WORLD JOURNALISM EDUCATION CONGRESS FINDS NUMEROUS ISSUES OF INTERNATIONAL SCOPE

By Robyn S. Goodman, Alfred University

The World Journalism Education Congress'[1] desire to keep journalism educators across the globe updated on unprecedented changes in the field of journalism, especially as they apply to educating future journalists worldwide, led to the WJEC's second global conference, WJEC-2. The WJEC-2, hosted by Rhodes University, ran July 5-7 2010, in Grahamstown, South Africa, and attracted 300 mass media scholars and journalists from 54 countries.[2]

The WJEC-2's wide variety of significant events included the Syndicate Team Program, research paper and panel presentations, UNESCO-backed initiatives and Nobel Peace Prize laureate Archbishop Desmond Tutu's passionate oration urging journalism educators to speak out for freedom of expression and his signing of the Table Mountain Declaration, which seeks an end to insult laws and criminal defamation in Africa.

The syndicate program, rated a top conference highlight by a Rhodes University poll of WJEC-2 attendees, encouraged all WJEC conference-goers to join themed discussion groups of their choosing. Each syndicate team was matched with an expert scholar and chair (moderator) and was asked to describe its topic and make recommendations for its colleagues worldwide. The discussion groups focused on some of the most urgent, important issues in journalism education today, according to WJEC member organizations –29 AEJMC-like organizations worldwide.

Syndicate Team Results

The resulting syndicate reports, presented at the WJEC-2's concluding sessions, represent how many of the best and brightest in journalism education worldwide, including administrators, educators and professionals, continue to grapple with the field's most pressing issues, many of which are surprisingly similar.

Since the format of team reports varied greatly, this author attempted to retain the original flavor and style of these reports in order to capture important nuances and to help readers experience the syndicate sessions as vicariously as possible.

This article, due to space limitations, highlights findings from eight of the 16 WJEC-2 syndicate reports. These eight syndicate reports should be of special interest to ASJMC members and *Insights* readers. That said, the remaining eight syndicate reports, that will interest this same audience, can be found at the official WJEC website, as well as the full version of the reports summarized in this article (http://wjec.ou.edu/syndicates2010.php).

The WJEC leaders hope that readers will not only visit the syndicate reports on-line, but will also actively comment on them in order to help keep the discussions they represent interactive and meaningful on a global scale.

The syndicate reports summarized below represent eight approaches to analyzing and improving journalism education across the globe:

1. Journalism Heads From Around the World Identify Top Challenges[3]
2. Optimizing Cooperation in University-Based vs. Industry-Based Journalism Education
3. Media Literacy
4. Entrepreneurial Journalism
5. Social Media, Citizen Journalism and Media Curators – Implications for Journalism Education
6. Sports Journalism
7. Diversity in Journalism Education
8. The Ultimate Journalism Education

Syndicate Report Summaries

What follows are summaries of key WJEC syndicate reports.

I. JOURNALISM HEADS FROM AROUND THE WORLD IDENTIFY TOP CHALLENGES

By Expert Paul Parsons, Elon University & Team members[4]

Twenty heads of journalism programs participated – one-half delegates from African nations (Nigeria, Ghana, Cameroon, Burkino Faso, Namibia, Morocco and South Africa) and one-half from other nations (China, Singapore, France, Qatar, United Kingdom and the United States).

Ten top issues emerged, some of them reflecting the substantive African participation in the process. While the results do not reflect a scientific process, the findings are illuminating as a first attempt to identify and rank-order the leading issues cited by journalism program heads who met face-to-face in two sessions spanning three hours.

The 10 leading issues identified at the WJEC-2, in ascending order:

10 – Student enrollment demands
While this appears to be a universal issue, it is particularly an issue in some African nations. Several journalism heads said they are able to enroll only a fraction of the number of students who want to major in journalism.

9 – Faculty diversity
In Africa, this means the need for more female faculty to better reflect the student body that is increasingly female. In other countries, especially in the West, the emphasis on faculty diversity focuses more on the need for more racial minorities.

8 – Changes in curriculum and the emergence of new media
The challenge is staying abreast in an age of radical change, building and maintaining a balance of theory and practice, and revising courses and curricula to reflect the growth of multimedia.

7 – Specificity of journalism
Participants said journalism needs to remain a distinct discipline and should not be absorbed into the general world of communications.

6 – Textbooks and instructional materials
Journalism heads in African nations lament the shortage of books for their students – books that are affordable and written by Africans or which relate to Africa. In the West, the challenge is a different one – getting students to buy useful books in an online age.

5 – Electrical power and Internet connectivity
An unreliable energy supply appears to be a primary problem on the African continent. Education is disrupted when classroom lights flicker off, computers cannot be turned on or access to the Internet is interrupted.

4 – Government issues
These are "free press" issues involving licensing, restrictions, censorship and self-censorship, which appear to be more of a problem in Africa and Asia than elsewhere in the world.

3 – Faculty hiring and retention
Salaries tend to be low, which has led to journalism programs in non-Western nations losing qualified faculty to industry or to exchange programs in countries that pay better.

2 – An ethical disconnect with journalistic practice
Journalism heads in Africa refer to a "disconnect" between the classroom and the newsroom. For instance, they teach ethics, then their students go into internships in which they see some journalists engage in payoffs and bribery.

And the leading issue facing journalism programs around the world, as identified by program heads attending the WJEC-2:

1 – Money
This is the universal lament. For those on the African continent, the need for more resources affects infrastructure such as facilities and technology. For those in other parts of the world, programs are facing diminishing budgets because of a need for states and nations to control their burgeoning debt.

Paul Parsons is professor and dean of the School of Communications at Elon University

II. OPTIMIZING COOPERATION IN UNIVERSITY-BASED VS. INDUSTRY-BASED JOURNALISM EDUCATION

By Expert Paddi Clay, Avusa Pearson Journalism Training Programme; Karen B. Dunlap, The Poynter Institute & Team members[5]

This syndicate group offered six recommendations to help unite university and industry journalism education. They are as follows:

1. The definition of journalism education should be expanded to include the wide range of training programs.

Professional development programs in journalism include:
(a) university programs;
(b) vocational/technical training focused on skills instead of liberal education;
(c) formal, on-the-job programs offered by journalism companies;
(d) informal training programs, including internships;
(e) joint efforts by universities and media companies;
(f) mid-career fellowship programs;
(g) and media institutes.

This array can provide rich training opportunities, but it can also raise concerns.

What are the standards set by various educational offerings? Are they addressing the needs of industry? Do they prepare students for the field?

2. Industry and research institutions could partner to make academic research more relevant for industry.
A long-standing gap remains between academic research and use of the findings in journalism practices. Conversely, some of the most pressing questions of the industry are not addressed by academic researchers. Clearly the research agendas of each group are not always in sync, nor should they be since the academy is not the research arm of the industry. Valuable academic findings could serve the industry, however, and too often the findings never reach those in the industry who could benefit.

Those who have undertaken efforts to provide this connecting service should be commended, but greater efforts are needed. Maybe news associations could take on the task of providing web sites to regular reports on the practical findings of academic research.

3. Universities and the Industry can work together on action research, a form of research that develops theory from the workplace and tests it in the workplace.
The most common example of this form of research is observation. Skilled observers document behavior in the workplace and draw hypotheses, which are then tested. An example of this type of research question: How can newspapers maintain quality with reduced staffs?

This form of action research is used in business schools and other disciplines. The purpose is to reveal new and useful information. But this type of research can also help break down walls between academics and industry. It also has a certain democratizing force since it finds the knowledge in peoples' experiences. New theories evolve and provide information for teaching.

4. Academics can take the approach of appreciative inquiry – a positive approach that shows what is working and uses studies to illustrate what needs work.
Some bodies of research can produce the overall effect of nit-picking, thereby providing a barrage of critical reviews of news industry practices and outcomes. Areas that fall short should certainly be noted, but there is also much to discover and learn from what is working. Academics can find valuable research in this area and build industry confidence along the way.

5. Members of the academy and the industry must tend to local relationships.
Leadership at all levels should encourage contacts, including guest lecturers, external examiners for program feedback and involvement in recruitment, opportunities for faculty to work in industry, fellowships for journalists in the university and memberships in organizations that bring the groups together. Leadership should encourage a wide range of exchanges while recognizing the related yet different missions of the newsroom and classroom.

6. Academe stay alert to industry changes and training needs.
Colleges and universities should prepare students for various forms of journalism, including tabloids, community journalism and ever-evolving new media. They should prepare them for business aspects of journalism. Programs should promote an entrepreneurial spirit that will help them work as freelancers and start new ventures. They should continue to teach the values of journalism. They must help students understand how to make wise, ethical decisions in the midst of journalistic transformation. They should engage with industry professionals and help them do the same.

Paddi Clay is Head of the Avusa Pearson Journalism Training Programme; Karen B. Dunlap is president and Chair and report writer of The Poynter Institute.

III. MEDIA LITERACY

By Expert Susan Moeller, University of Maryland; Beate Josephi, Edith Cowan University, Perth, Western Australia & Team members[6]

The media literacy syndicate group agreed that the journalism profession and journalism education field have a huge stake in the success of media literacy. After all, the demand side for journalism is being threatened.

As syndicate participant, former AEJMC president and WJEC leader Joe Foote, University of Oklahoma, stated:

"Media literacy may decide the future of the profession of journalism as we know it. Journalism education has always been an insular field. Media Literacy provides its [journalism education's] first example of being able to look beyond itself into a broader context."

Media Literacy can help citizens understand why journalists make the choices that they make and can help journalists build a broader base of understanding for the critical things that they do. Media Literacy can also teach professional journalists the value of communication theory and how to use it to better reach their target audiences – citizens, power elites, etc.

The teaching of media literacy should take place throughout each university in every class possible. This is a way for journalism programs to offer their services across the university, including media effects analysis to those not necessarily interested in journalism.

Media literacy not only needs to be taught within mass communication and journalism programs, but it also needs to be taught to teachers and trainers in education schools and outside the academy to those working at non-government organizations and in the government.

A key example of the need for media literacy outside of academy is unfolding in Uganda. There, journalism teachers and trainers say it is difficult to get the public to understand media freedom. Much of the public is not listening, and government officials are telling journalism educators that no one really cares. Media issues need to be taught outside of university classrooms. Such training will be difficult, expensive and labor intensive, but it is needed. After all, currently media rights are often being fought for by regular community members.

Media literacy is a social cause — we need to think about it as media advocacy.

Media literacy should be included in mass education and directly linked to human rights as in Article 19 of the Universal Declaration of Human Rights, which gives citizens — of all ages and professions — the capability to defend their rights and the knowledge and understanding to demand the conditions to enjoy such rights.

Media literacy should also provide citizens with the knowledge and abilities to demand better services from media and to give them the capabilities to be responsible members of the communication chain.

Susan Moeller, Ph.D., is an associate professor of media and international affairs at the University of Maryland and the director of ICMPA; Dr. Beate Josephi, is Syndicate Chair at Edith Cowan University, Perth, Western Australia

IV. ENTREPRENEURIAL JOURNALISM

By Dan Gillmor, Arizona State University; Remzi Lani, Albanian Media Institute, Albania; Muda Ganiyu, Lagos State Polytechnic, Ikorodu, Lagos State, Nigeria & Team members[7]

This syndicate group described the challenges of "entrepreneurial journalism" and how the academy can help its students get into an increasingly necessary entrepreneurial state-of-mind.

In order to practice entrepreneurial journalism, journalists must:

1. Commit to a business plan – to go through a process to achieve an outcome;
2. Learn to respond to ambiguity and change;
3. Be innovative –think outside the box to achieve new results.

The process of entrepreneurship involves:

1. Starting something you are passionate about;
2. Getting it online quickly;
3. Not waiting until the website is perfect;
4. Improving as you go.

The Silicon Valley Model involves deciding how to finance the enterprise, launching before inviting investors and deciding how much control to keep in relation to other stockholders.

Entrepreneurial journalism is cross-disciplinary by nature – students need to take courses in other specialty areas, such as business. They don't need to become experts in such specialties, but they need to gain a basic understanding of them. As for the cost of setting up a media enterprise, the use of Open Source software is recommended to keep prices down. To succeed as an entrepreneurial journalist, the needs of the audience must be met.

Entrepreneurial journalism project examples:

1. Online film-maker communities;
2. Tweeting and short message service on multimedia signage;
3. Mobile-based systems of offering help to immigrants.

Successful entrepreneurs tend to:

1. Identify an idea or opportunity;
2. Coalesce the idea into something new;
3. Identify something that people need or that solves a problem;

4. Anticipate something that does not exist;
5. Create something better than what exists.

Professors should encourage students to become job creators, not just job seekers, through:

1. Engaging in freelance journalism and photojournalism;
2. Becoming bloggers;
3. Setting up as independent radio/TV producers;
4. Becoming community newspaper publishers.

Dan Gillmor, Arizona State University; Chair Remzi Lani, Albanian Media Institute, Albania & Report writer Muda Ganiyu, Lagos State Polytechnic, Ikorodu, Lagos State, Nigeria

V. SOCIAL MEDIA, CITIZEN JOURNALISM AND MEDIA CURATOR

By Mindy McAdams, University of Florida; Julie Posetti, University of Canberra, Australia & Team members[8]

Some 21 journalism educators representing every continent debated the issues in this group. Its discussion centered on the role, risks and benefits of social media in journalism education. Time limitations led to limited discussion of citizen journalism and media curators, although it was acknowledged that the theme of social media partially captured these topics.

Social media realities

Social media literacy has become an essential element of journalism education and training.

"(Social media) isn't just a kind of fad from someone who's an enthusiast of technology," the BBC's Director of Global News Peter Horrocks told reporters in early 2010. "I'm afraid you're not doing your job if you can't do those things. It's not discretionary," he said.[9]

Social media sites, including interactive blogs, have become essential journalism tools. They are tools for newsgathering and dissemination; for investigation and even crowd-sourced fact-checking. Perhaps most importantly, though, they are platforms for engagement with, as Jay Rosen (2006) describes them, "the people formerly known as the audience"[10] – each one of whom is a potential source.

YouTube, Twitter and Facebook may ultimately be replaced by new, hybrid sites, but the concept of an interactive, audience-engaged and activated real-time web platform for journalism is here to stay. And that means social media theory and practice must be embedded in journalism teaching.

But there are rules of engagement for journalists operating in these spaces, rules that require more than mere technical knowledge of how to tweet or post a Facebook status update. They also demand reflective practice and critical thinking in reference to ethics and professionalism.

So, while individual journalists are now expected to swim with the social media tide rather than resist it, it's incumbent upon industry trainers and J-schools to provide the training necessary to equip the practitioners. This means journalism teachers need to be facilitating both technical training and critical engagement with these new technologies and their impacts. They should also be encouraged to research and practice in the field.

There were warnings at the meeting not to be overly seduced by social media and to maintain the focus on basic journalistic education with investigative purpose. However the ample opportunities that social media present for journalism, journalists and journalism education were also discussed. One Chilean delegate pointed out that the most followed person on Twitter in Chile (with over one million followers) is an investigative journalist; other participants highlighted the capacity of Web 2.0 for student engagement.

Six recommendations on the role and application of social media in global journalism education:

1. Social media exposure and competency is now an essential component of journalism training globally – even in areas where Internet access is limited or absent mobile access is leveling the technological playing field and crossing cultural boundaries.

2. Journalism educators and trainers need to be at the knowledge cusp of radically changing journalism training. Definitions of journalism, journalists, and journalism practice are in flux. Rather than trying to "pin jelly to the wall," journalism educators should facilitate open discussions about the ways in which journalism is changing, focusing on descriptions and predictions, not definitions and limits.

3. Creativity is necessary to embed social media practice into traditional journalism training (not teaching it in isolation) and to integrate it with theory. Specific platforms, such as Twitter, need not be taught as stand-alone tools but rather to demonstrate changing journalistic practices to students.

4. Ethics and professionalism are part of teaching about social media. Themes include authenticity, verification, transparency vs. objectivity, managing the personal and professional divide, and sourcing.

5. Programs should teach students to select and curate diverse

sources of information and professional contacts to help them build networks and new audiences that expand beyond friends and official local news sources.

6. Journalism education must explore using social media to excite students about topics that interest them (e.g. social justice; environmentalism) and to encourage them to engage and collaborate with local communities.

Mindy McAdams, College of Journalism and Communications, University of Florida; Chair and report writer Julie Posetti, University of Canberra, Australia.

VI. SPORTS JOURNALISM

By Wayne Wanta, Oklahoma State University; Erna Smith, University of Southern California & Team members[11]

Participants reported a significant increase in interest in sports journalism in their countries. As a result, sports journalism and programs are growing as colleges and universities seek to capitalize on sports' global popularity.

More coursework and larger enrollments have not translated into more respect for sports journalism. Participants reported the "struggle for legitimacy" in academy is more pronounced for sports journalism than for journalism in general. The key to legitimacy is creation of curricula that adheres to the highest ethical standards and emphasizes the cultural, economic, scientific and political impact of sports on society.

Although increased interest in sports journalism as a field of study has been accompanied by an increased interest in sports journalism research and interest groups, more collaboration on research and curriculum development is needed. A marked difference was noted in the gender of students attracted to sports journalism in America versus Europe, Australia and Africa. U.S. participants reported most of their students are women, while participants from Europe, Africa and Australia reported most of their students are male.

Based on these observations, the group arrived at the following principles to guide the development of sports journalism as a field of study and research:

1. Encourage and support creation of sports journalism curricula and research that promote high ethical standards and transparency;
2. Encourage gender diversity in students studying sports journalism;
3. Encourage inclusion of sports science in the study of sports journalism.

Best Practices

Macromedia School for Media and Communication in Hamburg, Germany, offers a sports journalism curriculum that incorporates skills training with a solid grounding in the regulatory and socioeconomic foundations of sports as well as sports science. The program's success coincides with an dramatic increase in job opportunities for graduates in microblogging on regional sports.

Resources

Syndicate participants identified the following resources for educators interested in teaching and conducting research on sports journalism:

1. The Center for International Sports Media (http://internationalsportsmedia.org/)

This organization consists of a network of universities from around the world that offers courses and conducts research on sports media. The center's mission is to "encourage the development of quality education and research in the field of sports media" and to support "efforts to improve the professional and ethical standards of all sports media."

Housed at the School of Journalism and Broadcasting at Oklahoma State University, the center has a website that was designed to be a clearing house for sports journalism educators by providing a space for them to share information about programs, research and course syllabi. Center Director Wayne Wanta (wayne.wanta@okstate.edu) encourages educators to submit links to their coursework, syllabi and research to the site.

2. Sports Communication Interest Group

This organization is a newly formed group of the U.S.-based Association for Education in Journalism and Mass Communication. The group met for the first time at AEJMC's annual convention in August and is "designed to support AEJMC members who are scholars and teachers of sports-related courses, including those in the areas of journalism, broadcasting, advertising/marketing and sports information/public relations." The group's chair is Scott Reinardy, School of Journalism and Mass Communication, University of Kansas (reinardy@ku.edu).

3. International Association For Media and Communication Research (http://iamcr.org/)

The largest interest group in the IAMCR is the Sport and Media Section, which "seeks to promote a range of scholarly perspectives on the study of media and sport, especially in the area of the relations between the media, sports and concepts of nationhood as well as identity, politics and the development of the sports industry."

4. **PLAYTHEGAME.ORG (http://www.playthegame.org/)** Funded by the Danish government and located at the Danish School of Media and Journalism in Aarhus, Denmark, this independent non-profit aims to strengthen the basic ethical values of sports and encourage democracy, transparency and freedom of expression in world sports. Its website features articles on sports and sports coverage written by media professionals and leading experts from around the world as well as news and conference information.

Wayne Wanta, School of Journalism and Broadcasting, Oklahoma State University; Chair and report writer Erna Smith, Annenberg School for Communication and Journalism, University of Southern California.

VII. DIVERSITY IN JOURNALISM EDUCATION

By Anthea Garman, Rhodes University, South Africa; Ibrahim Saleh, University of Cape Town, South Africa & Team members[12]

Defining Diversity – needs to be a wide definition, including race, ethnicity, gender, religion, language, disability, geography (i.e. rural), along with specific conditions, such as HIV status. This broad definition is necessary so as not to confine the issue to simply one of race or gender. Also, a wide definition allows for local particularities to be paid considered.

Attitude Toward Diversity – needs to be one of possibility and openness to enrichment rather than seeing the issue as a "problem" to be solved. Also, diversity in the North is often seen as a "minority" issue, while diversity in the South can often be a situation involving a "majority." For example, global-scale majorities, such as the global poor, are disregarded in mainstream journalism and texts.

Political Reality – differences are not equal. Dealing with diversity is also dealing realistically with inequality and structural change.

Challenges and Recommendations:

- The ability to affect composition of staff and student bodies varies depending on the program's location. However, a diverse staff and diversity in students are an absolutely necessary component of engaging in diversity in journalism education. The challenge in classrooms is then to allow those who are different from the previous homogeneous situation to have a voice in what transpires. This is not about incorporation into the status quo, but about change, growth and learning.

- Curriculum is definitely within the control of journalism educators.

1. Both what and how students are taught are critical to embedding diversity in the curriculum. This involves thought and input about content of courses, activities undertaken and various efforts to expose students to diverse people, languages, cultures and situations.

2. Languages should be highlighted as particular vehicles not just to create fluency and functionality in journalism practice, but as means to engage with cultures beyond the homogeneous.

3. We should be alert to struggles and blind spots within classes and have strategies for how to deal critically with both these situations.

4. Universities are unique environments for critique and debate, and journalism education should respect this feature.

5. Journalism itself as a practice is implicated in the perpetuation of inequality, and educators should therefore expose students to types of journalism that engage with different ways of doing journalism and other journalistic paradigms – subaltern journalism, culture journalism, development journalism, citizen journalism, public journalism, etc.

- Capacity building and skills for educators and students in order to address the issue of diversity are critical within institutions of higher learning.
- Mainstream media institutions and the texts they produce – We have less power over the production of texts and the way they are produced than over curricula. However, this syndicate felt that engagement whenever possible with editors, managers and mainstream journalists to discuss diversity issues is a very necessary task.

Conclusion

If diversity issues are to be taken seriously, the knowledge base on which journalism as a practice rests, and the practice of journalism itself, must change dramatically.

Anthea Garman, Rhodes University, South Africa; Chair and report writer Ibrahim Saleh, University of Cape Town, South Africa.

VIII. THE ULTIMATE JOURNALISM EDUCATION

By Michael Bromley, University of Queensland, Australia; Chair and report writer Sonia Virginia Moreira, Rio de Janeiro State University, Brazil; Minutes Recorder Joseph M.

Fernandez, Curtin University, Perth, Western Austrialia & Team members[13]

After much discussion, the ultimate journalism education team concluded with 10 recommendations, which follow.

Ten Tips to Creating/Maintaining the Ultimate Journalism Education

1. Journalism education needs to define the discipline and encourage people to define it and write about it. We must do this if we are going to survive and become respected as journalism scholars, not mass media scholars.

2. Journalism, on its own, does not constitute enough substance to make up a full three- or four-year degree program. Journalism education needs to draw on, interact with and contribute to other forms of knowledge in the university.

3. Journalism is essentially post-disciplinary. The question of the balance between practical skills and the theoretical foundation in journalism education needs to be more clearly spelled out.

Journalism as a culture is lacking in journalism education. Journalism education should incorporate adequate readings and critiquing of the readings to achieve adequate integration between theory and practice.

Journalism education should consider incorporating journology/journography – the study of journalism – as a particular social and cultural practice. This approach must incorporate a study of comparative approaches, of which there is a dearth at the present time.

4. What mechanisms might we use to achieve this integrated theory/practice approach? One question: How do we get students to read when they generally don't have a reading tradition? What do we do beyond bolting *reflexivity* to the course? How do we harness reflexivity to our teaching?

Reflective teaching/learning is a pedagogical issue. We can have the interventions occurring while we are teaching rather than introducing them at the end, as has been the practice when teaching nursing, fine arts, etc.

5. How is the "practice element" in journalism education delivered? It seems that journalism has its own notions of practice, and it does not draw on laboratory/studio/field/clinical work. There is still debate about what practice-oriented work is.

6. Is what we as journalism educators do *teaching* or *learning*? Journalism education is about teaching and learning. Journalism educators need to show that they are focused on the students and how they develop as practitioners. We have gotten past the stage when we have a professor saying: *this is how you write a lead*. The learning imperative must apply not just to students, but also to educators.

7. Journalism technology and curricula must keep apace of each other. For example, in one university a new and more modern journalism teaching space is being built, but the curriculum does not fit that space. This university is moving away from lectures in the final year and instituting practical activity in place of conventional teaching. This creates challenges against the present backdrop, in which course delivery is especially influenced by lectures and timetables.

8. We need to address the tension between industry and the academy. One of the key ways to do so is via service learning, so that journalism education engages with the community in which it is based. We need to think about how to manage the relationship among the journalism academy, the industrial location of the practice of journalism and community aspirations. We must work out the priorities.

We need to be cautious about training journalists solely to meet our industry's needs. Are our journalism graduates going into industry and do they keep reproducing the flaws in our industry, or are they going to be equipped to effect change? Journalism is no longer totally defined by employment.

We have the opportunity as educators to define "journalism by practice" rather than leave industry to dictate it. We should seize this opportunity during this time of crisis, and amid the digital revolution, and reaffirm journalism's usefulness to the community.

We must continue to attempt to define journalism. The key difference about the study of journalism is the important issue of how cultural creates messages. The ideological formation of journalists occurs over a lifetime, and we need to understand the journalistic formation of ideology. Journalism is not just about production, but about texts that are produced.

9. Participatory journalism is becoming more prominent. Journalism is a mode of participatory communication, and it draws on a broad sense of practice-based communication. Journalism's objective is to explain to the world what is going on around it. In response to what we do, communities can react.

Journalism needs to be defined not just for the benefit of educators, but also for students. Journalism is about:

- being responsible for neighbors;

- being a public intellectual and giving relevant meaning to complex issues;
- empowering communities and individuals;
- performing an educational service to communities by providing knowledge beyond their schooling;
- afflicting the comfortable and comforting the afflicted;
- advocating freedom of expression to deal with abuse of power by all who wield it; and
- correcting the imbalance of power in favor of ordinary people.

10. Journalism is a public, service-oriented profession. Its practice involves the application of informed yet skeptical inquiry, in the pursuit of expository, clarifying and useful information. It involves the broad sharing of that information in accessible and participatory forms. Essential to the health of the journalism profession is the consistent advocacy of freedom of expression and the holding of those wielding power to accountability.

Michael Bromley, University of Queensland, Australia; Chair and report writer Sonia Virginia Moreira, Rio de Janeiro State University, Brazil and Minutes Recorder Joseph M. Fernandez, Curtin University, Perth, Western Austrialia

Conclusion

The WJEC-2 Syndicate Team Program enabled all conference attendees to take advantage of unprecedented access to journalism administrators, professors, professionals and advocates worldwide. Conference-goers took part in passionate discussions and debates focused on many of the greatest challenges facing journalism education today, and their resulting analyses and recommendations are currently being discussed on websites and blogs worldwide. To help continue this discussion, visit the official WJEC website (http://wjec.ou.edu/congress.php), click on the syndicate tab and join the efforts of the many professionals working hard to keep journalism education as strong and powerful as our democracy requires.

Robyn S. Goodman is a professor in journalism at Alfred University's Communication Studies Program. She is a founding WJEC executive committee member and served as the WJEC-1's Program Chair and the WJEC-2's Syndicate Chair. *She wishes to thank the following individuals for their invaluable help with the syndicate program: Guy Berger, Joe Foote, Elanie Steyn and Kaaren Reader.*

Endnotes

1. The WJEC is a 29-member journalism education organization focused on nurturing and promoting journalism education worldwide (http://wjec.ou.edu/index.html).

2. Guy Berger, "African Value: A report on the second World Journalism Education Congress, 5-7 July, Rhodes University, Grahamstown, South Africa," unpublished report.

3. Although this journalism heads report was produced via workshop sessions rather than a syndicate group, its syndicate features earned it syndicate status.

4. Journalism heads team members included: Enoh Tantong, Cameroon; Joe Foote; Emily Brown, Namibia; Lai Oso, Nigeria; Misako Ito, UNESCO/Morocco; Pascal Guenee, France; Guo Ke, China; Chris Frost, United Kingdom; Benjamin Detenber, Singapore; Elizabeth Ikem, Nigeria; Lawrence Boyomo, Cameroon; Firmin Gouba, Burkina Faso; Janet Key, USA/Qatar; Solomon George Anaeto, Nigeria; Mudathir Ganiyu, Nigeria; Reginald Vacicson, Ghana; Etim Anim, Nigeria; Ralph Akinfeleye, Nigeria; and Paul Parsons.

5. Optimizing cooperation team members included: Greg Newton, Ohio University; Marianne Peters, European Journalism Training Association, the Netherlands; Reg Rumney, Rhodes University, South Africa.

6. Media literacy team members included: Madeline Quiamco, Asian Institute of Journalism and Communication, Philippines; Zhang Yanqiu, Communication University of China; Wijayananda Jayaweera, UNESCO; Beate Josephi; Susan Moeller; George Lugalambi; Makerere University, Uganda; Olayinka Egbokhare, University of Ibadan, Nigeria; Joe Foote; Stephen Salyer, Salzburg Global Seminar, Austria.

7. Entrepreneurial team members included: Heather Birks, Broadcast Education Association, USA; Debora Wenger, University of Mississippi; Geneva Overholser, University of Southern California; Nico Deok, Windersheim University, Netherlands; Francois Nel, University of Central Lancashire, UK; John Cokley, University of Queensland, Australia; Zaneta Trajkoska, School of Journalism & Public Relations; Rosental C. Alves, University of Texas, Austin; Dan Gillmor; Remzi Lani; Solomon George Anaeto, Babcock University, Ilisan, Ogun State,Nigeria; Noriko Takiguchi; Clayson Hamasaka, Eveyn Hone College, Zambia; Charles C. Self, University of Oklahoma; Peter Schrurs, Radio Netherlands & Receiving Centre, Netherlands; Ujjwala Barne, University of Pune, India; Patience Mushuku, Midlands State University, Zimbabwe; Vitaly Viniehenko, South Federal University; Muda Ganiyu.

8. Social media team members included: Jessica McBride, University of Milwaukee; Catalina Montoya; Etim Anim, Cross River University of Technology, Nigeria; Kobina Ano, Ghana Institute of Journalism; Almuth Shellpeper, Deutsche Welle, Germany; Teboho Senthebane; Andrea Vial, Alberto Hurtado University, Chile; Janet Key, Northwestern; Nancy Booker, Daystar University, Kenya; Victor Ayedun Aluma, University of Lagos, Nigeria; Femela Xelani; Alan Weimann, Walter Sisulu University, South Africa; Kathy Hilton, London College of Communication; Megan Knight, University of Central Lancashire, UK; Cornia Pretorius, North West University, South Africa; Ale Smith, North Western University, South Africa; Mick Temple, Staffordshire University, UK; Marian Pike, Cape Peninsula University of Technology, South Africa; Cherian George, Nanyang Technological University, Singapore; Ashia Nkontsa; Joe Ritchie, Florida A & M University; Julie Posetti; Mindy McAdams.

9. Peter Horrocks, "BBC tells news staff to embrace social media," Guardian in-house blog, http://www.guardian.co.uk/media/pda/2010/feb/10/bbc-news-social-media.

10. Jay Rosen, "The People Formerly Known as the Audience," PressThink: Ghost of Democracy in the Media Machine website, http://pressthink.org.

11. Sports journalism team members included: Jim O'Brien, Southampton Solent University, UK; Thomas Horky, Macromedia School for Media and Communication, Germany; Paul Scott, University of Newcastle, Australia; Paul Parsons, Elon University; Mary Cardaras, College Newsnet International, USA; Richard Kantsky, Department of Media, Journalism and Communication, Stockholm University, Sweden; Tshamano Makhadi, Department of Journalism, Tshwane University of Technology, South Africa.

12. Diversity in journalism team participants included: Carmen de la Peza Casares, Pascal Guenee, Sibongile Mpofu, Mohammed Sahid Ullah, Misako Ito and Jeanne Seck.

13. Ultimate journalism education team members included: Ale' Smith, Joseph M. Fernandez, Kaarle Nordenstreng, Carlos Alexandre, Maija saari, Martin Hirst, Violet Valdez, Corina Cepoi, M. Hanna, Andrea Rubenacker, Megawati Wijaya, Jeanne du Toit, Simphiwe Sesanti, Bevelyn Dube, Effendi Gazali, Deddy Mulyawa, Sonia Virginia Moreira and Michael Bromley.