

## Extended Abstract: [National journalism schools as a research project]

*S. G. Korkonosenko*<sup>1</sup>;

1. Dept of Theory of Journalism & Mass Communications, Saint Petersburg State University, Saint Petersburg, Russian Federation.

**Abstract Body:** According to the comparative study of journalistic education on six continents, it “has become one of the fastest growing academic fields in the world” [2, p. 254]. For example, in India, there are about 700 universities with media training programs. In the United States, commercial foundations pay millions dollars for developing the concept of journalistic education in the XXI century. In Brazil, the number of journalism schools is close to 400, and the demand for undergraduate bachelor's programs has attracted fairly high levels of enrollment in the last three decades [7, p. 263].

In qualitative terms, there is a rivalry between the two trends. Clearly expressed trend towards unification coexists with national differences in approaches to journalism as a profession and university education. American observers note that this country “not only pioneered journalism education but also news journalism ... journalism as we define it today is an Anglo-American invention. Journalism in continental Europe was closely linked with the literary field which demanded a different set of talents and writing skills from those of a daily rounds reporter” [4, p. 44]. The researchers of journalistic education underline uselessness of copying uniform model; on the contrary, it will be interesting to watch how new, indigenously written materials will differ from the West [2, p. 436]. This view correlates with increasing calling to fix Western bias in journalism studies [3].

In this light, it seems appropriate to carry out a special research project focused on national schools of journalism. We are primarily interested in the situation in Russia, although this topic is no less important for other countries. The symptomatic name was given to the CEECOM (Consortium of Central and Eastern Europe in communications and media) conference in 2017 – “Critique of/at/on periphery?”. The discussion was aimed at critical analysis of the center-periphery relations between the leading Western countries and the CEE region in journalism and media theory [10]. The “Scientific and pedagogical schools of journalism in Russia” project was launched at St. Petersburg University in 2019. For theoretical basis, the cultural and civilizational approach to the phenomena of intellectual and creative activity [9] was chosen; in our case, it emphasizes the national and cultural factors of formation and development of journalism education and denies unification by borrowed patterns, although unconditionally welcomes international exchange of knowledge and experience. The main purpose of the project consists in a comprehensive study of the current state and future prospects of journalism schools in Russia, which have cultural and civilizational nature and specificity. The project program includes a set of special objectives: a) to identify in schools original qualitative characteristics and achievements, which can be considered as national priorities and advantages; b) to develop and use methods of qualitative and quantitative analysis and typological modeling of pedagogic practicing; c) to create a series of professional portraits of the schools eminent representatives, at metropolitan and regional universities; g) to define the development trends in this field of educational activities.

The advanced system of journalistic education in Russia deserves to become an object of in-depth studying. First, scientific and pedagogical activities in the field of journalism are intensive and diverse: media professionals are being trained at more than 150 universities; accordingly, there is a developed organizational environment for the formation of educational schools. Secondly, journalistic education in unity with a theory has its official history since the early 1920s (the State Institute of Journalism under the leadership of K.P. Novitsky), and large and authoritative centers have been formed, reasonably claiming to be the schools with their own theoretical and pedagogical traditions [5]. Thirdly, there are strong grounds to call them namely scientific and pedagogical schools, in the inseparable unity of the two properties. In many countries, theoretical researches are practically separated from teaching as they are concentrated

in autonomous scientific institutions, while teaching has more applied nature. As some researchers testify: "The field of Journalism and Mass Communication in the United States has struggled with the proper credentials for its faculty. Many leading educators have argued that ... the field should hire faculty without a doctorate in the field. Rather, in this view, the faculty should come from the industry" [1, p. 200]. Another famous American author writes in a similar context: "Because journalists lack their own 'science,' they tend to assimilate to the nearest available professional science". [8, p. 200]. On the contrary, Russian researchers argue that the successful development of education is possible only on the basis of principles deeply elaborated in the journalism theory [6]. The interdependence of journalism theory and pedagogy corresponds to the Open Science conceptualization.

However, the basic concept of the scientific and pedagogic journalism school has not gained in-depth interpretation; in fact, it is the first time introduced into the subject area of studies. Accordingly, there were no precedents of identifying the state and development prospects of such schools in Russia. The available publications are mostly review and fragmentary, and the authors describe routine teaching and methodical issues. The project in progress will significantly complement the existing research experience. The study has a scientific novelty in terms of setting and solving the stated problems. The set of tasks has no similarity, as well as methodological providing of the project. In particular, for studying journalism schools, such tools were not applied earlier as the historical-biographical method, classification and typological models of schools, comparative methods, etc. Experience in creating a portrait gallery of schools leaders in Russia is also undertaken for the first time. Among the expected results, there are also effects that are directly extrapolated to the university labor process. The latter include developing recommendations for optimization of research activities in the field of journalism and journalism education, arranging a project website with regular information on the progress of works, including portraits of outstanding teachers, upgrading curricula, etc. The project involves colleagues from other Russian and foreign universities; it should contribute to the further widening of international cooperation in journalism education. Perhaps, it will get new impulses within the ICA conference.

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