

ASJMC INSIGHTS

Autumn 2017

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Editor Reflects on Time at Post
By James L. Stewart

ASJMC **INSIGHTS**

ASJMC Insights

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From the Editor

EDITOR REFLECTS ON TIME AT POST

By James L. Stewart, Nicholls State University

As I take fingers to keyboard to write my last *Insights* column, I first want to offer my appreciation to the staffers at the Association of Schools of Journalism and Mass Communication. Thanks to Kyshia Brown and Lillian Coleman, who did the heavy lifting of designing and laying out each issue, and to Jennifer McGill, executive director of the ASJMC, for her support and encouragement.

I would also like to thank Dr. Al Delahaye, my college mentor, who has helped me with copy editing on each article.

Finally, but just as importantly, I would like to thank all of those who have contributed articles.

As editor, my primary job was to seek out submissions on topics that would be of interest to the publication's readers. There were times when authors approached me with an idea for an article. But, for the most part, finding manuscripts entailed haunting the sessions of the various conventions I attended and scouring through their event schedules in search of people who had something interesting to say about the state of media and media education and then badgering those same people into writing an article.

In my more paranoid moments, I often wondered if people began to duck into doorways as they saw me walking through a hall, checking room numbers against a program. "There's that Stewart guy. Let's hide before he starts hounding us to write an article."

If that were so, the targets of my searches never showed resistance when I finally caught up to them. Without exception, their responses were gracious, and in most cases they agreed to what was a pretty big request. After all,

these were people who already had a lot going on, and here I was requesting that they add another item to their plate.

What was I offering in exchange? A byline and the gratitude of readers.

I have tried over my tenure as editor to present articles that provide a "big picture" look at the relationship between the changing worlds of media and media education.

I think what we do is vitally important – maybe more so now than ever before.

During my time as editor, media have been in a state of cataclysmic change. There is on-going handwringing over the need to adapt to ever-changing technology and continuous striving to find the most effective business model.

I have come to the position that the professional media are frantically trying to invent the wheel.

Recently I re-watched the 1976 movie *Network*. Granted, emerging technology was not a big player in the film's plot, but the dangers presented by the blurring of the lines between entertainment and news and the crushing weight of profit-driven decision-making were of central concern to the film's makers, even 40 years ago.

The introduction of new communication technologies – from the printing press, to moving pictures, to television, to FM radio, to cable TV, to the Internet – has always created vast shifts in the cultural, economic, political and social landscape, and it always will.

So change is a constant.

It is consideration of the nature of that change which is important.

I argue that the ultimate purpose of the academies is to serve as a forum for this discussion and as a laboratory for experimentation.

Here's the rub. Higher education has been experiencing radical transformation during this same time. The forces at work – new technology, decreased funding for state schools, increased costs and a changing student body – are similar to those found in the professional world.

Despite what common mythology would lead one to believe, higher education does operate in the real world. It would be worse than foolish to ignore fiscal realities. At the same time, we cannot afford to aban-

don our educational obligations in the interest of expedience.

While it is important that we give our students training in skills needed to be successful as media professionals, we should not simply be vocational instruction programs.

Ultimately, teaching students how to use InDesign, Photoshop or even the inverted pyramid is less important than teaching them how to question and reason. It is secondary to instilling in them an appreciation for the value to society of what they do and of their responsibility to that society.

In an era where there is the opportunity for the true democratization of information but where the reality is a frightening sameness and banality of voices, the mission of media education to help students develop into truly informed producers and consumers of media content becomes a matter of increasing importance.

DIVERSITY IS MORE THAN A NUMBERS GAME: IT IS ABOUT INCLUSION

By Brandi Boatner, IBM

It is no secret that diversity is a critical component of today's college experience. Students on today's campuses are having their voices heard in several ways as universities prepare them to be citizens of the world.

However, in today's environment educators often view diversity as another box on a checklist of items the campus is required to meet both in curricula and faculty. Diversity has more meanings than just racial background, and admitting a diverse student body does not guarantee that a college will also hire a diverse faculty, create a supportive environment or meet expectations for a diverse curriculum.

Diversity is meaningful interactions between people from different backgrounds, with different scars and different ways of looking at the world. Diversity is a means of achieving educational and institutional goals and should be in the very fabric of the institution.

The diversity of each individual student is just as important as the diversity of the campus and faculty. Now is the time for today's academic institution to set the diversity agenda. The principles are the same and should not look different for different schools, because the one constant that lives at the heart of the diversity agenda is students.

But there is one missing ingredient that often gets overlooked on the diversity agenda – inclusion.

Colleges and universities should consider inclusive education as part of the college experience. Inclusive education means different and diverse students learning side by side in the same classroom. Inclusive education values

diversity and the unique contributions each student brings to the classroom and the campus.

The faculty and staff can't be all things to all students, but in terms of diversity, there are some actions that can be taken today and then there are long-term goals. In a truly inclusive setting, every student feels safe and has a sense of belonging. And school staff members have the training, support, flexibility and resources to nurture, encourage and respond to the needs of all students.

Colleges and universities have a unique and important opportunity to meet the needs of increasingly diverse campuses. University leaders should collaborate both within the institution and outside of the institution to conceptualize, define, access, nurture and cultivate diversity and inclusion as an institutional and educational resource as well as a competitive advantage.

While many discussions about diversity focus on the importance of recognizing differences, it is equally important to move to the next step: adding inclusion and incorporating specific tips for addressing differences and how they play out.

Long-term efforts, engagement, and substantial attention are essential for realizing the benefits that diversity and inclusion offer and for ensuring that all members of the academic community are respected, listened to and valued.

How will you set your diversity and inclusion agenda for your college or university?

Brandi Boatner is a Digital Experience Manager for IBM.

CAPTURING THE ADJUNCT TALENT: WHY SCHOOLS OF JOURNALISM AND MASS COMMUNICATION SHOULD CREATE NEW PATHWAYS INTO ACADEMIC CAREERS

By Scott Fiene, University of Mississippi

I spent the first 25 years of my career working full time in corporate public relations, marketing communications and consulting roles. During much of that period, I also taught college classes part time as an adjunct. But five years ago, my career took a turn I could not have envisioned back when I was in school: I became an assistant professor and program director in a journalism school at a major public university.

In my new role, I've hired more than two-dozen adjunct instructors. All actively work in the profession and teach on the side, exactly as I used to do. From conversations with them, I know they teach because they love it, which is what steered my own career in this direction. And I realize that some are thinking they may want to teach full time some day too – also something I used to contemplate.

I started wondering if that's common. Do a lot of adjuncts in journalism and mass communication programs think about making such a career switch? Do they understand the implications? Are they as perplexed as I once was about how to make it happen? And what can institutions like mine do to capture the talent and passion of adjuncts who make excellent teachers, want to do it full time, but who have different credentials and experience than traditional faculty?

So I did some investigating, albeit with a small study to start. What I am learning convinces me that institutions need to do a better job of finding ways to reach out, guide and groom adjuncts who want to teach full time – not as a way to replace the existing academic model, but as a way to supplement it. Experienced adjuncts are

usually very good teachers or they wouldn't be asked to keep doing it. They are not motivated by money, but by a desire to make a difference. Most don't care about tenure, but they still want to feel like they've got a good career. And in cases where adjuncts could work at the same institutions where they are teaching part time, it's a safe hire – administrators will know what they are getting.

In short, thinking of today's adjuncts as some of tomorrow's full-time faculty, and creating the right pathways to make it happen, should be a win for all.

The Research

There's not much existing research on this topic, and most of what I found is geared toward other fields. For example, a lot of faculty in collegiate education programs are former schoolteachers or administrators, and there's some information on how they make the transition. My associate dean – who has a law degree – told me a lot of law professors are former attorneys. But there's scant information on people who work full time in the mass communication, journalism, public relations and marketing professions or their interest in, and motivations for, teaching.

There are plenty of adjuncts out there, but there's not an easy way to reach them. I found no lists I could buy. I was able to include a link to a short survey on a portion of the American Marketing Association website that targets educators, but response was nil. Looking at faculty directories on school websites is tedious and often not helpful because not all institutions list their adjuncts, and

even if they do it's hard to know if the individuals teach part time or full time (my target is the part-timers). And emailing deans and asking them to either send me names or pass along info to part-time adjuncts is hit or miss.

So I plunged in by visiting with as many part-time adjuncts as I could, in whatever way I could find them. I developed a set of questions and talked to a couple of my own adjuncts, then networked with contacts at other schools to find leads. In all, I ended up conversing in person or via phone – but in a couple instances by email – with 22 adjuncts around the nation. All taught mass communication, journalism or marketing – some in business schools, others in journalism programs (I have taught in both). All the conversations were insightful.

Why They Teach

Hands down, the adjuncts teach because of the enjoyment and satisfaction derived from doing so. Every single person said this. They also said they like mentoring others. Some mentioned that teaching also helped them in their day jobs by forcing them to bone up on current issues and technology, and it provided an opportunity for them to receive feedback on their ideas. A couple said they also saw the classroom as a way to vet potential interns.

Not one person mentioned money as a motivator. That's not surprising, given that a few years ago the Coalition on the Academic Workforce found that the median pay for an adjunct ranged from \$2,200 to \$3,400 per course – not peanuts, but nothing lucrative either. One individual I spoke with said he feels his income actually takes a hit by teaching, because if he redirected all the time he spends doing it to something else – like consulting – he'd make significantly more.

When asked if they knew approximately what they'd earn if they taught full time, all except one was foggy, but they assumed it would pay less than their current position in the profession. But they didn't mind. Again, money is not the motivator.

So do they think about teaching full time someday? The majority (18) said yes – it's seriously crossed their mind. Half of those see it as the next step in their career, and the others view it as a career wind-down – a bridge between the profession and retirement. As expected, those nearing retirement age were more likely to envision it the latter way.

Credentials

I asked if they understood the academic credentials needed to land a full-time position. Only a few did. Most assumed that because they were teaching, they already had the education needed. Interestingly, eight of the adjuncts were teaching with only a bachelor's degree. Although the rules (often dictated by an accrediting body) vary among programs, at my institution someone with an undergraduate degree can teach only one undergraduate course per year, and only *if* they have significant professional experience. That appeared to be the case with the bachelors-only individuals I interviewed – several mentioned they do not get asked to teach every semester and were not sure why. This may be the reason.

When asked if they'd consider furthering their own education in order to make a transition to full-time teaching, all eight of those with bachelor's degrees said they were receptive to getting a Master's if that's what it took. But only one person with a Master's said he'd consider getting a Ph.D. "A Ph.D. won't make me a better teacher," one explained. "I'm not going to spend the time and money getting a Ph.D. so I can take a low paying teaching job," said another. Some expressed the belief they were actually better teachers because they didn't have a Ph.D.; that their real-world experience was more beneficial than furthering their education.

Hierarchy and Tenure

There were many misconceptions about the academic hierarchy. Few understood the differences between instructors, lecturers, assistant professors, associate professors, etc. "In my world, I understand the differences between vice president, assistant vice president, manager, supervisor and so on," one explained. "But I am completely unfamiliar with the academic hierarchy. They call me 'adjunct,' and I don't really even know what that means." Only one had a good grasp of the varying levels in the academic hierarchy and he currently worked for a university in an administrative role.

And while they thought they generally knew what tenure was ("it's a job for life, right?" one asked), they had little understanding of what it entailed or the process of achieving it. "After I'm hired I can decide if I want to do tenure or not," one told me. "I would enjoy tenure but I just want to teach; I don't want to do the research part," said another. But when asked directly if they'd be inter-

ested in a tenure-track position, only two said yes. A couple were not sure but most said no – that’s not their goal. They just want to teach. Many also conflated tenure with a terminal degree, figuring they would never be tenure eligible without a Ph.D.

Confusion also reigned when asked if they knew how to find a full-time teaching job. They said that while they are networked well in their profession, they had no idea how to find an academic job, didn’t know where to look for opportunities and had little knowledge of what kind of jobs to look for. Some mentioned they knew committees do the hiring and that decisions take a long time. They did feel confident their adjunct teaching would open doors to full-time teaching positions which I know now isn’t necessarily the case.

Surprises

I asked if they were surprised by anything when they first started teaching. Two themes stood out. First, the time spent teaching, grading and dealing with other related administrative tasks was far greater than they anticipated. One compared it to his day job: “I got into marketing communications to do great campaigns but realize I spend most of my time on compliance and administrative issues,” he said. “Teaching is the same way – I got into it because I wanted to work with students, but I end up spending most of my time grading and dealing with other things.”

Second, nearly all mentioned the level of engagement and preparation of students was below what they initially anticipated. Those who had students write papers especially echoed this theme. “I had a completely different expectation of where they’d be with their writing skills,” one told me. “I never realized I would spend so much time on the basics ... it was a big adjustment for me.” Another said she thought students would be more interested in her background. “I thought I would create these great conversations in class, and students would ask questions and be interested in my career. That doesn’t happen.”

Another surprise to the adjuncts – but not to me – was that when they first started teaching, they said no one taught them how to teach. Almost all just taught themselves and learned the ropes by trial and error. I think back to 1994 when I first became an adjunct. The chair of the department gave me a textbook and set me loose. It appears not much has changed in that regard.

Teaching Runs in the Family

Something else bubbled up that I wasn’t anticipating. Half of the adjuncts have (or had) close family members – spouses, parents, children – who teach either in primary or secondary education or at colleges. Given that statistically only about 6 percent of the U.S. labor force works in education, this seems significant. I’ve always heard that being in the clergy runs in the family – that is, ministers, pastors, rabbis, etc. often descend from and marry into families of clergy. Perhaps that is true about teaching, too.

Another thing I didn’t expect was the number of adjuncts who taught at schools where they earned their own degree. This was the case for nine of the 22 people I interviewed.

Conclusions

This was one small study on a topic that deserves much more research. But it starts painting a picture and reveals some things that institutions may want to consider.

- Most adjuncts say they think about teaching full time, and my assumption is that most repeat adjuncts are good teachers or they wouldn’t be asked to continue. But as these conversations and my own experiences show, adjuncts have little idea how to go about making such a transition. They’re not networked in the academy, they don’t understand the hierarchy (and thus don’t know what kind of jobs to look for), and may not fully understand the credentials needed. And they’re certainly not reading *The Chronicle of Higher Education* or other publications where academic positions are advertised. When asked what schools could do to help them, they mentioned wanting more information on careers in higher education, more mentoring and more interactions with their institutions in order to understand the potential opportunities available and make good career decisions. Clearly, if the academy wants to capture this talent, better communication and more grooming are needed.
- Tenure doesn’t resonate. Most just want to teach. Unfortunately the perceived “good” career paths in higher education are tenure-based. Perhaps it’s time for schools to place more emphasis on ways to reach and reward experienced executive-level professionals without the expect-

tation they also be good academic researchers. What new types of positions can be created that recognize and reward industry professionals for their experience and their strong teaching abilities? In my own role, I've seen a few very good adjuncts become full time tenure-track faculty. They have extensive professional experience and bring tremendous value to the school. But their chance of tenure could be in peril because they don't know much about academic research. Some admit they feel like fish out of water. Perhaps positions could be restructured to capitalize on the strengths that people with non-academic backgrounds bring to the table.

- Similarly, it's unlikely that mid-career professionals with extensive industry experience are going to seek a terminal degree in order to make a career switch. That's what I heard, and also what I've learned when I've hired – at least in this profession, few people with *both* significant experience and a Ph.D. exist. But yet many institutions (including my own) often require terminal degrees that knock otherwise exceptional candidates out of the running for jobs they'd be good at. I am in no way suggesting that colleges and universities abandon traditional academic

career models, but they should recognize the rich expertise of mid-career professionals who desire to teach full time and figure out better pathways to capture this talent.

- As my conversations show, and also what I have experienced in my role, alumni like teaching for their school. They like giving back, it deepens their connection with their alma matter (always a good thing), and students enjoy connecting with and seeing what graduates of their school can do. Don't overlook this as a place to start when searching for adjuncts.

This was a small study, and certainly more needs to be done to fully understand the picture of mid-career professionals who seek to transition into the academy. But better understanding this pool of potential talent – and working to help accommodate those with exceptional professional experience who desire to teach full time – could be a win for everyone.

Scott Fiene is assistant professor and program director of the Integrated Marketing Communications program in the Meek School of Journalism and New Media at the University of Mississippi.

WORLD JOURNALISM EDUCATION CONGRESS OFFERS RECOMMENDATIONS FOR BUILDING IDENTITY AND INTEGRITY IN JOURNALISM EDUCATION

By Robyn S. Goodman, Alfred University

The World Journalism Education Council,¹ committed to improving the quality of journalism education and journalism practice worldwide, held its fourth global conference (WJEC-4) last year in Auckland, New Zealand. The WJEC-4, hosted by the Auckland University of Technology and WJEC host and organizing committee chair Verica Rupar, ran July 14-16, 2016, at AUT's campus. The conference's main theme and title, "Identity and Integrity in Journalism Education," attracted nearly 250 media scholars, journalists and professionals from 43 countries.² The WJEC-4 also highlighted journalism education in the South Pacific.

The WJEC-4's many key programs and events included its Syndicate Team Program, its Ignite innovative teaching event,³ and nearly 50 research paper sessions, plenaries, panels, workshops and special cultural events, including a celebratory *powhiri*, a festive Maori welcoming ceremony. It also featured distinguished speakers/participants, including Ian McKinnon, New Zealand National Commission for UNESCO chair; Divina Frau-Meigs, Universite Sorbonne Nouvelle, France; Peter Bale, former chief executive officer of the Center for Public Integrity; Kalafi Moala, publisher and managing director of the Taimi Media Network, Tonga; Simon Cottle, formerly of Cardiff University, UK; and Rosental Alves and Stephen Reese, University of Texas at Austin.

This article focuses on syndicate program findings, which represent the conference's main conclusions. The syndicate program, an interactive conference highlight, was overseen and administered by WJEC syndicate co-chairs Robyn S. Goodman, Alfred University; Elanie Steyn, University of Oklahoma; Rupar; technical expert

and doctoral student Imran Hasnat, University of Oklahoma; and Glen Bailey, Farzana Alladin and Himanshu Sheogaonkar, invaluable AUT staff.

The syndicate program encouraged all conference attendees to join small, themed discussion groups focused on several of the most urgent issues in journalism/journalism education today. Each syndicate team, matched with an expert scholar, chair and rapporteur, was asked to analyze its topic and make recommendations for colleagues worldwide. Before on-site discussions began, syndicate members were introduced to one another online and received their expert scholar's background paper to bring them up to speed on their topic. During on-site discussions, such issues were discussed further and concluded with specific recommendations. Each discussion was guided by a specific question, helping it to stay on task. Syndicate rapporteurs then wrote brief summary reports.

Syndicate Team Results

Although the WJEC-4's resulting syndicate reports, 10 in all, conclude with several recommendations, each syndicate's top three are highlighted in this article due to space limitations (see full reports at <https://wjec.net/>).

The 10 syndicates, and summaries of their reports, are presented below:

1. Teaching Fact-checking and Verification in the Digital Age
2. Journalism Education Programs' Responses to Quality Control for/in Journalism Education
3. Teaching Hospitals: The Challenge to Meet Modern-

- day Demands While Teaching Journalism Fundamentals
4. Teaching Journalism for Mobile Platforms
 5. Teaching Transmedia Storytelling to Create a Unified Experience
 6. The Challenges and Opportunities of Teaching Social Media as an Information Gathering and Distribution Tool
 7. Internships as a Way to Prepare Students for the Profession: Benefits and Challenges
 8. Relevant Issues in Developing Inclusive Journalism Curricula
 9. Encouraging Community Engagement as Journalism Students Prepare for a Changing Profession
 10. De-Westernizing Journalism Education in an Era of New Media Genres and Communication Technologies

SYNDICATE SUMMARIES

1. Teaching Fact-checking and Verification in the Digital Age

Syndicate summary report by rapporteur Denise Ryan-Costello, Swinburne University of Technology, Australia; syndicate expert and background report by Margaret van Heekeren, Charles Sturt University, Australia; chair Mary Lynn Young, University of British Columbia, Canada; and additional team members.⁴

This syndicate's task — to answer the following: What research and data skills should journalism schools teach students for successful entry into fact-checking/verification journalism?

This group's discussions vigorously advocated the need for improved fact-checking/verification, one of the most urgent journalism education topics during the current post-truth era. It noted the number of fact-checking/verification teams are growing in newsrooms and nonpartisan organizations. For example, 114 dedicated fact-checking teams in 47 countries now exist, a 19 percent increase in active fact-checkers since 2016 (Stencel, 2017). That said, it argued more growth is needed.

Recommendations/Conclusions

- Educators must update themselves with 21st century digital research skills, which requires increased funding and time considerations. Such skills include an increased understanding of research methodologies, such as quantitative literacy, and how to best teach them. They also include learning specifics about emerging technology and advanced search techniques, along with related software and apps.

- Teach journalistic critical thinking skills related to the challenges of the verification process, which emerge from journalism's system of knowledge production. This includes how to determine validity of information, including its degree of reliability/authority, and how subjectivity, a source's official position and types of attribution influence one's understanding of events and issues.

- Teach instructors how to find, use and teach relevant practical tools for fact-checking and verification across the curriculum. For example, educators need to learn/teach how to dig deeper for valid information — not just through Google — but through FOIA, social media, crowdsourcing and web and data analysis tools.

2. Journalism Education Programs' Responses to Quality Control for/in Journalism Education

Syndicate summary report by rapporteur Silvia Pellegrini, Pontificia Universidad Católica de Chile; syndicate expert and background report by Joe Foote, University of Oklahoma; chair Felix Wao, University of Oklahoma, and additional team members.⁵

The syndicate's question: Which quality control system best fits the particular needs of journalism education worldwide?

The group approached its task by discussing several topics, including the pros and cons of three main forms of accreditation (peer, industry and government), experiences with accreditation in general, assessing student learning and articulating outcomes, the importance of demonstrating quality, and the advantages of creating an international accreditation system.

Recommendations/Conclusions⁶

- Create blended accreditation systems — integrated processes combining peer and industry reviews seem most effective.
- Clearly state the knowledge, skills and competencies students should be able to demonstrate upon graduation.
- Share assessment information and strategies in hopes of creating an international accreditation system that benefits the field.
- Establish benchmarks for retention and graduation.
- Create student-centered descriptions about the value of courses and programs.

- Demonstrate transparency in the assessment of student learning.

3. Teaching Hospitals: The Challenge to Meet Modern-day Demands While Teaching Journalism Fundamentals

*Syndicate summary report by rapporteur Dan McDonald, Ohio State University; syndicate expert and background report by Katherine Reed, University of Missouri; chair Elanie Steyn, University of Oklahoma; and additional team members.*⁷

The syndicate's question: How do journalism faculty meet pressing industry and community demands while still teaching journalism fundamentals?

This syndicate discussed issues associated with the teaching hospital metaphor, its desirability, the resources needed to sustain it – institutional, professional and industrial – and how it syncs with our role as educators.

The group was especially concerned about the relationship between academic training and professional preparation. For example, as both experience disruption, educators are training graduates for positions that may not exist in a decade. It also discussed the difficulty of assessing student progress and success with the hospital model, since it focuses more on a professional product (content) than a process.

It concluded that the journalism industry is calling for “more entrepreneurial and experimental approaches” to journalism education than the teaching hospital model affords (McDonald, 2016, p. 3). It continued, “These new approaches need to provide more individualized teaching and evaluation, focusing on encouraging students to pursue their individual goals, based on their individual needs. In this way, journalism graduates may be able to not just enter the newsroom of the future, but to lead the way to the future” (p. 3).

Recommendations/Conclusions

- Replace the teaching hospital metaphor with a “teaching kitchen” metaphor. Faculty members should be more like chefs training their students in the basics while emphasizing creativity and innovation.
- Teaching outcomes should be forward-thinking, preparing students to be future leaders in a profession in flux. Teachers should be willing to change journalism, not just to prepare students for positions.

- Teaching kitchens should advocate a “know, do, try” approach. Educators should not just provide knowledge, they should also provide space for students (and faculty) to learn through doing (practice) and to experiment and fail sometimes.

4. Teaching Journalism for Mobile Platforms

*Syndicate summary report by rapporteur David Baines, Newcastle University, UK; syndicate expert and background report by Danni Mulrennan, AUT; chair Agnes Gulyas, Canterbury Christ Church University, UK; and additional team members.*⁸

This syndicate's question: How do journalism educators revise curricula to effectively prepare students for the reality of mobile technology while maintaining the fundamentals of journalism education?

This group discussed a wide variety of topics, including mobile and social technologies, curricular development, fundamentals in journalism education and educators' new responsibility “to develop highly autonomous learners equipped to accommodate constant change ... prompt[ing] a pedagogical shift towards heutagogical learning (student-centered, student directed), which equip[s] the student to develop capabilities able to be applied in novel, as well as familiar, situations” (Baines, 2016, p. 2).

Recommendations/Conclusions

- Embed mobile and social technologies throughout the curricula; do not teach them in independent modules. Along the way, emphasize the need for engagement with one's audience.
- Focus on transferable content generation, curation and collaboration skills rather than platform specific ones, which will develop more independent learners.
- Embed critical thinking and ethical considerations into the use of mobile and social technologies. Adopt an innovative, creative approach to mobile as its own medium to encourage peer feedback and self-reflection.

5. Teaching Transmedia Storytelling to Create a Unified Experience

*Syndicate summary report by rapporteur Kathryn Bowd, University of Adelaide, Australia; syndicate expert and background report by Mindy McAdams, University of Florida; chair Stijn Postema, Napier University, UK; and additional team members.*⁹

This syndicate's question: How can we inspire and teach future journalists to effectively experiment with telling various parts of a story across multiple mediums and different platforms?

The syndicate discussions began with coming to a common understanding of what exactly "transmedia journalism" is and progressed into how to incorporate it into journalism education. Transmedia journalism was defined as

multi-platform journalism that did not involve replicating content across platforms, but where each platform added elements to the story that might not be available elsewhere ... [It] incorporates the expansion of a story world or universe across multiple platforms and engagement with audiences through user-generated content, citizen journalism and other significant forms of engagement. Stories published all on one website—no matter how complex—are multimedia or cross-platform rather than transmedia. (Bowd, 2016, p. 1)

An example of a classroom project used to teach transmedia skills to students dealt with police funding and resources. Instead of just covering such issues via traditional platforms, students were taught how to introduce such information through a news game developed with the help of IT students. In this game, participants acted as the police chief, deciding how best to allocate available resources. Game players gained access to data not included in news stories.

Recommendations/Conclusions

- Inspire students to believe it is part of their role to engage with communities and require them to do so. Schools should help facilitate this by using their reputations to build networks of like-minded communities.
- Develop long-term projects and mentor students in planning each stage of data-gathering, reporting and cross-platform production.
- Build versatile teams – based on attitudes, character and skills—to take part in transmedia opportunities. Teach project management and leadership skills along the way.

6. The Challenges and Opportunities of Teaching Social Media as an Information Gathering and Distribution Tool

Syndicate summary report by rapporteur Epp Lauk, University of Jyväskylä, Finland; syndicate expert and background report by John Murphy, University of Hertfordshire, UK; chair Kate Kartveit, Danish School of Media and Journalism; and additional team members.¹⁰

This syndicate's question: What opportunities do social media platforms offer media professionals related to gathering and distributing information, and how can we best teach them?

This syndicate discussed everything from the ethical use of social media when gathering and distributing information to related legalities.

Recommendations/Conclusions

- Teachers must first update their own social media knowledge and keep up with best practices, through like-minded organizations/groups, before they can help students more effectively use social media for reporting purposes.
- Make students aware of legal, ethical and moral risks related to information gathering and distribution on social media.
- Promote "learning by doing" practice: Encourage students to place their profiles on various social media platforms, and remind them to distinguish between personal and public profiles.

7. Internships as a Way to Prepare Students for the Profession: Benefits and Challenges

Syndicate summary report by rapporteur Barbara Gainey, Kennesaw State University; syndicate expert/chair Nadia Vissers, Artesis Plantijn Hogeschool Antwerpen, Belgium; and additional team members.¹¹

This syndicate, after much discussion about experiential learning and the challenges associated with requiring journalism internships, decided to ask and answer three questions, resulting in the following recommendations.

Recommendations/Conclusions

Question 1: Should all students be provided with an internship?

Recommendation: More research is needed on the pros and cons of such actions before such decisions can be made with confidence.

Question 2: Should students be paid for internships?

Recommendation: Yes, but in compliance with national standards or local regulations in order to avoid undermining the prevailing wage system (minimum wage, unions, etc.).

Question 3: How are students best supervised by academics and professionals in the field?

Recommendation: Universities should provide proper academic support for internship programs (such as through internship coordinators) to facilitate the best experience for students and media outlets.

8. Relevant Issues in Developing Inclusive Journalism Curricula

Syndicate summary report by rapporteur Greg Treadwell, AUT; syndicate expert and background report by Milica Pesic, Media Diversity Institute and Westminster University, UK; chair Verica Rugar, AUT; and additional team members.¹²

The syndicate's question: How do journalism educators develop students' awareness and sensitivity toward diversity and inclusion and work such factors into new, improved curricula?

This group's discussion began with highlights from Treadwell's (2016) summary report, which explained that only responsible journalism can effectively help explain differences/diversity. The report further explained that

inclusive journalism prevents the media from "intentionally or unintentionally spreading prejudice, intolerance and hatred" and is inseparable from the political notion of inclusive democracy. It involves taking action to compensate for the inequalities of unjust social structures ... Walls must come down between academia, industry and civil society organizations (CSO). The need to work with CSOs has to be taught in journalism schools too. It is at the university level that future journalists should learn why diversity matters. (p. 1)

Recommendations/Conclusions

- Experiential (preferably immersive) experiences outside the classroom are needed to help journalism students truly understand their own values and the values of other social groups. Accordingly, curriculum valuing inclusive journalism should include such experiential features.

- Teachers and students must be encouraged to self-reflect and articulate their own differences and prejudices so they can start to appreciate the experience of "others."

- Newsroom diversity does not guarantee inclusive reporting. Such efforts can be easily undermined by newsroom leaders who do not understand or promote the value of inclusivity. In such newsrooms, minority reporters may feel pressured to conform to majority-driven approaches to journalism.

9. Encouraging Community Engagement as Journalism Students Prepare for a Changing Profession

Syndicate summary report by rapporteur Imran Hasnat, University of Oklahoma; syndicate expert and background report by Tara Ross, Canterbury University, New Zealand; Don Heider, Loyola University, Chicago; and additional team members.¹³

This syndicate's question: What should journalism educators teach future journalists to help them engage, through meaningful, ongoing relationships, with the communities they serve?

This group began with the premise that successful coverage depends on establishing solid relationships with individuals in communities served. It reported, however, that

this is tough to achieve as social platforms change how people connect with news and audience attention becomes shorter and more diffused. Journalists of tomorrow will need to work harder to build strong connections with their communities, especially those previously ignored and/or less likely to participate online. Journalism educators must therefore teach future journalists to effectively engage both offline and online, listen and build relationships and conduct deeper conversations with communities and loyal audiences alike. To achieve these goals, journalism educators will need to re-examine traditional ideas about journalists' responsibilities and their role as outside observers. (Hasnat, 2016, p. 1)

Recommendations/Conclusions

- Teach students how to learn the history of a community and how it operates, both officially and unofficially, before they begin reporting on that community.
- Teach students how to get involved with a community,

preferably one they are not familiar with, and to do so via face-to-face interactions whenever possible.

- Teach students how to work with community members to find out what information they need and how their reporting can add value to the community.

10. De-Westernizing Journalism Education in an Era of New Media Genres and Communication Technologies

*Syndicate summary report by rapporteur Bernard Whelan, Whitireia Journalism and Broadcasting and AUT, New Zealand; syndicate expert and background report by Yusuf Kalyango Jr., Ohio University; chair Jing (Cynthia) Xin, Central China Normal University; and additional team members.*¹⁴

This syndicate's question: How can we teach future journalists to avoid a Western orientation in their news coverage, and how can we build journalism curricula to accomplish this goal?

The group discussed in detail the need for de-Westernizing journalism education. As Kalyango's background report explained (2016, pp. 3-4):

De-Westernization of journalism education ... expand[s] the body of knowledge and practical evidence in communication scholarship. Even with our own scholarship that compares Western forms of communication with non-Western, we should highlight the need to consider non-Western cases to produce more complex and stronger conclusions that account for the human activities and ingenuity in developing nations (also, see Thussu, 2013). For many scholars, Western models of communication fail to capture local conditions, and [they accordingly] believe that a critical engagement with local realities is fundamental to produce "legitimate" knowledge.

It then focused on how to begin accomplishing this goal, which resulted in the following recommendations.

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- Teach students multiple perspectives regarding the role of journalism and how predominately Westernized views of journalism limit their understanding of the field and what journalism can accomplish.
- Expose students, via literature, to cross-cultural debates that broaden understanding of journalism practice.

For example, the group's summary report states (Whelan, 2016, p. 3): "Ideas from Ubuntu, Islam, Buddhism and Confucianism formed thousands of years ago in the non-Western equivalent of universities are beginning to emerge and to be merged with theories for journalism education and practice. They should be valued and published."

- Institutions must recruit diverse faculty, who help students interact with different cultural audiences and become global citizens.

CONCLUSION

The next WJEC, WJEC-5, will take place July 9-12, 2019, in Paris. It will be hosted by Pascal Guenee, Université de Paris Dauphine. If you are interested in getting involved in the WJEC-5, especially the syndicate program, email fgoodman@alfred.edu. For WJEC-5 updates, complete syndicate reports, and/or a copy of the newly released WJEC-endorsed text *Global Journalism Education in the 21st Century: Challenges and Innovations* visit the WJEC Paris (www.wjec.paris) and main WJEC (<https://wjec.net/>) websites.

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ENDNOTES

1. The World Journalism Education Council, which sets the agenda for each World Journalism Education Congress, consists of some 32 journalism education organizations worldwide (<https://wjec.net/>). Its WJEC conferences bring together journalism educators around the globe to discuss, and reflect on, journalism education teaching, research and service. The previous four WJEC conferences took place in Singapore; Grahamstown, South Africa; Mechelen, Belgium; and Auckland, New Zealand.
2. Reported by Verica Rupa, WJEC-4 organizing committee chair.
3. The WJEC-4's innovative teaching presentations were featured in a program called WJEC Ignite, produced by Broadcast Education Association (BEA) Executive Director Heather Birks and BEA President Michael Bruce, University of Alabama. Peer-reviewed enterprise teaching ideas were presented in five-minute spurts via 20 slides (<https://beaignite.wordpress.com/wjec4/>).
4. Additional fact-checking/verification participants: Kirstie Hettinga, California Lutheran University; Michael Rose, Australian National University; Johan Lidberg, Monash University, Australia; James Hollings, Massey University, New Zealand; Beth Concepción, Savannah College of Art and Design; Paulette Desormeaux, Pontificia Universidad Católica de Chile; Bevelyn Dube, University Venda, South Africa; Philippa Smith, AUT; Ralph Akinfeleye, University of Lagos, Nigeria; Kayt Davies, Edith Cowan University, Australia; Peter Griffin, Science Media Centre, New Zealand; Fran Tyler, Massey University, New Zealand; Ivor Gaber, Sussex University, UK; Robin Blom, Ball State University; Carien Touwen, Utrecht University of Applied Sciences, the Netherlands; Florian Stalph, University of Passau, Germany; Yuen Ying Chan, University of Hong Kong; Colin Peacock, Radio New Zealand; Peter Thompson, Victoria University, New Zealand; Gavin Ellis, University of Auckland, New Zealand; Catriona Bonfiglioli, University of Technology Sydney, Australia; and Fassy Yusuf, University of Lagos, Nigeria.
5. Additional quality control for/in journalism education participants: Lee Richard Duffield, Queensland University of Technology, Australia; Hannis Grant, Massey University, New Zealand; Jennifer Greer, University of Alabama; Pascal Guenee, Université de Paris Dauphiné, France; Jeremiaah Opiniano, University of Santo Tomás, the Philippines; Ian Richards, University of South Australia; Angela Romano, Queensland University of Technology, Australia; Susanne Shaw, ACEJMC; Violet Valdez, Ateneo de Manila University, the Philippines; Megan Richards, Competenz, New Zealand.
6. Due to administrators' special interest in this topic, all recommendations were given.
7. Additional teaching hospital participants: Ivor Shapiro, Ryerson University, Toronto, Canada; Kathryn Shine and Glynn Greensmith, Curtin University, Australia; Jason Sternberg, Queensland University of Technology, Australia; Henrik Jorgensen, Danish School of Media and Journalism; Roger Patching, Bond University, Brisbane, Australia; Paul Voakes, University of Colorado—Boulder; Lyn Barnes, AUT; Brad Rawlins, Arkansas State University; Augie Grant, University of South Carolina; Simon Holt, Brisbane Times, Australia; Andrew Dodd, Swinburne University of Technology, Australia; John Driedonks, Utrecht University of Applied Sciences, the Netherlands; Ying Chan, Hong Kong University.
8. Additional mobile platform participants: Susan Keith, Rutgers University; Peg Achterman, Seattle Pacific University; Debora Wenger, University of Mississippi; Kara Gould, University of Arkansas; Ann Luce, Bournemouth University, UK; Harry Dugmore, Rhodes University, South Africa; Inger Larsen, Danish School of Media and Journalism; Mark Neuzil, University of St. Thomas; Claire Wolfe, University of Worcester, UK; Debao Xiang, Shanghai International Studies University, China; Richard Murray, University of Queensland, Australia; Eno Akpabio, University of Namibia; Fiona Martin, University of Sydney, Australia; Victoria Quade, Massey University, New Zealand; Iris Luarasi, Tirana University, Albania; Trevor Cullen, Edith Cowan University, Australia.
9. Additional transmedia storytelling participants: Sebastian Alaniz, Pontificia Universidad Católica de Chile; Eisa Al Nashmi, Kuwait University; Stephen Davis, Macleay College, Australia; Scott Downman, University of Queensland, Australia; Eka Perwitasari Fauzi, Mercu Buana University, Indonesia; Patrizia Furlan, University of South Australia; Michael Harnischmacher, University of Passau, Germany; Tim Holmes, Cardiff University, UK; Jo Malcolm, University of Canterbury, New Zealand; Hannah Spyksma, Erasmus Mundus, Australia; Jeanti St Clair, Southern Cross University, Australia; Ben Stubbs, University of South Australia; Panu Uotila, University of Jyväskylä, Finland; Jin Yang, University of Memphis.
10. Additional social media as an information gathering and distribution tool participants: Johan Lidberg, Monash University, Australia; Obiageli Ohiagu, North-West University, South Africa; Elizabeth Toth, University of Maryland; Amanda Gearing, Queensland University of Technology, Australia; Kim Fox, The American University in Cairo, Egypt; Catherine Strong, Massey University, New Zealand; Nicole Gooch, Monash University, Australia; Levi Obijiofor, University of Queensland, Australia; Joseph Fernandez, Curtin University, Australia; Tony DeMars, Texas A&M University—Commerce; Divina Frau-Meigs, Université Sorbonne Nouvelle, France; Jenefa Selwyn, Madurai Kamaraj University, India; Kim Bruce, West Texas A&M University; Steve Harrison, Liverpool John Moores University, UK; Wendy Bacon, Pacific Media Centre, UTS, Australia; Richard Murray, University of Queensland, Australia; Halliki Harro-Loit, University of Tartu, Estonia; Patricia Brooking, Competenz, New Zealand; Jumoke Giwa, AUT.
11. Additional internship participants: Cristina Azocar, San Francisco State University; Alexandra Wake, RMIT University, Australia; Timon Ramaker, Ede Christian University of Applied Sciences, the Netherlands; Sue Green, Swinburne University of Technology, Australia; Allan Lee, AUT; Zaenal Abidin, Eko Putro State Polytechnic of Jakarta, Indonesia.
12. Additional inclusive journalism curricula participants: Inger Munk, Danish School of Media and Journalism; Greg Newton, Ohio University; Gulnaz Saiyed, Northwestern University; Rukhsana Aslam, AUT; Trevor Cullen, Edith Cowan University, Australia; Cherian George, Hong Kong Baptist University; Donald Matheson, University of Canterbury, New Zealand; Anne Sophie Hokkanen and Jaana Hujanen, University of Helsinki, Finland; Cait McMahon, Dart Centre Asia Pacific, Australia; Geoffrey Craig, AUT.
13. Additional community engagement participants: Linda Steiner, University of Maryland; Jodi Rave, Indigenous Media Freedom Alliance, US; Maria Sagrista, Divine Word University, Papua New Guinea; Kim Walsh-Childers, University of Florida; Peter Fray, University of Technology Sydney, Australia; Margie Comrie, Massey University, New Zealand; Joel Cohen, Open News, Australia.
14. Additional de-Westernizing journalism education participants: Kalinga Seneviratne, Chulalongkorn University, Thailand; Abiodun Salawu, North-West University, South Africa; Mohammad Sahid Ullah, University of Chittagong, Bangladesh; Diane Guerrazzi, San Jose State University; Akhteruz Zaman, Massey University, New Zealand; Mel Bunce, City University, London; Tymoteusz Chajdas, University of California, Santa Barbara; Rachel Younger, Edinburgh Napier University, UK; Fackson Banda, UNESCO; Simon Cottle, Cardiff University, UK; Bianca Baumler, EU Policy and Outreach Partnership, Belgium.

FAKE NEWS AND FRESHMEN: THE NEW CHALLENGES OF TEACHING INTRODUCTORY MASS MEDIA COURSES

By Linda Martin, Nicholls State University

“Post-truth” was the 2016 Oxford Dictionary word of the year, selected because it captured the American zeitgeist. Usage, the editors reported, had climbed by about 2,000 percent since 2015 (Wang, 2016).

Post-truth entered the lexicon along with its passed-off-as-clever cousin “lamestream media,” the much more direct “fake news,” and what can only be considered as bizarre “alternative facts.” It did indeed capture the zeitgeist.

A 2016 Gallup poll found that 32 percent of Americans say they have “a great deal” or a “fair amount” of trust in media. In 1972 that percentage was 40 points higher. With press coverage of Watergate, the civil rights movement and post-Vietnam, in clearly tumultuous times, 72 percent of Americans trusted the media (Swift, 2016). Journalists like Walter Cronkite, Chet Huntley, David Brinkley, Frank Reynolds and Howard K. Smith had established a tradition of objective, evidence-based news coverage. Journalists and journalism were respected. By extension, one can assume, journalism education was respected.

Contemporary journalism educators are facing a different crowd, particularly those professors teaching large sections of introductory mass media courses attracting a significant number of non-majors. And in that younger demographic, as yet unexposed to the rich history of journalism’s role in democracy, Gallup found only 26 percent expressed trust in media. (Swift, 2016)

What those students may have been exposed to is the exclusion from White House press briefings of the Wall Street Journal, CNN, and the New York Times. They may have seen executive tweets calling the press the “op-

position party” and the “enemy of the people.” And, of course, they hear the new lexicon of the right, and the loud crowds who believe. The anti-press views from the top and from the loud give an illusion of legitimacy to students’ own biases.

This presents an obvious challenge for professors teaching introductory mass media courses. Mass Media majors probably view media with some respect. If the Gallup data are correct, however, non-majors probably do not. When we cover the history of the Hearst-Pulitzer competition for readership, the origins of yellow journalism, we risk confirming their anti-media bias. “It’s always been ‘fake news,’” they may think. The infamous examples of careless reporting (Dan Rather), fabrication (Janet Cooke) and plagiarism (Jason Blair) can further confirm their anti-press views. Even examples of the best in investigative journalism can be misconstrued in this classroom culture. Was the Watergate exposé merely an attempt by the Washington Post to target a president objecting to his media coverage, a president who famously told his national security advisor, “The press is the true enemy?”

In the current environment support of the legitimate press is perceived as a liberal stance. College professors, particularly those in the liberal arts, often self-identify as liberal. Data from the Higher Education Research Institute found that 60 percent of university faculty identified as liberal (Ingraham, 2016). If pro-media bias is seen as liberal, and odds are the mass media professor is liberal, then it follows that mass media course content may be perceived by students as mere opinion.

While that it’s-just-your-opinion perception might seem to offer a “teachable moment,” an opportunity to encourage evidence-based thinking, it may not be.

The anti-press perspective encourages a dismissal of the facts, and, it turns out, a dismissal of the fact checkers. Infowars, a popular conspiracy-promoting website with 6 million unique monthly visitors, characterizes the respected fact-checking site Snopes as, “a bias [sic] far-left outfit” (Hunt, 2017).

This is certainly a problem in the classroom. An introductory mass media course should function to develop in students a respect for the role of a free press in a democracy. One would hope as well that students would begin to appreciate their role as members of a well-informed electorate.

It can also be a problem for university administrators. The 2016 presidential candidate Rick Santorum echoed a frequent populist cry when he referred to universities as liberal “indoctrination mills” (Gross, 2012).

When a critical mass of parents and donors object to what they perceive as “indoctrination” of students by liberal professors with liberal course content, administrators may feel pressure to respond.

A compelling response would include the research on confirmation bias, the tendency of individuals to embrace information that supports their beliefs and reject information that doesn't. The Stanford studies that famously identified the confirmation bias phenomenon

used as their research subjects the very group believed to be easily indoctrinated: undergraduates.

“Once formed, the researchers observed dryly, impressions are remarkably perseverant” (Kolbert, 2017). In short, students with preconceived anti-media biases are unlikely to change those viewpoints upon exposure to antithetical, evidence-based mass media course content.

While this might placate parents and donors, it has quite the opposite effect on those teaching introductory mass media courses to non-majors. Realizing lectures are falling on defiant ears can be dispiriting.

Assigning course loads that include upper-level courses with enthusiastic majors would be a professional kindness. Encouraging the long-standing tradition of academic freedom and resisting any pressure to hire and promote based on some political ideology is probably a given.

In the meantime, mass media introductory courses will still include content advocating responsible journalism and maps on how to find it. On some level it must be working. While Infowars has 6 million unique monthly views, the Washington Post has 78.7 million (Stewart, 2017).

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The Association of Schools of Journalism and Mass Communication promotes excellence in journalism and mass communication education. A valuable resource for chairs, deans and directors, ASJMC is a non-profit, educational association composed of some 190 JMC programs at the college level. Most association members are in the United States and Canada. Eight international journalism and communication schools have joined the association in recent years.

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