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On the Threshold of a Journalism Education Studies Terminology

ABSTRACT

The purpose of this theoretical research is to open a scholarly discussion on the topic of journalism education studies terminology. The research is based upon the paradigm of sustainable journalism education and innovation, an important tool for the development of journalism education as an independent scientific discipline. It is applied to identify not yet detected or resolved problems regarding the nature and practice of the discipline which hinder its stronger progress. This article brings a synthesis of a critically analysed discipline's body of knowledge and highlights key shortcomings of that particular field of study, pointing out the urgent additional work that needs to be done – in terminology. The lack of terminological support, particularly in the context of the reference literature, turned out to be one of the key impediments. It could be, for instance, remedied by creating a glossary. However, due to the discipline's three-dimensionality (journalism, education, journalism education), this project will not be an easy endeavour, which is why the respective challenges are discussed in this paper starting from the epistemological need to internationally publish the rare attempts of unambiguously defining the fundamental terms of the discipline. Furthermore, the author proposes the central term of a future glossary, "*journalism education*", as the first entry, and therefore provides the initial review of its definitions. Due to the fact that the proposed glossary would be the first attempt to create an official terminology and given the dynamic environment in which journalism education studies and related professions are manifested, a flexible approach to the reference book's keeping up with the times is recommended.

KEY WORDS

Glossary. Innovation. Journalism Education. Reference Book. Reference Literature. Sustainable Journalism Education. Terminology.

1 Introduction

Scholars and practitioners dealing with and discussing journalism education for more than a century have compiled a substantial body of knowledge. While its roots could be traced back to formal teaching's beginnings,¹ public dialogue about the circumstances and perspective of the education of journalists in the USA and Croatia, for example, started long before.²

However, the key topic has not been problematized yet. Like other scholars, those dedicated to the research of journalism education use specific lexicon and terminology. Still, in most cases it remains on the level of an individual research context and particular understanding of concepts due to the non-existing reference literature in this specific field of study, despite the long history of educating journalists in teaching, research and media production. On the one hand, this could be the result of insufficient direct attention to the research domain from both journalistic and educational perspectives, as well as from a joint one. On the other, it is possibly due to a series of challenges that will undoubtedly accompany the realization of such a publication. Either way, such a void results in severe consequences for the discipline, which is why a shared codified language and tools for its understanding, study and reflection are not a need any more but rather a demand. Therefore, the purpose of this research is to make an initial step towards creating journalism education studies terminology by starting a scholarly conversation on this important topic.

It can be assumed that this novel, systematic, extensive and demanding scientific-professional work will become of long-term added value to the discipline. The article is, therefore, positioned as part of the discourse on journalism education sustainability, and grounded on the understanding of journalism education as an independent scholarly field of study.³ From the point of view of sustainable development, journalism education sustainability could be observed not just from systematic-educational perspective,⁴ but also concerning the sustainability of the discipline itself. One of the significant instruments for attaining sustainability is by innovation⁵ which has been seen as “an important development mechanism”⁶. The core meaning of “innovation” as a concept closely connects to the term “creativity” because it is understood from a psychological point of view as an outcome of the human creative process. Boslaugh defines it as “a new way of doing something, whether the enterprise is

¹ See: NASH, V. et al.: What is Taught in Schools of Journalism: An Analysis of the Curricula of the Members of the American Association of Schools and Departments of Journalism. In *University of Missouri Bulletin*, 1928, Vol. 29, No. 45, p. 4-77.

² See: GRLOVIĆ, M., 1877, as cited in LIPOVČAN, S.: *Mediji-druga zbilja? Rasprave, ogledi i interpretacija*. Zagreb : Hrvatska sveučilišna naklada, 2006, p. 125.; APPLGATE, E.: *The Development of Advertising and Marketing Education: The First 75 Years*, 2008, p. 3. [online]. [2020-06-21]. Available at: <<https://files.eric.ed.gov/fulltext/ED502731.pdf>>; PULITZER, J.: The College of Journalism. In *The North American Review*, 1904, Vol. 178, No. 570, p. 641-680.

³ See: DEUZE, M.: Global Journalism Education. In *Journalism Studies*, 2006, Vol. 7, No. 1, p. 19. [online]. [2020-05-11]. Available at: <https://www.researchgate.net/publication/233298381_GLOBAL_JOURNALISM_EDUCATION>; VUKIĆ, T.: Sustainable Journalism Education - The Only Possible Way Towards the Future. In *Croatian Journal of Education*, 2019, Vol. 21, No. Sp. Ed. 1, p. 260. [online]. [2020-09-17]. Available at: <<https://hrcak.srce.hr/229379>>.

⁴ See: VUKIĆ, T. Sustainable Journalism Education - The Only Possible Way Towards the Future. In *Croatian Journal of Education*, 2019, Vol. 21, No. Sp. Ed. 1., p. 253-279. [online]. [2020-09-17]. Available at: <<https://hrcak.srce.hr/229379>>.

⁵ See: ADAMS, R. et al.: Sustainability-oriented Innovation: A Systematic Review. In *International Journal of Management Reviews*, 2016, Vol. 18, No. 2, p. 180-205. [online]. [2022-04-17]. Available at: <https://dspace.lib.cranfield.ac.uk/bitstream/handle/1826/12638/Sustainability-oriented_innovation.pdf;jsessionid=3F9B9EA34E26C92B2709CE66BBEC2A21?sequence=1>.

⁶ KUZMA, E. et al.: The Relationship Between Innovation and Sustainability: A Meta-analytic Study. In *Journal of Cleaner Production*, 2020, Vol. 259, p. 1. [online]. [2020-07-24]. Available at: <https://www.researchgate.net/publication/339634522_The_relationship_between_innovation_and_sustainability_A_meta-analytic_study>.

concrete (e.g. the development of a new product) or abstract (e.g. the development of a new philosophy or theoretical approach to a problem)⁷. The same author differentiates scientific innovation from innovation within an organization, as well as from industrial and technological innovation.

All of the mentioned innovation types have traditionally been noted in the rich literature on journalism education. When it comes to scientific research of journalism education, novelties are regularly found in at least ten main approaches defined by Deuze: motivation, paradigm, mission, orientation, direction, contextualization, education, curriculum, method, as well as management and organization.⁸ The pioneering work of making a journalism education studies terminology can be described as abstract novelty.

As a part of the broad theoretical discussion, this paper shows how a transformation of habitual ideas can result in innovation within the field. It also reminds us of the importance of thinking about the future of journalism (education) studies by analysing its current state. Acknowledging previous research and synthesizing the discipline's body of knowledge, the article aims to bring new insight by describing the main research problems of the discipline and pointing out the additional work that needs to be done – terminological, detecting possible obstacles and suggesting where to start on that challenging path. If it would induce future applied terminological research, that could contribute not only to the development of journalism education studies but also to journalism studies in general. The initiative could hopefully result over time in at least one reference literature title of journalism education studies as well.

2 Problems in the Research of Journalism Education

There are a number of sustainability issues connected to journalism education scientific research. Various general flaws, so far observed and recorded, can be considered as obstacles to accelerating the innovation process of the discipline. The most important are briefly discussed below.

(I.) The idea of unique journalism education is stated as one of the discipline's key challenges. There are conceptual proposals of a general approach to the research⁹ mostly originating from the idea that journalism education faces similar changes and challenges worldwide¹⁰. Although global application of unique model curricula would be an appropriate solution to many academic and professional problems from the teaching perspective, scholars in general object to such proposals because it is impossible to apply them as a whole. For example, the Western-democratic origin of the UNESCO model curricula¹¹ was resented the most by critics after various practical obstacles in the realization of such an ideal had been reported, such as those connected to form and content regarding institutional needs and potential, along with the specifics of social and other circumstances conditioning journalistic work

⁷ BOSLAUGH, S. E.: *Encyclopedia Britannica*. [online]. [2020-05-17]. Available at: <<https://www.britannica.com/topic/innovation-creativity>>.

⁸ DEUZE, M.: Global Journalism Education. In *Journalism Studies*, 2006, Vol. 7, No. 1, p. 23. [online]. [2020-05-11]. Available at: <https://www.researchgate.net/publication/233298381_GLOBAL_JOURNALISM_EDUCATION>.

⁹ See: NOWAK, E.: *Qualitätsmodell für die Journalistenausbildung: Kompetenzen, Ausbildungswege, Fachdidaktik*. [Dissertation Thesis]. Germany : Universität Dortmund, 2007. 290 p. [online]. [2020-06-07]. Available at: <<https://eldorado.tu-dortmund.de/bitstream/2003/24721/2/Dissertation.pdf>>.

¹⁰ DEUZE, M.: Global Journalism Education. In *Journalism Studies*, 2006, Vol. 7, No. 1, p. 20. [online]. [2020-05-11]. Available at: <https://www.researchgate.net/publication/233298381_GLOBAL_JOURNALISM_EDUCATION>.

¹¹ See: *Model Curricula for Journalism Education*. [online]. [2020-05-26]. Available at: <<https://unesdoc.unesco.org/ark:/48223/pf0000151209>>.

in the mass media.¹² Differences that preclude a global approach to journalism education are best noticed in the catalogues of national case studies and historical reviews of journalism education and training.¹³

(II.) Another objection is that “*the education and training of journalists is a subject much debated – but only rarely researched*”¹⁴, which is explained by its specificity or generality as a product of teachers’ scholarly activities. Furthermore, journalism education research in general is characterized as too normative and descriptive, lacking empirical research.¹⁵

(III.) The lack of applied research in journalism education has also been noted by Machado and Teixeira who argue that the main reason for it is that “*the current teaching model, based on the simple reproduction of techniques and theories, can be replicated without any need for research as a point of departure for learning*”¹⁶.

(IV.) Another problem is the fact that the outcomes of scientific research on journalism education too often do not reach the key stakeholders – journalists, their superiors and the leadership of journalism education institutions – and consequently do not find application in teaching and media practice. Thus, the research becomes mostly a purpose unto itself or to an academic polemic. There are at least three potential causes of this situation. Firstly, the frequent, systematic and planned dialogue on the topic between media industry representatives, teachers and scientists is still missing in many countries although there are examples of good practice.¹⁷ Furthermore, in spite of the existing new scientific insights into journalism education, they are applied in teaching practice unevenly, too slowly and insufficiently, thus hindering the development of the field, education and profession.¹⁸ As far as the academic journalism education system is concerned, one of the main obstacles is its inertness, generally the feature of the formal education system. Therefore, such interventions mostly depend on teachers’ enthusiasm to create new courses and teaching methods, or update old ones. Beyond that it is up to the designers of the study programs who either aim at institutional excellence or regard it merely as a result of the regular study program’s audit. Most often, it is not a wide strategic issue; rather, it is about cosmetic changes whose integration is mostly forced by the development of technology and the media. It manifests as a trend of adapting study program content by changing curricula according to new phenomena in journalism or new journalistic

¹² See: FREEDMAN, E., SHAFER, R.: Ambitious in Theory but Unlikely in Practice: A Critique of UNESCO’s Model Curricula for Journalism Education for Developing Countries and Emerging Democracies. In *Journal of Third World Studies*, 2010, Vol. 27, No. 1, p. 135-153. [online]. [2020-06-07]. Available at: <https://www.researchgate.net/publication/290592563_Ambitious_in_theory_but_unlikely_in_practice_A_critique_of_unesco’s_model_curricula_for_journalism_education_for_developing_countries_and_emerging_democracies>.

¹³ See also: DERNBACH, B., ILLG, B.: *Journalism and Journalism Education in Developing Countries*. Manipl : Manipl Universal Press, 2019.; GOODMAN, R. S., STEIN, E.: *Global Journalism Education in the 21st Century: Challenges & Innovations*. Austin : University of Texas, 2017.; JUSIĆ, T., DEDOVIĆ, M. (eds.): *Education of Journalists in South-East Europe: A Step Toward Profession*. Sarajevo : Media Online Selections, 2002.; TERZIS, G. (ed.): *European Journalism Education*. Bristol, Chicago : Intellect Books, The University of Chicago Press, 2009.

¹⁴ DEUZE, M.: Global Journalism Education. In *Journalism Studies*, 2006, Vol. 7, No. 1, p. 19. [online]. [2020-05-11]. Available at: <https://www.researchgate.net/publication/233298381_GLOBAL_JOURNALISM_EDUCATION>.

¹⁵ Ibidem.

¹⁶ MACHADO, E., TEIXEIRA, T.: Innovation as an Essential Part of Journalism Education in Contemporary Societies. In *Journal of Applied Journalism & Media Studies*, 2016, Vol. 5, No. 1, p. 106. [online]. [2020-10-08]. Available at: <https://www.researchgate.net/publication/294120743_Innovation_as_an_essential_part_of_journalism_education_in_contemporary_societies>.

¹⁷ GOODMAN, R. S.: WJEC’s Paris Syndicate Program: Discussions Advance Global Journalism Education. In *Journalism & Mass Communication Educator*, 2020, Vol. 75, No. 1, p. 4. [online]. [2021-01-28]. Available at: <<https://doi.org/10.1177/1077695820901940>>.

¹⁸ VUKIĆ, T.: *From Journalist to Journalism. A Study of Journalistic Skills*. Zagreb, Pula : Sveučilište Jurja Dobrile u Puli, Golden Marketing - Tehnička knjiga, 2017, p. 23.

and media formats.¹⁹ Last but not least, the media industry has a different starting position in understanding journalistic proficiency, which consequently leads to a conflict of the media industry's values and those which educated journalists bring from the academy.

However, the fundamental problems of journalism education studies regard its core and the environment in which it is manifested. Considering the importance of those problems, it is surprising that the following interconnected issues have not yet been scientifically articulated.

(V.) The first difficulty is limited availability and poor visibility of journalism education scientific research due to at least three reasons which make it internationally inaccessible, thus reducing the quality of new research in the discipline. To begin with, there is a large body of literature, which the international community has no or only partial insight into because these works are written and published in languages not common in international scientific communication, such as Spanish²⁰, Portuguese²¹, Russian²², Croatian²³, German²⁴, etc. This shortcoming relates to journalism education literature in general and particularly to those titles dealing with terminology, thus bringing key scientific contributions to the discipline. Therefore, such works need to be translated in order to make them internationally accessible. This also applies to books and proceedings about journalism education, of which only a small number are translated into English and in such a way made available to international scholars and professionals. Besides, key journals which publish articles from the journalism education discipline put out a definite number of papers close to their scope of interests and based on their specific understanding of what a quality paper should be. Lastly, many journals still operate in a traditional way, not following Open Access principles. Considering all that has been said, it can be concluded that for now it is up to scholars and other readers to access and study the literature in different languages.

¹⁹ See: KOTHARI, A., HICKERSON, A.: Challenges for Journalism Education in the Era of Automation. In *Media Practice and Education*, 2020, Vol. 21, No. 3, p. 212-228. [online]. [2021-02-08]. Available at: <https://www.researchgate.net/publication/343092763_Challenges_for_journalism_education_in_the_era_of_automation>; VUKIĆ, T.: Journalism Education and Fake News: A Literature Review. In *Medijska istraživanja: znanstveno-stručni časopis za novinarstvo i medije*, 2020, Vol. 26, No. 2, p. 77-99. [online]. [2020-04-12]. Available at: <<https://hrcak.srce.hr/250789>>.

²⁰ See also: ROVEDA HOYOS, A.: ¿Es posible la formación de un pensamiento estratégico en las escuelas de comunicación y de periodismo? In *Signo y Pensamiento*, Vol. 26, No. 51, p. 98-107. [online]. [2020-07-22]. Available at: <<http://www.scielo.org.co/pdf/signo/n51/n51a09.pdf>>; SÁNCHEZ-GARCÍA, P., CAMPOSDOMÍNGUEZ, E.: La formación de los periodistas en nuevas tecnologías antes y después del EEES: El caso español. In *Trípodos*, 2016, No. 38, p. 161-179. [online]. [2021-03-22]. Available at: <http://www.tripodos.com/index.php/Facultad_Comunicacion_Blanquerna/article/view/299>.

²¹ See also: DA SILVA GALARCA, S. L.: Jornalismo e educação. Interfaces possíveis. In *Revista ECCOM*, 2019, Vol. 10, No. 20, p. 191-204. [online]. [2020-07-22]. Available at: <<http://unifatea.com.br/seer3/index.php/ECCOM/article/view/1070>>; PATRÃO, C. S. R.: *A educação de uma nova geração de jornalistas: Do Moodle ao Facebook*. [Dissertation Thesis]. Portugal : Universidade de Coimbra, 2014. 290 p.

²² See also: KORKONOSENKO, S. G.: Журналистское образование: потребность в педагогической концептуализации. In *Международный журнал экспериментального образования*, 2013, Vol. 1, p. 38-41. [online]. [2022-03-12]. Available at: <<https://www.academia.edu/40119325>>; KROYCHIK, L. E.: Ресурсы публицистического творчества и журналистское образование. In *Век информации*, 2016, Vol. 2, p. 322-325. [online]. [2021-03-12]. Available at: <<https://elibrary.ru/item.asp?id=25933004>>.

²³ See also: NAJBAR AGIĆIĆ, M.: Journalists' Education for the Future of the Media: Ideas and Origins of the Institutionalized Training of Journalists in Croatia. In *Povijest u nastavi*, 2017, Vol. 15, No. 1, p. 43-52. [online]. [2021-12-17]. Available at: <<https://hrcak.srce.hr/199983>>; PERIŠIN, T., MLAČIĆ, P.: Journalism Studies: Digital Curriculum for Digital Journalism. In *Medijska istraživanja: znanstveno-stručni časopis za novinarstvo i medije*, Vol. 20, No. 1, p. 25-43. [online]. [2020-07-25]. Available at: <<https://hrcak.srce.hr/126388>>; VUKIĆ, T.: *Od novinara do novinarstva. Studija novinarskih vještina*. Zagreb, Pula : Sveučilište Jurja Dobrile u Puli, Golden Marketing-Tehnička knjiga, 2017.

²⁴ See also: DERNBACH, B.: Ausbildung für Journalismus. In LÖFFELHOLZ, M., ROTHENBERGER, L. (eds.): *Handbuch Journalismustheorien*. Wiesbaden : Springer VS, 2016, p. 475-487.; HÖMBERG, W.: Journalistenausbildung an Hochschulen – eine Erfolgsgeschichte? Eine Textcollage aus vier Jahrzehnten und ein Resümee. In EBERWEIN, T., MÜLLER, D. (eds.): *Journalismus und Öffentlichkeit. Eine Profession und ihr gesellschaftlicher Auftrag*. Wiesbaden : VS Verlag für Sozialwissenschaften, Springer Fachmedien Wiesbaden GmbH, 2010, p. 283-312.

(VI.) The second problem is conceptual, that is, the lack of unambiguous definitions of basic terms relating to journalism education (studies) foremost caused, as it seems, by scarce attempts. Namely, the authors of papers intended for the international scientific audience do not deal with terminology much; thereby a whole range of concepts and terms remains vague. This situation can consequently be described as twofold. Firstly, as there is no common ground about the use of basic definitions, the authors use either different terms as synonyms or the same concepts with diverse meanings or in opposed contexts. That often delegitimizes the research in journalism education, both theoretical and empirical. Regarding empirical research, there is an additional, practical need for the clarification of terminology prior to operationalize the research variables. This is exactly how the problem was detected about ten years ago, during the research of journalistic skills, which was the subject of a doctoral dissertation.²⁵ Since only a few definitions of key terms from the pedagogical point of view could be found at the time of writing the thesis,²⁶ the author had to consult literature from other fields to determine the rest. The situation has not significantly changed to date. Secondly, this state can be seen as part of a larger problem pertaining to the lack of clarity of many concepts in communication sciences overall, and especially in journalism studies. It can be explained from a broader perspective as a reflection of the dual theoretical crisis of journalism²⁷: crisis of the journalistic profession²⁸ and crisis of terminology in journalism (education) studies²⁹. The stated duality is already evident with the central term, “journalism”, as countless respective definitions, approaches and contexts can be found.³⁰

(VII.) The third complication is the lack of reference literature, which arises from the previous difficulty. Namely, there is no official reference book such as glossary, dictionary, lexicon, or encyclopaedia of journalism education studies which justifies the need for the enhanced focus on the discussion and research of this important topic. If developing such a publication is to be contextualized taking into consideration all the above-presented problems, it also means addressing a whole series of specific controversies in the discipline itself.

²⁵ See: VUKIĆ, T.: *Novinarske vještine u hrvatskim visokoškolskim programima za obrazovanje novinara*. [Dissertation Thesis]. Croatia : University of Zadar, 2014, 378 p.

²⁶ See: BOŽIČEVIĆ, I.: *Sustavna metoda projektiranja modela obrazovanja za medije*. [Master of Science Thesis]. Croatia : University of Zadar, 2007, 201 p.; NOWAK, E.: *Qualitätsmodell für die Journalistenausbildung: Kompetenzen, Ausbildungswege, Fachdidaktik*. [Dissertation Thesis]. Germany : Universität Dortmund, 2007, 286 p. [online]. [2021-04-08]. Available at: <<https://eldorado.tu-dortmund.de/handle/2003/24721>>; NOWAK, E.: *Press Freedom and Pluralism on the Micro Level: Journalistic Qualifications and Professionalization*. In CZEPEK, A., HELLVIG, M., NOWAK, E. (eds.): *Press Freedom and Pluralism in Europe. Concepts and Conditions*. Bristol, Chicago : Intellect, 2009.; *Model Curricula for Journalism Education*. [online]. [2020-05-26]. Available at: <<https://unesdoc.unesco.org/ark:/48223/pf0000151209>>; *Model Curricula for Journalism Education. A Compendium of New Syllabi*. [online]. [2020-05-26]. Available at: <<https://unesdoc.unesco.org/ark:/48223/pf0000221199.page=103>>.

²⁷ VUKIĆ, T.: *From Journalist to Journalism. A Study of Journalistic Skills*. Zagreb, Pula : Sveučilište Jurja Dobrile u Puli, Golden Marketing – Tehnička knjiga, 2017, p. 16.

²⁸ POLER KOVAČIĆ, M.: *The Crisis of Journalism as the Crisis of Ethics: Who is the Journalistic Subject?* In *Medijska istraživanja: znanstveno-stručni časopis za novinarstvo i medije*, 2001, Vol. 7, No. 1, p. 26. [online]. [2021-05-17]. Available at: <<https://hrcak.srce.hr/23362>>.

²⁹ See: JURISIĆ, J.: *Definiranje masovnih medija tisk i internet*. In MATAUŠIĆ, M. (ed.): *Komunikacijske znanosti; Znanstvene grane i nazivlje. Zbornik radova znanstvenog kolokvija*, Zagreb : Hrvatski studiji Sveučilišta u Zagrebu, 2007, p. 97.; MALOVIĆ, S.: *Masovno komuniciranje*. In MALOVIĆ, S. (ed.): *Masovno komuniciranje*. Zagreb : Golden marketing-Tehnička knjiga, Sveučilište Sjever, 2014, p. 109.; VUKIĆ, T.: *From Journalist to Journalism. A Study of Journalistic Skills*. Zagreb, Pula : Sveučilište Jurja Dobrile u Puli – Golden Marketing Tehnička knjiga, 2017, p. 190-191.

³⁰ See: LOOSEN, W. et al.: *'X Journalism': Exploring Journalism's Diverse Meanings Through the Names We Give It*. In *Journalism*, Vol. 23, No. 1, p. 39-58. [online]. [2020-10-06]. Available at: <https://www.researchgate.net/publication/343613221_X_Journalism_Exploring_journalism_s_diverse_meanings_through_the_names_we_give_it>; ZELIZER, B.: *Definitions of Journalism*. In OVERHOLSER, G., JAMIESON, KH. (eds.): *Institutions of American Democracy: The Press*. New York : Oxford University Press, 2005, p. 66-80.

3 Challenges in the Creation of a Journalism Education Studies Terminology

The lack of joint terminology produces confusion in the scientific discourse of journalism education studies and disables discussion on equal ground. From the perspective of innovation, it could be assumed that this gap could be bridged, for start, by making a glossary. It is defined as “a list of technical or special words, especially those in a particular text, explaining their meanings”³¹ or “an alphabetical list, with meanings, of the words or phrases in a text that are difficult to understand”³². In such reference literature the focus is on the definition of terms and explanations of concepts in a particular domain of knowledge, field of study or activity.

Usually, a glossary is a book appendix that includes new, uncommon, technical or specialized terms, generally short and reduced in range, accompanying textbooks³³ and scientific monographs³⁴, those which are part of website contents³⁵, then those which are results of scientific or other projects³⁶. There are also extensive glossaries in the form of a single volume, such as those structured as lexicons³⁷, along with other diverse types of material that could in a way be connected to journalism education³⁸.

Therefore, there are two ways one could think about glossaries in the context of journalism education’s body of knowledge – as a glossary *in* journalism education aiming to inform and educate in a specific topic context, and as a glossary *of* journalism education listing key terms of the discipline. The creation of the latter requires thinking about the discipline in its entirety and defining its taxonomic and non-taxonomic relations. That is why all previous knowledge regarding journalism education, like its history, approaches, aspects, principles, didactics, research methods, tools, etc., needs to be mapped in advance.

However, the project will certainly not be as easy as it may seem. One has to wonder about the lack of effort to define the fundamental terms of journalism education studies, first of all because there are indicators that journalism education has been established as a distinct field of study³⁹,

³¹ WEHMEIER, S. (ed.): *Oxford Advanced Learners Dictionary of Current English*. 6th Edition. Oxford : Oxford University Press, 2000, p. 546.

³² *Cambridge Advanced Learner’s Dictionary & Thesaurus*. Cambridge : Cambridge University Press. [online]. [2020-04-07]. Available at: <<https://dictionary.cambridge.org/dictionary/english/glossary>>.

³³ See: MCQUAIL, D.: *Mass Communication Theory*. 5th Edition. London, Thousand Oaks, New Delhi : SAGE Publications, 2005, p. 547-569.; MENCHER, M.: *Melvin Mencher’s News Reporting and Writing*. 12th Edition. New York : McGraw and Hill, 2011, p. 570-577.; SHERIDAN BURNS, L., MATTHEWS, B. J.: *Understanding Journalism*. 3rd Edition. London, Thousand Oaks, New Delhi, Singapore : SAGE Publications, 2018, p. 238-242.

³⁴ VUKIĆ, T.: *From Journalist to Journalism. A Study of Journalistic Skills*. Zagreb, Pula : Sveučilište Jurja Dobrile u Puli, Golden Marketing – Tehnička knjiga, 2017, p. 303-304.; ZGRABLJIĆ ROTAR, N.: *Radio – Mit i informacija, dijalog i demokracija*. Zagreb : Golden Marketing – Tehnička knjiga, 2007, p. 251-254.

³⁵ LEE, J. 8.: *Digital Journalist Survival Guide: A Glossary of Tech Terms You Should Know*. [online]. [2021-04-21]. Available at: <<https://www.poynter.org/reporting-editing/2010/digital-journalist-survival-guide-a-glossary-of-tech-terms-you-should-know>>.

³⁶ See: *Glossary*. [online]. [2020-04-03]. Available at: <https://newsreel.pte.hu/terms_of_glossary>; AZGIN, B. et al. (eds.): *Words That Matter: A Glossary for Journalism in Cyprus*. Nicosia : Organization for Security and Cooperation in Europe, 2018. [online]. [2021-06-13]. Available at: <<https://www.osce.org/representative-on-freedom-of-media/387269>>.

³⁷ See: GRBELJA, J., SAPUNAR, M.: *Novinarstvo*. Zagreb : MGC, 1993.

³⁸ *Glossary of Curriculum Terminology*. [online]. [2020-04-03]. Available at: <<http://www.ibe.unesco.org/en/glossary-curriculum-terminology>>.

³⁹ See: DEUZE. M.: Global Journalism Education. In *Journalism Studies*, 2006, Vol. 7, No. 1, p. 19. [online]. [2020-05-11]. Available at: <https://www.researchgate.net/publication/233298381_GLOBAL_JOURNALISM_EDUCATION>; VUKIĆ, T.: Sustainable Journalism Education – The Only Possible Way Towards the Future. In *Croatian Journal of Education*, 2019, Vol. 21, No. Sp. Ed. 1, p. 253-279. ISSN 1848-5197. [online]. [2020-09-17]. Available at: <<https://hrcaj.srce.hr/229379>>.

and then especially because similar titles from closely related study fields exist: *A Dictionary of Journalism*⁴⁰, *The International Encyclopedia of Journalism Studies*⁴¹, *Oxford Research Encyclopedia of Communication*⁴², *Oxford Dictionary of Media and Communication*⁴³, etc. Is it because those terms seem too simple to define (for instance, one can find the explanation of the term *competency* in every dictionary)? Moreover, is the interconnection of journalism and education too complex? Is that work for (a) multidisciplinary group(s)? Is the reason for postponing such actions a tacitly accepted understanding of certain concepts? Alternatively, is it due to numerous approaches to journalism and journalism education teaching practice which do not guarantee theoretical unity?

These questions can be answered with regard to anticipating such work in practice: demanding above all, as there are issues that could make the process difficult, but not insurmountable. Foremost, there are a number of challenges in the creation of any glossary; then there are those so specific and dependent on the context of journalism education one might even regard them as obstacles. Whichever the case, they should be discussed in advance in order to take a clear starting position.

The central controversy arises from the very foundation of the journalism education field and its three-dimensionality – journalism, education and journalism education – which raises the question of achieving a terminological consensus. That is why it is vital to elaborate the interconnected issues of the content approach, structure and form beforehand.

(I.) Firstly, from a journalism/ mass media point of view, in order to present different insights into that field of study, fundamental theories ought to be included. Furthermore, if we talk about journalism as an occupation, a firm and direct connection of a certain political system to other societal systems shapes and defines the media industry landscape⁴⁴. For instance, there is a huge difference in journalism education in totalitarian regimes and that of democratic environments. In that sense, regardless of the country or circumstances, “journalistic courage”⁴⁵ is a term that cannot be bypassed because journalistic work in the media and in the field presumes it. Equally, journalism education is described differently in countries where it is a legalised profession and in those where this is not the case. To that effect, “journalistic ethics” has become one of the central terms, especially because of two things: the conduct of journalists and value and honour in journalism as a profession in general, already regarded as part of media deontology⁴⁶; secondly, the proven, significant influence of academic education on future journalists’ values and moral compass⁴⁷. Journalistic activities

⁴⁰ See: HARCUP, T.: *A Dictionary of Journalism*. Oxford : Oxford University Press, 2014.

⁴¹ See: VOS, T. P., HANUSCH, F. (eds.): *The International Encyclopedia of Journalism Studies*. Massachusetts : Wiley-Blackwell, 2019.

⁴² See: NUSSBAUM, J. (ed.): *Oxford Research Encyclopedia of Communication*. [online]. [2020-05-17]. Available at: <<https://oxfordre.com/communication/>>.

⁴³ See: CHANDLER, D., MUNDAY, R.: *Oxford Dictionary of Media and Communication*. 3rd Edition. Oxford : Oxford University Press, 2020.

⁴⁴ VUKIĆ, T.: *From Journalist to Journalism. A Study of Journalistic Skills*. Zagreb, Pula : Sveučilište Jurja Dobrile u Puli, Golden Marketing – Tehnička knjiga, 2017, p. 20-21.

⁴⁵ See: GILES, R., SNYDER, R. W., DELISLE, L.: *Profiles in Journalistic Courage*. Abingdon, New York : Routledge, 2001.; LUDTKE, M. (ed.): Journalists: On the Subject of Courage. In *Nieman Report*, 2006, Vol. 60, No. 2, p. 1-120. [online]. [2021-03-22]. Available at: <<https://niemanreports.org/issues/summer-2006/>>.

⁴⁶ See: MATEUS, S.: New Media, New Deontology – Ethical Constraints of Online Journalism. In *Revista de Comunicação, Jornalismo e Espaço Público*, 2019, No. 9, p. 1-15. [online]. [2021-03-22]. Available at: <https://www.researchgate.net/publication/339310783_New_Media_New_Deontology_Ethical_constraints_of_online_journalism>.

⁴⁷ See: SLATTERY, K. L.: Let’s Not Forget Education: Owning Journalism Ethics. In *Journalism and Communication Monographs*, 2020, Vol. 22, No. 3, p. 255-259. [online]. [2021-03-22]. Available at: <<https://journals.sagepub.com/doi/full/10.1177/1522637920947722>>.

further require different aspects of “journalistic imagination”⁴⁸ and “journalistic awareness”⁴⁹. Different classifications of journalism (and media) should also be considered, such as citizen journalism and participatory journalism⁵⁰, alternative journalism⁵¹, community journalism⁵², social journalism⁵³, activist journalism⁵⁴, etc. Furthermore, journalism and mass media develop along with technology, so numerous new journalistic formats evolved such as multimedia journalism⁵⁵, online journalism⁵⁶, digital journalism⁵⁷, data journalism⁵⁸, drone journalism⁵⁹, mobile journalism⁶⁰,

⁴⁸ See: KEEBLE, R. L., TULLOCH, J.: *Global Literary Journalism. Exploring the Journalistic Imagination*. New York : Peter Lang, 2012.

⁴⁹ See: WEISCHENBERG, S.: Journalismus lehren. In WEISCHENBERG, S. (ed.): *Journalismus und Kompetenz. Qualifizierung und Rekrutierung für Medienberufe*. Opladen : VS Verlag für Sozialwissenschaften, 1990, p. 213-228.

⁵⁰ See also: CAMPBELL, V. P.: Citizen Journalism and Active Citizenship. In PRICE, S., SANZ SABIDO, R. (eds.): *Contemporary Protest and the Legacy of Dissent*. London, Maryland : Rowman & Littlefield, 2014, p. 207-222.; PAPACHARISSI, Z. (ed.): *Journalism and Citizenship: New Agendas in Communication*. London : Routledge, 2009.; SINGER J. et al. (eds.): *Participatory Journalism: Guarding Open Gates at Online Newspapers*. West Sussex : Wiley-Blackwell, 2011.

⁵¹ See also: ATTON, C.: What is ‘alternative’ Journalism? In *Journalism*, 2003, Vol. 4. No. 3, p. 267-272.; ATTON, C., HAMILTON, J. F.: *Alternative Journalism*. London : SAGE, 2008.

⁵² See also: LAUTERER, J.: *Community Journalism: Relentlessly Local*. Chapel Hill : The University of North Carolina Press, 2006.; READER, B., HATCHER, J. A.: *Foundations of Community Journalism*. Los Angeles : SAGE, 2012.

⁵³ See also: SINGER, J. B.: The Ethics of Social Journalism. In *Australian Journalism Review*, 2012, Vol. 34, No. 1, p. 3-16. [online]. [2021-03-17]. Available at: < <https://openaccess.city.ac.uk/id/eprint/3478/7/The%20Ethics%20of%20Social%20Journalism.pdf> >.

⁵⁴ See also: GINOSAR, A., REICH, Z.: Obsessive-activist Journalists: A New Model of Journalism? In *Journalism Practice*, 2020, Vol. 16, No. 4, p. 660-680. [online]. [2021-02-22]. Available at: <https://www.researchgate.net/publication/344794146_Obsessive-Activist_Journalists_A_New_Model_of_Journalism>; OLESEN, T.: Activist Journalism? In *Journalism Practice*, 2008, Vol. 2, No. 2, p. 245-263. [online]. [2021-02-22]. Available at: <https://www.researchgate.net/publication/233471261_ACTIVIST_JOURNALISM>.

⁵⁵ See also: DEUZE, M.: What is Multimedia Journalism? In *Journalism Studies*, 2004, Vol. 5, No. 2, p. 139-152. [online]. [2021-02-24]. Available at: <https://www.researchgate.net/publication/238688450_What_is_multimedia_journalism1>.

⁵⁶ See also: HILL, S., LASHMAR, P.: *Online Journalism: The Essential Guide*. Los Angeles : SAGE, 2014.

⁵⁷ See also: DUFFY, A., ANG, P. H.: Digital Journalism: Defined, Refined, or Re-defined. In *Digital Journalism*, 2019, Vol. 7, No. 3, p. 378-385. [online]. [2021-02-24]. Available at: <<https://dr.ntu.edu.sg/bitstream/10356/88998/1/Digital%20Journalism%20defined%20-%20DIGITAL%20JOURNALISM%20-%20Final.pdf>>; WAISBORD, S.: The 5Ws and 1H of Digital Journalism. In *Digital Journalism*, 2019, Vol. 7, No. 3, 351-358. [online]. [2021-02-24]. Available at: <https://www.researchgate.net/publication/332959060_The_5Ws_and_1H_of_Digital_Journalism>.

⁵⁸ See also: BRADSHAW, P.: *Data Journalism Heist*. Lean Publishing, 2013.; BRADSHAW, P.: Data Journalism Teaching, Fast and Slow. In *Asia Pacific Media Educator*, 2018, Vol. 28, No. 1, p. 55-66. [online]. [2021-02-17]. Available at: <https://www.researchgate.net/publication/324876728_Data_Journalism_Teaching_Fast_and_Slow>; CODDINGTON, M.: Clarifying Journalism’s Quantitative Turn. In *Digital Journalism*, 2015, Vol. 3 No. 3, p. 331-348. [online]. [2021-04-21]. Available at: <<https://doi.org/10.1080/21670811.2014.976400>>; GRAY, J., BOUNEGRU, L., CHAMBERS, L.: *The Data Journalism Handbook. How Journalist Can Use Data to Improve the News*. Sebastopol : O’Reilly Media, 2012.; SHERIDAN BURNS, L., MATTHEWS, B. J.: First Things First: Teaching Data Journalism as a Core Skill. In *Asia Pacific Media Educator*, 2018, Vol. 28, No. 1, p. 91-105. [online]. [2021-02-04]. Available at: <https://www.researchgate.net/publication/325899894_First_Things_First_Teaching_Data_Journalism_as_a_Core_Skill>.

⁵⁹ See also: CHAMBERLAIN, P.: *Drones and Journalism: How the Media is Making Use of Unmanned Aerial Vehicles*. Oxon, New York : Routledge, 2017.; GYNNILD, A., USKALI, T. (eds.): *Responsible Drone Journalism*. London : Routledge, 2018.; NTALAKAS, A. et al.: Drone Journalism: Generating Immersive Experiences. In *Journal of Media Critiques*, 2017, Vol. 3, No. 11, p. 187-199. [online]. [2021-02-07]. Available at: <https://www.researchgate.net/publication/319707325_Drone_Journalism_Generating_Immersive_Experiences>.

⁶⁰ See also: BUI, M. N., MORAN, R. E.: Making the 21st Century Mobile Journalist: Examining Definitions and Conceptualizations of Mobility and Mobile Journalism within Journalism Education. In *Digital Journalism*, 2020, Vol. 8, No. 1, p. 145-163. [online]. [2021-03-02]. Available at: <https://www.researchgate.net/publication/335869743_Making_the_21st_Century_Mobile_Journalist_Examining_Definitions_and_Conceptualizations_of_Mobility_and_Mobile_Journalism_within_Journalism_Education>.

etc. All of it dictates approaches to and demands of journalism education, at the same time referring primarily to educational content and consequently to the lists of competencies, educational outcomes and qualifications. Educational requirements concerning journalistic work also differ depending on the type of journalistic (media) specialization (press, broadcasting, agencies) as well as, for example, the type of media ownership (public, non-governmental or private). The disparity of social functions of the mass media in connection to journalistic education should be incorporated as well.

(II.) From an educational point of view in general, educational policies condition a whole range of educational environments, goals, forms, types, degrees, etc. For instance, there is an obvious difference in journalistic education between high schools, colleges, universities, that held in newsrooms, at media internal academies, or journalistic lifelong learning and professional training.⁶¹ Even college or university journalistic education is understood and set up as a part of various academic fields: from media studies, liberal arts and literature studies, political studies, to technical studies and interdisciplinary education,⁶² which presupposes different curricular orientations.⁶³ That is why it is important to diversify the list of purposes of journalistic education in general and those school-related. Moreover, the effort of, for example, the rich German pedagogical tradition⁶⁴ of providing various materials in the teaching practice (books, handbooks, case studies, etc.) should be noted as well. Increased attention should likewise be put on the heterogeneous participants in the educational process because each category of actors has a different take on the subject, both on the ideational and practical plane. Those are scientists, teachers/instructors, journalists, media experts, experts from other fields and professions, students, professional organizations, etc.

(III.) From the point of view of the journalism education discipline, the main question is the theoretical point of departure because there is also a lack of consensus on the term *theory*, from both the perspectives of definition and teaching.⁶⁵ Furthermore, the differentiation in definitions of the central term “journalism education” and the paradigms that underlie the explanations of other terms in the journalism education discipline should also be considered. In general, the discussion about terminology in the field of journalism education can be articulated from at least two starting points – functionalist and constructivist. The first is the job-centred paradigm deeply rooted in traditional thinking and from which the vast majority of journalism education research is conducted. Its starting position is to define the demands of the journalistic profession. Catalogues and lists of journalistic competencies are most often the result of dealing with this query.⁶⁶ Nowak, for instance, determined several key terms such as “journalistic role”, “journalistic qualifications”, “journalistic competence” and “journalistic action” while conceptualizing the

⁶¹ VUKIĆ, T.: *From Journalist to Journalism. A Study of Journalistic Skills*. Zagreb, Pula : Sveučilište Jurja Dobrile u Puli, Golden Marketing – Tehnička knjiga, 2017, p. 155-163.

⁶² See: BRIGHT, A.: Journalism Curriculum Frameworks Shift Toward Skills, Interdisciplinarity. In *Teaching Journalism and Mass Communication*, 2020, Vol. 10, No. 1, p. 1-7. [online]. [2022-06-28]. Available at: <<https://aejmc.us/spig/wp-content/uploads/sites/9/2020/06/TJMC-10.1-Bright-Journalism-Curriculum-Frameworks.pdf>>.

⁶³ See: KLIEBARD, H. M.: *The Struggle for the American Curriculum: 1893–1958*. 3rd Edition. New York : Routledge, 2004.

⁶⁴ See: DERNBACH, B., LOOSEN, W.: *Didaktik der Journalistik. Konzepte, Methoden und Beispiele aus der Journalistenausbildung*. Wiesbaden : Springer, 2012.; WEISCHENBERG, S.: Journalismus lehren. In: WEISCHENBERG, S. (ed.): *Journalismus und Kompetenz. Qualifizierung und Rekrutierung für Medienberufe*, Opladen: VS Verlag für Sozialwissenschaften, 1990, p. 213-228.

⁶⁵ See: DERVIN, B., BANISTER, M.: 'Theory' Has Many Definitions in Journalism Education. In *The Journalism Educator*, 1976, Vol. 31, No. 3, p. 10-44.

⁶⁶ See: OPGENHAFFEN, M., D'HAENENS, L., CORTEN, M.: Journalistic Tools of The Trade in Flanders. In *Journalism Practice*, 2013, Vol. 7, No. 2, p. 127-144. [online]. [2021-08-17]. Available at: <https://www.researchgate.net/publication/243962999_Journalistic_tools_of_the_trade_in_Flanders_Is_there_a_fit_between_journalism_education_and_professional_practice>; *Model Curricula for Journalism Education*. [online]. [2020-05-26]. Available at: <<https://unesdoc.unesco.org/ark:/48223/pf0000151209>>.

competence model for journalism training and inspecting its quality indicators.⁶⁷ Another, wider determination of the notion “journalism competency” is offered by Butyrina.⁶⁸ Even though those definitions originate from the student-centred learning idea, they are still oriented to journalism as an occupation. Conversely, the constructivist-humanistic pedagogical approach centres on journalists/students and poses a question of who a journalist is or is supposed to be, making it the starting point of journalism education.⁶⁹ That is, in fact, the advanced reflection about the journalistic identity since, in comparison, previous ideas relied primarily on functionalist thinking⁷⁰, which makes them deficient because they left out the carrier of identity from their focus. That new, holistic approach primarily deals with the subject of education. Thoughts about journalism education in the context of holism exist in earlier literature as well,⁷¹ but they also mostly relate to the idea of upgrading the profession. For now, only a systematic holistic approach to academic journalism education is directed to the development of “journalistic personality”, aiming at integral education with learning outcomes encompassing the synergy of the physical, emotional, intellectual, social, aesthetic and spiritual aspects of a person, and as such presenting a potential remedy to contemporary media issues.⁷² The “Journalistic personality model”⁷³ is an example of such reflection on the new conceptualization of education of journalists in a sustainable way.⁷⁴ As its central feature, long-lasting and comprehensive education of whole and balanced journalistic personalities presents a direct investment into the quality of their qualification, and consequently in journalism (and society) in general, because deliberation about journalistic personality starts with studying personal characteristics. The key terms and definitions which arose from that model are: “journalistic ability”, “journalistic autonomy”, “journalistic competence”, “journalistic creativity”, “journalistic education”, “journalistic giftedness”, “journalistic identity”, “journalistic intelligence”, “journalism, journalistic knowledge”, “journalistic learning”, “journalistic nature”, “journalists’ other personal characteristics”, “journalistic personality”, “journalistic qualification”, “journalistic responsibility”, “journalistic skill” and

⁶⁷ See: NOWAK, E.: Press Freedom and Pluralism on The Micro Level: Journalistic Qualifications and Professionalization. In CZEPEK, A., HELLVIG, M., NOWAK, E. (eds.): *Press Freedom and Pluralism in Europe. Concepts and Conditions*. Bristol, Chicago : Intellect, 2009, p. 91-100. [online]. [2021-07-08]. Available at: <<http://ndl.ethernet.edu.et/bitstream/123456789/28917/1/44.pdf.pdf#page=92>>.

⁶⁸ See: BUTYRYNA, M. V.: Competency Based Approach to Journalism Education: Western Experience and Ukrainian Practice. In *Communications and Communicative Technologies*, 2020, Vol. 20, p. 13-18. [online]. [2021-04-13]. Available at: <<https://cct.dp.ua/index.php/journal/article/view/160>>.

⁶⁹ VUKIĆ, T.: *From Journalist to Journalism. A Study of Journalistic Skills*. Zagreb, Pula : Sveučilište Jurja Dobrile u Puli, Golden Marketing – Tehnička knjiga, 2017, p. 190-191.

⁷⁰ See: LAUK, E.: Estonian Journalist in Search of New Professional Identity. In *Javnost - The Public*, 1996, Vol. 3, No. 4, p. 93-106. [online]. [2020-11-04]. Available at: <https://www.researchgate.net/publication/292036491_Estonian_Journalists_in_Search_of_New_Professional_Identity>.

⁷¹ See: BACON, W.: An Innovative Direction in Academic Journalism. In *Pacific Journalism Review*, 2012, Vol. 18, No. 2, p. 91-103. [online]. [2021-03-09]. Available at: <<https://doi.org/10.24135/pjr.v18i2.270>>; BARDOEL, J., DEUZE, M.: Network Journalism: Converging Competences of Media Professionals and Professionalism. In *Australian Journalism Review*, 2001, Vol. 23, No. 2, p. 1-19. [online]. [2021-04-17]. Available at: <https://www.researchgate.net/publication/267969191_Network_Journalism_Converging_competences_of_old_and_new_media_professionals>.

⁷² See: VUKIĆ, T.: *Novinarske vještine u hrvatskim visokoškolsim programima za obrazovanje novinara*. [Dissertation Thesis]. Croatia : University of Zadar, 2014, 378 p.; VUKIĆ, T.: *From Journalist to Journalism. A Study of Journalistic Skills*. Zagreb, Pula : Sveučilište Jurja Dobrile u Puli, Golden Marketing – Tehnička knjiga, 2017.; VUKIĆ, T.: Holistic Journalism Education as a Remedy for Contemporary Media Issues. In *The Book of Abstracts from the 11th International Conference: The Bridges of Media Education 2019*, Novi Sad : Faculty of Philosophy, 2019, p. 28.

⁷³ VUKIĆ, T.: *From Journalist to Journalism. A Study of Journalistic Skills*. Zagreb, Pula : Sveučilište Jurja Dobrile u Puli, Golden Marketing – Tehnička knjiga, 2017, p. 233-244.

⁷⁴ See: VUKIĆ, T. Sustainable Journalism Education - The Only Possible Way Towards the Future. In *Croatian Journal of Education*, 2019, Vol. 21, No. Sp. Ed. 1. p. 253-279. [online]. [2020-09-17]. Available at: <<https://hrcak.srce.hr/229379>>.

“journalistic talent”.⁷⁵ Further, the efforts of professional associations, bodies and other organizations, as well as journals and publishers concerned with journalism education around the world should be included, since they are doing so much to expand its horizons. Last but not least, the fact remains that a multitude of definitions connected directly to journalism education are neither easily accessible nor translated into English, which requires additional effort in finding and translating them.

Therefore, a reference book with a combination of the glossary, dictionary and encyclopaedia features offering current theories, concepts and technical terms with extensive cross-references could be one of possible suitable forms of the publication. The inspiration, for instance, can be drawn from examples of good practice such as *Keywords in News and Journalism Studies*⁷⁶, *Oxford Dictionary of Media and Communication*⁷⁷, *The Language of Science Education: An Expanded Glossary of Key Terms and Concepts in Science Teaching and Learning*⁷⁸ or *Historical Dictionary of Journalism*⁷⁹.

As this is going to be the first internationally considered attempt of the sort, it should be in English in order to make it accessible and comprehensible to all potential users. Since journalism and education are influenced by many diverse social and cultural contexts, the glossary content would ideally consist of comprehensive designations of terminology, in other words, explanations would include all available or the most important reflection on the topic. Those three aspects will however be difficult to separate strictly because they are firmly intertwined, as briefly discussed above. Perhaps this should no longer be seen as an obstacle but simply a specificity of the discipline, a uniqueness adding to its value.

4 The First Step in Making a Glossary of Journalism Education Studies

Given the number of issues to consider, deciding where to begin is challenging. The insight into different cognitions of the education of journalists could be a fruitful starting point. Namely, the terminology work process of a specific discipline often begins with its ontological perspective, which in this case means explaining its very title. Therefore, what follows is a first brief overview attempt of the central term “journalism education” selected definitions. Even though it will additionally confirm the complexity of making a comprehensive journalism education studies terminology, the review is intentionally presented as an entry in order to demonstrate what it might look like and encourage those who will decide to do the work.

⁷⁵ Those terms origin from the long-term interdisciplinary research conducted for the doctoral thesis *Journalistic skills within Croatian higher education programs for journalists* (Vukić, T. 2014) updated in the research monograph *From Journalist to Journalism. A Study of Journalistic Skills* as a part of the book chapter titled *Journalistic education glossary of concepts* (Vukić, T. 2017), and most of them are available only in Croatian. In their construction, literature on communication, journalism and journalism education studies was used in combination with knowledge from other disciplines, such as linguistics, psychology, pedagogy, politics and law, as well as with a variety of other documents, e.g. those dealing with the European/Croatian Qualification Framework. So far, only a few terms have been translated into English for the purpose of the scientific article *Sustainable Journalism Education - The Only Possible Way Towards the Future* (Vukić, T. 2019).

⁷⁶ See: ZELIZER, B., ALLAN, S.: *Keywords in News and Journalism Studies*. Maidenhead, New York : Open University Press, McGraw-Hill, 2010.

⁷⁷ See: CHANDLER, D., MUNDAY, R.: *Oxford Dictionary of Media and Communication*. 3rd Edition. Oxford : Oxford University Press, 2020.

⁷⁸ See: MCCOMAS, W. F.: *The Language of Science Education: An Expanded Glossary of Key Terms and Concepts in Science Teaching and Learning*. Rotterdam, Boston, Taipei : Sense Publishers, 2013.

⁷⁹ See: EAMAN, R.: *Historical Dictionary of Journalism*. Lanham : The Scarecrow Press, 2009.

Journalism education. 1. Education somehow organized (formal, nonformal, informal) for those who already or/and are going to work in journalism. (a). It has multiple linguistic constructions in different language(s) that arise from various understandings which are not all synonyms. For instance, there are at least three sets of English expressions associated to **journalism** – “journalism education”⁸⁰; “journalism training”⁸¹; “education in journalism”⁸²; “education for journalism”⁸³; “professional journalism education”⁸⁴; **journalists** – “education for journalists”⁸⁵; “journalists’ education”⁸⁶; “education of journalists”⁸⁷ and **its double-meanings** like “journalistic education”⁸⁸, “journalistic training”⁸⁹, etc. (b). The explanation of the concept is quite controversial because its definitions are disparate in nature and in their core meaning. There are at least eight possible contexts from which it is derived. **System.** The systemic approach is the most common. Kovalevskii and Zasurskii explain it ideologically neutrally as “the system for training contributors to news, magazines, radio and television, as well as editors of literature for mass audiences”⁹⁰. Fateeva goes further and represents it from a broader social context as “a direction of the study of sustainable forms of organization and regulation of social life”, claiming journalism education is “a social institution set up to achieve certain socially significant goals and objectives. As with any social institution, journalism is in the interests of a particular social group (in this case, a professional group) and serves to satisfy its interests”⁹¹. On the other hand, Shesterkina classifies journalism education as a part of the journalism system concluding that it “represents a system of organizations and institutions, which ensures the reproduction and improves human resources of journalism as a practice”⁹².

⁸⁰ JOSEPHI, B.: Journalism education. In HANITZSCH, T., WAHL-JORGENSEN, K. (eds.): *The Handbook of Journalism Studies*. New York : Routledge, 2009, p. 42.

⁸¹ FRÖHLICH, R., HOLTZ-BACHA, C.: Structures of Inhomogeneity – Dilemmas of Journalism Training in Europe. In *The International Association of Mass Communication Research Conference*. Seoul, 1994, p.1-16. [online]. <<https://files.eric.ed.gov/fulltext/ED377537.pdf>>

⁸² BISWAS, M., IZARD, R.: Assessment of the Status of Diversity Education in Journalism and Mass Communication Programs. In *Journalism and Mass Communication Educator*, 2009, Vol. 64, No. 4, p. 382. [online]. [2020-07-04]. Available at: <https://www.researchgate.net/publication/254116847_2009_Assessment_of_the_Status_of_Diversity_Education_in_Journalism_and_Mass_Communication_Programs>.

⁸³ DUGNAN, B. (ed.): *Encyclopedia Britannica*. [online]. [2021-04-11]. Available at: <<https://www.britannica.com/topic/journalism>>.

⁸⁴ FATEEVA, I.A., 2008, as cited in DADAKHONOV, A. O.: Journalism Education as a Basis for the Development of Journalism Sphere. In *Science and Education*, 2020. Vol. 1, No. 3, p. 624. [online]. [2021-03-06]. Available at: <<http://opencience.uz/index.php/sciedu/article/view/299>>.

⁸⁵ JOHNSON, J. T.: New Education for Journalists. In PHELPS, R. H. (ed.): *Nieman Reports*, 1995, Vol. 49, No. 3, p. 67. [online]. [2020-06-17]. Available at: <https://niemanreports.org/wp-content/uploads/2014/04/Fall-1995_150.pdf>.

⁸⁶ CARVALHO ALVES, K. et al.: Collaborative Learning in Digital Journalism. In *Brazilian Journalism Research*, 2014, Vol. 10, No. 1, p. 238. [online]. [2020-05-13]. Available at: <<https://bjr.sbpjor.org.br/bjr/article/view/633>>.

⁸⁷ ADAM, G. S.: The Education of Journalists. In *Journalism*, 2001, Vol. 2, No. 3, p. 315. [online]. [2020-07-24]. Available at: <<https://doi.org/10.1177/146488490100200309>>.

⁸⁸ See: KHUBETSOVA, Z., KORKONOSENKO, S., BLOKHIN, I.: Journalistic Education: Conceptualization and Media Competences. In *Mediterranean Journal of Social Sciences*, 2015, Vol. 6, No. 3, p. 107. [online]. [2022-04-02]. Available at: <<https://www.richtmann.org/journal/index.php/mjss/article/view/6658>>.

⁸⁹ NOWAK, E.: Press Freedom and Pluralism on The Micro Level: Journalistic Qualifications and Professionalization. In CZEPEK, A., HELLVIG, M., NOWAK, E. (eds.): *Press Freedom and Pluralism in Europe. Concepts and Conditions*. Bristol, Chicago : Intellect, 2009, p. 93. [online]. [2021-07-08]. Available at: <<http://ndl.ethernet.edu.et/bitstream/123456789/28917/1/44.pdf.pdf#page=92>>.

⁹⁰ KOVALEVSKII, K. A., ZASURSKII, I. A.: *The Great Soviet Encyclopedia*, 1970-1979. 3rd Edition. [online]. [2020-04-17]. Available at: <<https://encyclopedia2.thefreedictionary.com/Journalism+Education>>.

⁹¹ FATEEVA, I.A., 2008, as cited in DADAKHONOV, A. O.: Journalism Education as a Basis for the Development of Journalism Sphere. In *Science and Education*, 2020. Vol. 1, No. 3, p. 624. [online]. [2021-03-06]. Available at: <<http://opencience.uz/index.php/sciedu/article/view/299>>.

⁹² SHESTERKINA, L. P., 2012, as cited in VLADIMIROVA, T. N., FEFELKINA, A. V.: Systematic Analysis of Formation of Journalism Education. In *Life Science Journal*, 2014, Vol. 11, No. 10, p. 461-462. [online]. [2020-03-17]. Available at: <http://www.lifesciencesite.com/lj/life1110s/088_25665life1110s14_461_464.pdf>.

Education process. A *Lexicon of the Radio and Television* Galić defines it as a formal “process of institutionalized acquisition of the journalistic knowledge and skills”⁹³ while neglecting all other forms of journalistic learning such as nonformal and informal and their types. **Form of communication.** An explanation of journalistic education as “an organized and sustainable communication for the purpose of journalistic learning”⁹⁴ includes all the formerly mentioned. **Value.** Most definitions are drawn from or emphasised in the same framework – the quality of teaching or performance. Examining quality indicators in journalistic education, Nowak starts from Ruß-Mohl’s statement that “the most important contribution to preventive quality assurance in journalism is undoubtedly made by a good journalist education”⁹⁵. Thereby Nowak emphasizes “quality as a transformative value” for which the “institution in the broadest sense, the teachers and the learners”⁹⁶ are most responsible in particular due to the interests of a democratic society. Starting from the premise that it has a mission to teach (gaining abilities and competencies), train (developing skills) and prepare students for the media industry’s demands, the proposal of the model curricula for formal journalism education and training by UNESCO is an example of the elaboration of such content of journalism education which presupposes quality.⁹⁷ From the same perspective, Josephi correctly aims at the strong connection between journalists and journalism pointing out “journalism education is seen as improving the quality of journalism by improving the quality of journalists”⁹⁸. **Study program for journalism teachers.** There is also an understanding of journalism education solely from a teacher’s perspective, so Yagle defines it as “journalism courses aimed at educating college students to become future journalism teachers-publications advisers”⁹⁹. **Form of media education.** Authors within another scientific forum relate journalism education to “media education”, e.g. Fateeva who explains that “journalism education is the professional special media education active type, intended for the training of journalists and existing in step after-school training”¹⁰⁰, and to “media literacy”, such as Berger and Foot who stated: “the quality of journalistic education is thought to have an impact on the quality of life and the quality of society. Journalism education also educates not only practitioners, but also the public in general. This goal is to ensure that journalism educators properly serve and promote media literacy that serves the interests of the media industry, which has a great goal of serving the public”¹⁰¹. **Professionals’ training.** Nosova turns to the surroundings in which the praxis is conducted, emphasizing that “journalism education should train professionals who will be able to work in the decentralized communities”¹⁰². It is a continuation of the long tradition

⁹³ See: GALIĆ, M. (ed.): *Leksikon radija i televizije*. Zagreb : Hrvatska radio-televizija, 2016.

⁹⁴ VUKIĆ, T.: *Novinarske vještine u hrvatskim visokoškolskim programima za obrazovanje novinara*. [Dissertation Thesis]. Croatia : University of Zadar, 2014, p. 303.

⁹⁵ NOWAK, E.: *Qualitätsmodell für die Journalistenausbildung: Kompetenzen, Ausbildungswege, Fachdidaktik*. [Dissertation Thesis]. Germany : Universität Dortmund, 2007, p. 1. [online]. [2021-04-08]. Available at: <<https://eldorado.tu-dortmund.de/handle/2003/24721>>.

⁹⁶ Ibidem, p. 221.

⁹⁷ See: *Model Curricula for Journalism Education*, 2007. [online]. [2020-05-26]. Available at: <<https://unesdoc.unesco.org/ark:/48223/pf0000151209>>.

⁹⁸ JOSEPHI, B.: Journalism Education. In HANITZSCH, T., WAHL-JORGENSEN, K. (eds): *The Handbook of Journalism Studies*. New York : Routledge, 2009, p. 42.

⁹⁹ YAGLE, P.: *Journalism Teaching – Advising Courses at West Virginia University and 103 Other Schools*. [Master of Science Thesis]. USA : West Virginia University, 1975, p. 43.

¹⁰⁰ FATEEVA, I. A.: 2007, as cited in VLADIMIROVA, T. N., FEFELKINA, A. V.: Systematic Analysis of Formation of Journalism Education. In *Life Science Journal*, 2014, Vol. 11, No. 10, p. 92. [online]. [2021-03-06]. Available at: <http://www.lifesciencesite.com/ljsj/life1110s/088_25665life1110s14_461_464.pdf>.

¹⁰¹ BERGER, G., FOOT, J. 2013, as cited in DADAKHONOV, A. O.: Journalism Education as a Basis for the Development of Journalism Sphere. In *Science and Education*, 2020, Vol. 1, No. 3, p. 627-628. [online]. [2021-03-07]. Available at: <<http://opencscience.uz/index.php/sciedu/article/view/299>>.

¹⁰² NOSOVA, B. M., 2019, as cited in BUTYRYNA, M. V.: Competency Based Approach to Journalism Education: Western Experience and Ukrainian Practice. In *Communications and Communicative Technologies*, 2020, Vol. 20, p. 14. [online]. [2021-03-17]. Available at: <<https://cct.dp.ua/index.php/journal/article/view/160>>.

of considering journalism education in terms of the professionalization of journalism.¹⁰³ More precisely, “specialized education for journalism”¹⁰⁴ is determined as one of the crucial parameters of the discussion in that sense. **Specific field of pedagogy.** Dadakhonov places journalism education as a field of specialized pedagogy naming it “pedagogy of journalism”, stating it is “*the study of issues that have arisen in the period of journalism and pedagogical sciences, training of journalists and determining the professional and cultural identity of journalism. On the other hand, it is a type of professional media training aimed at training specialists in journalism*”¹⁰⁵. **2. (Journalism education studies)** An academic field of enquiry dealing with at least ten main approaches defined by Deuze such as motivation, paradigm, mission, orientation, direction, contextualization, education, curriculum, method, management and organization.¹⁰⁶ It is usually part of the information and/or communication scientific field, or/and branches such as media studies, communication studies and journalism studies. It is often researched as one of the journalism studies topics, therefore the subject can be found in numerous articles published in top-ranked peer-reviewed international journals such as *Journalism*, *Journalism studies*, etc., as well as in forms of chapters in publications like *The Handbook of Journalism studies*.¹⁰⁷ Kunczik and Zipfel consider it a part of media and communication studies answering the question of who the communicator is by studying ‘persons and organizations participating in creation and dissemination of media content. It deals, for example, with their training ...’.¹⁰⁸ **3. (Journalism Education)** An international peer-reviewed journal of the Association for Journalism Education (ISSN: 2050-3903) of higher journalism education educators in the UK and Ireland. It helps promoting and developing ‘analysis and understanding of journalism education and of journalism, particularly when that is related to journalism education’. The journal publishes original research articles, reviews and commentaries. The first issue dates from April 2012, while so far 18 issues were released (ending in 2021).

5 Conclusion

Hence, how to proceed? Given the amount of literature about the education of journalists from all the above-mentioned directions, and the fact that it will be the first contribution to the discipline’s reference literature, each chosen path is a good one and any attempt should be welcomed. A glossary could be a reasonable start which can be followed for example, by

¹⁰³ See also: MALOVIĆ, S.: Educating Journalists; Universal Ignoramuses or Highly-educated Specialists? In *Politička misao: časopis za politologiju*, 1998, No. 35, Vol. 5, p. 221-232. [online]. [2020-04-17]. Available at: <<https://hrcak.srce.hr/32134>>; MALOVIĆ, S.: Knowledge and Skills – Guarantee for Professionalism. In *Medijska istraživanja: znanstveno-stručni časopis za novinarstvo i medije*, 2000, Vol. 6, No. 2, p. 97-100. [online]. [2020-04-17]. Available at: <<https://hrcak.srce.hr/26304>>; MALOVIĆ, S: Croatia’s Bitter-sweet Experiences: Education of Journalists in Croatia. In JUSIĆ, T., DEDOVIĆ, M. (eds.): *Education of Journalists in South-East Europe. A Step Closer to Professionalism*. Sarajevo : Media Online Selections, 2002, p. 58-72.; VILOVIĆ, G.: Journalistic Workshop. In *Politička misao: časopis za politologiju*, 1999, Vol. 36, No. 1, p. 204-227. [online]. [2020-04-17]. Available at: <<https://hrcak.srce.hr/32073>>.

¹⁰⁴ DUGNAN, B. (ed.): *Encyclopedia Britannica*. [online]. [2021-04-11]. Available at: <<https://www.britannica.com/topic/journalism>>.

¹⁰⁵ DADAKHONOV, A. O.: Journalism Education as a Basis for the Development of Journalism Sphere. In *Science and Education*, 2020, Vol. 1, No. 3, p. 624. [online]. [2021-03-06]. Available at: <<http://openscience.uz/index.php/sciedu/article/view/299>>.

¹⁰⁶ DEUZE, M.: Global Journalism Education. In *Journalism Studies*, 2006, Vol. 7, No. 1, p. 19. [online]. [2020-05-11]. Available at: <https://www.researchgate.net/publication/233298381_GLOBAL_JOURNALISM_EDUCATION>.

¹⁰⁷ See: JOSEPHI, B.: Journalism Education. In HANITZSCH, T., WAHL-JORGENSEN, K. (eds): *The Handbook of Journalism Studies*. New York : Routledge, 2009, p. 42-58.

¹⁰⁸ KUNCZIK, M., ZIPFEL, A.: *Uvod u znanost o medijima i komunikologiju*. Zagreb : Zaklada Freidrich Ebert, 2006, p. 5.

extensive terminology work for the (encyclopaedic) dictionary. Namely, the work of integrating all available definitions, understandings, contexts and concepts must not end with publishing a glossary. It should be a dynamic, on-going work process considering the fact that the discipline's terms and their meanings are constantly evolving, as well as the related professions. Therefore, a flexible approach, keeping up with the times is recommended.

To sum up, regardless of the numerous potential challenges in the realisation of a such publication, a reference book is decisive for the sustainability of the journalism education discipline, making the endeavour of compiling a glossary an urgent need. Bearing that in mind, and the fact this could be considered as a first step in such thinking, contributions by other scientists would be highly appreciated.

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