practice of sticking to the inverted pyramid format might not be.

Storytelling is important, sources are important, and reliability and accuracy are important. These are values, not practices. This echoes the point made by Columbia’s dean of academic affairs, Bill Grueskin. Teaching journalism’s values, he said in an interview with Media Shift’s Mark Glaser, is “evergreen.”

Nico Drok

Journalism Practice 7:2
January 2, 2013

www.tandfonline.com/doi/abs/10.1080/17512786.2012.753209?journalCode=rjop20#.UgKyG2R4Y08

“Journalism in a State of Flux: Journalists as agents of technology innovation and emerging news practices”

This may be the first time in its history, Spyridou et al. say, that journalism faces “not only a credibility crisis” but also a sustainability and professionalism crisis.

At a time when advertising revenues plummet, editorial staffs shrink, new digital and social media platforms spring up everywhere and knowledgeable amateurs with blogs proved an increasing number of alternative, authoritative information sources, professional journalists and legacy media need to redefine their products and services. Losing the exclusivity and control of the news is something that professional media can adapt to, but losing influence and relevance is something that most journalists would not dare to contemplate.

The question is: How do journalism educators make sure the next generation of journalists retains (regains?) the profession’s influence and relevance?

This article defines journalistic culture as a “shared occupational ideology” and the journalist of the future as the “multi-skilled media worker.”

Lia-Paschalia Spyridou, Maria Matsiola, Andreas Veglis, George Kalliris, Charalambos Dimoulas
International Communication
Gazette 75:76
February 2013

gaz.sagepub.com/content/75/1/76.abstractabstract

“The Global Journalist in the Twenty-First Century”

The theme of journalism in professional crisis is echoed in Wilnat, Weaver and Choi's 2013 Journalism Practice article. “Even in nations with strong journalistic traditions such as Australia, Canada, Sweden, and the United States,” they say, “only about a third of all journalists reported that they were very satisfied with their jobs.”

Additionally, this study found that less than half of the 29,000 journalists sampled were graduates of college-level journalism programs. “Journalists with a journalism degree are still the exception in most nations, a finding that has not changed considerably in the past 20 years.”

This could lead some to wonder whether the mobile age will bring more journalism programs to these countries, but Wilnat and Choi argue that a different future is coming.

“A trend toward greater professionalism in journalism around the world as a result of more graduates coming out of college-level journalism programs therefore is not very likely,” they say.

This begs the question: How is the world of journalism education going to get a “trend toward greater professionalism” started?

Lars Willnat, David H. Weaver and Jihyang Choi

Journalism Practice 7:2.

Jan. 3, 2013

www.tandfonline.com/doi/abs/10.1080/17512786.2012.753210#preview

“Contrasting Desired Sports Journalism Skills in a Convergent Media Environment”

“Both newspaper sports editors and TV sports directors most frequently reported writing ability as the top skill desired for new reporters” but the authors note that the definition of writing seems to be changing in the new media environment. New reporters for both television and newspapers need to be able to write online content.

“The emphasis on developing particular skills must be done while balancing the need to offer a broad-based education experience that accounts for the convergent journalism environment that exists now and in the future.”

Ketterer, McGuire and Murray say that educators “must develop curricula that will give students both general skills, now including multimedia, and specialized ones.”

This will require educators to work with other instructors who have different skills and backgrounds, and to ask students to tell a single story across platforms. The authors of this article don't consider incorporating specialized online courses to fill in the gaps of their own curricula, especially when it comes to specialized skills training, but this would seem to accomplish the same goals, perhaps in a more manageable way than the cat-herding that could go on in an interdisciplinary approach.

John McGuire, Stan Ketterer and Ray Murray

April 1, 2013

Communication & Sport

com.sagepub.com/content/early/2013/03/22/2167479513482118.abstract

“Journalistic Tools of the Trade in Flanders”

In a study asking nearly 3,000 Flemish journalists to rank the most important competencies and personality attributes for a new journalist, one of the more interesting findings is that “the three most important competencies involve language skills.”

In their conclusion, Opgenhaffen, d’Hanenens and Corten point out that “education curricula ... seem to prepare aspiring journalists for a serial monomedia career.” In other words, the Flemish journalism schools they analyzed focus on preparing journalists for a career in one medium.

Despite this, and despite the finding that the journalism sector “does not set much store by knowledge of the media landscape, entrepreneurship and computer-assisted reporting skills,” the authors urge that journalism programs still include these topics in their curricula.

Michaël Opgenhaffen, Leen d’Hanenens and Maarten Corten
Journalism Practice 7:2
Jan. 11, 2013

www.tandfonline.com/doi/abs/10.1080/17512786.2012.753208#.UgKTmGR4Y08

“Promise, Peril of ‘Teaching Hospitals’”

There’s a place in the “teaching hospital” model for professionals and professors to guide students and ensure that the needs of both the students and the community are met.

“Today, in our digital, networked, multidirectional, local/global, mobile/social, real-time, 24/7 web of communication, engagement is the key.” When schools emphasize reporting on news that’s important to the community, they not only help students sharpen their practical skills in an environment where decisions have consequences beyond a rubric, but they also help get their community’s important stories told, Newton argues.

Eric Newton
International Journal of
Communication
July 2012

ijoc.org/index.php/ijoc/article/view/1845/816

“Blueprint for Change: From the Teaching Hospital to the Entrepreneurial Model of Journalism Education”

Mensing and Ryfe argue that the teaching hospital metaphor, proffered by Newton and others, puts too much emphasis on production, turning journalism schools into “production facilities staffed by industry professionals who have left an industry in deep distress.”

Despite their semantic quarrel, however, Mensing and Ryfe seem to agree with many of the premises of the teaching hospital model.

Re-connecting with communities as participants rather than professionals, teaching students the skills of community, facilitation and moderation, experimenting with small entrepreneurial businesses, collaborating with computer scientists, artists, and urban planners might not produce coverage of many city council meetings (although it could) but it may help journalism programs contribute research and development that will be more valuable to the long-term future of journalism.

Donica Mensing and David Ryfe
International Symposium on
Online Journalism
2013

http://www.academia.edu/3412374/Blueprint_for_Change_From_the_Teaching_Hospital_to_the_Entrepreneurial_Model_of_Journalism_Education

WHAT COMES NEXT

In 2012, Howard Finberg wrote that the media industry failed to respond and adapt to the “disruptive technologies that took away the economic foundation upon which journalism depended.” By failing to innovate, it failed to make changes that would serve its audiences, he said. If journalism education fails to come up with innovative solutions to the disruptions taking place at the classroom, school and industry levels, it too will fail to serve its audience.

“Without a robust future for journalism education, it is harder to see a robust future for journalism,” Finberg warned. **“And that’s bad for democracy and for citizens who depend on fair and accurate information.”**

Looking at what skills journalists will need in the new digital/mobile/social world so they can inform and engage the communities they serve is our next project. We hope this research will empower journalism educators to see the disruptions taking place around them and look for opportunities to adapt and strengthen their curricula. We hope it empowers administrators to work with other departments, other schools and, most important, professionals to produce teaching that’s relevant to the future but true to the values of journalism. We want journalism educators to empower students to be open to the disruptions they’ll inevitably face in their own careers.

FUTURE OF JOURNALISM EDUCATION

Fact Sheet

Release: August 8, 2013

Over the past three months, The Poynter Institute reached out to educators, students, media professionals and freelancers to find out how these key groups see the future of journalism education. This is the second year we have conducted this study under the guidance of Howard Finberg, Poynter's director of training partnerships and alliances and the creator of Poynter's NewsU.

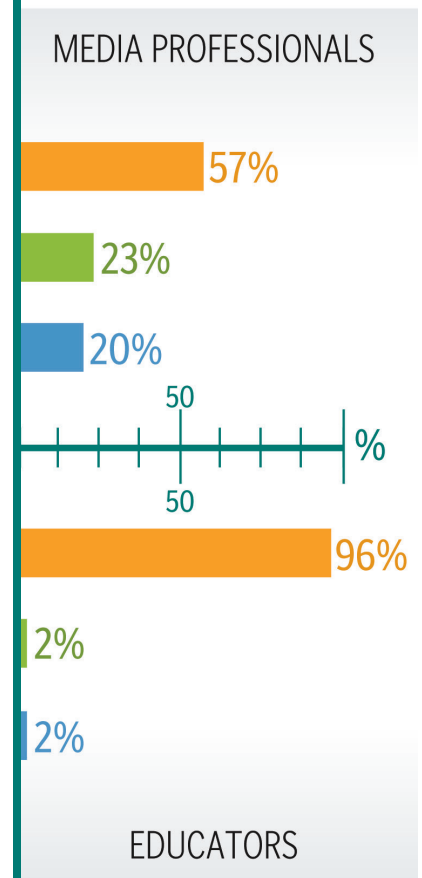
We were delighted to receive more than 1,800 responses to our survey, "The Future of Journalism Education." Almost equal numbers of media professionals and educators responded, which made the comparisons between how the two groups see the journalism education landscape even more striking.

Here are some key findings:

- Today, **96 percent** of journalism educators believe that a journalism degree is very important to extremely important when it comes to *understanding the value of journalism*. That's almost identical to the 2012 result.
- In contrast, only **57 percent** of media professionals believe that a journalism degree is very important to extremely important when it comes to understanding the value of journalism. We consider this a significant gap between professionals and professors about the *value of a journalism* degree.
- More than 80 percent of educators but only **25 percent** of media professionals say a journalism degree is extremely important when it comes to learning news gathering skills. At the same time, almost one in five media professionals surveyed say a journalism degree is "not at all important" or is only "slightly important" to learning news gathering.
- **Thirty-nine percent** of educators say journalism education is keeping up with industry changes a little or not at all. Newsroom leaders and staffers are even harsher, with **48 percent** saying the academy isn't keeping up with changes in the field.
- Thinking back to the last person their organization hired, only **26 percent** of media professionals say the person had "most" or "all" of the skills necessary to be successful.

How Important is a Journalism Degree for Understanding the Value of Journalism

- Very or Extremely
- Moderately
- Not at all or Slightly



Many respondents were candid about the way forward. Here are just a few of the hundreds of responses:

“We have to blow up our current curriculum to understand how this generation of students learns — and how they can best use their talents to become the communications leaders of today — and tomorrow,”
Neil Foote, a principal lecturer in the Mayborn School of Journalism at the University of North Texas.

“Even motivated, well-intentioned journalism educators are hamstrung when facing monstrous academic bureaucratic hurdles,” says Barbara Allen, student media adviser and lecturer at Oklahoma State University. **“Our lack of dexterity hinders our students.”**

Adam Bagni, sports anchor and reporter for WJAR:

“Students need to be ready to shoot, edit, write, use social media, and work quickly ... and most of them aren’t. In general, it’s difficult to find people talented enough to perform all of those skills well.”

“I think professional education is even more necessary than ever, due to the overload of ‘information’ on the Internet and social media, which answers to no editor and thus should be very suspect. J-education is critical to imparting professionalism and integrity to those who will gather and deliver news in the public forum,”

Beth N. Gray, correspondent, Tampa Bay Times


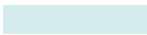

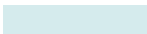

“A journalism curriculum is often too stagnant and the process to change it too bureaucratic. It needs to be more fluid and quickly adaptable to the times,” says Margaret Looney, editorial assistant, the International Journalists’ Network. **“This takes professors who are truly on the cutting edge of the field.”**

The Survey Demographics






The survey launched in April 2013 and can be accessed at

www.surveymonkey.com/s/journ_edu_future2013





Key points about the participants:

- Educators: 38% 
- Working in media organization: 38% 
- Student or recent graduate: 6% 
- Working on their own: 11% 
- Other: 8% 

Of the media professionals, the work in

- Print: 49% 
- Television: 10% 
- Radio: 2% 
- Online attached to legacy: 27% 
- Online only: 12% 

Of the educators, they teach

- University, undergraduates: 66% 
- University, graduates: 11% 
- High school: 16% 
- Other: 7% 

Figures rounded and might not add to 100%

FUTURE OF JOURNALISM EDUCATION

Competencies Survey

We all know that the digital age continues to bring great changes to journalism and journalism education. While the future is always uncertain, we want to know more about what makes a journalist successful. We're interested in learning what skills, attributes and knowledge areas you think would be important to beginning journalists as they look toward a career in the digital/mobile age.

www.surveymonkey.com/s/journ_future_skills

Knowledge, attitudes and personal features

Q: Let's start with rating knowledge, attitudes and personal features. How important would each of these be for a beginning journalist at your organization? Rate each one from Not at all important [1] to Very important [5].

1 2 3 4 5		1 2 3 4 5	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Curiosity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Be familiar with copyright
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accuracy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Be familiar with journalism laws
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Handles stress and deadlines well	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Have knowledge of the business of media
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Handles criticism well	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Have good news judgment
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Have broad general knowledge	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Have knowledge of current events
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Have good social skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Select information based on reliability
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Be a team player	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Be a team leader
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Be acquainted with journalistic ethics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ability to embrace change and innovation
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Knowledge of other cultures		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Knowledge of government		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Understand the media landscape		

News gathering skills

Q: What news gathering skills do you think beginning journalists need to have? Rate the following news gathering skills from Not at all important [1] to Very important [5].

1 2 3 4 5		1 2 3 4 5	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Analyze and synthesize large amounts of data	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Search for news and check sources without the use of the Internet
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Network, make contacts and develop sources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Look at news with a historical perspective
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Search online information on an advanced level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Interpret statistical data and graphics
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Master interview techniques		

News production skills

Q: What basic news production skills do you think beginning journalists need to have? Rate the following news production skills from Not at all important [1] to Very important [5].

1 2 3 4 5		1 2 3 4 5	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Storytelling	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Understand audience expectations and needs
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Write in a fluent style	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Speaking skills
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Write using correct grammar		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Master various forms of journalistic writing		

Technical or multimedia production skills

Q: What technical or multimedia production skills do you think beginning journalists need to have? Rate the following skills from Not at all important [1] to Very important [5].

1 2 3 4 5		1 2 3 4 5	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ability to work with HTML or other computer languages	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Record and edit audio
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Shoot and edit video	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ability to tell stories with design and visuals
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Shoot and edit photographs		

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I want to express my great appreciation to Lauren Klinger and Pam Hogle for their suggestions and editing. They make me a better author.

- Hif

How this work came about

I started to explore the future of journalism education after I received the Distinguished Journalism Alumnus Award from San Francisco State University in 2008. During my acceptance speech, I stressed that journalism students need to understand they won't have a single career; they won't work on a single platform during their working life; they won't be tied to a single company.

After the speech, a graduating student's father thanked me to helping him understand a journalism degree had value beyond just being a journalist, something that I had demonstrated during my half dozen very different career paths.

Combine that with my work developing Poynter's e-learning site, News University, it became clear there was an increasing gap between the academic communities and the media industry. These articles and reports are my attempt to increase discussion around the future of journalism education.