

Journalism Training Beyond Journalism Schools

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Abstract

The need for journalism educators to critically reflect on social, economic, and technological global changes has been on the agenda since the early 2000s. In this era of disruption, digitalization offers new possibilities by using the internet, its platforms, and its ability to create new forms of training. This piece presents ways in which a new journalism education model can be implemented to better train student journalists.

Keywords

digitalization, global journalism education, hybrid educator, journalism training

Similar to the journalism industry worldwide, journalism education is experiencing an era of disruption. The need for journalism educators to update and redefine their teaching methods was recognized as early as the 1980s (Adam, 1989). Critical reflection on social, economic, and technological global changes has gained steam in journalism education circles since the early 2000s (Deuze, 2001; Holm, 2002). Today, while the demands on journalism schools to better prepare students for this disruption are growing, resources are shrinking: Schools have less money, less time, and consequently fewer faculty. Although this reality is affecting journalism education, digitalization offers new possibilities to overcome such trends by using the internet, its platforms, and its ability to create new forms of training and to offer access to global resources. This includes making it easier to find colleagues from other media organizations, universities, and/or countries to facilitate peer-to-peer training, exchange knowledge, and offer new learning opportunities (Stark, 2019)...

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