

European Journalism Education

To Melina

European Journalism Education

Edited by Georgios Terzis



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The Estonian Journalism Education Landscape

Epp Lauk

Introduction

The story of journalism education in Estonia is also a story about journalism and the profession of journalism. All three are survival stories that reflect the historical reality of Estonia as a country and as a nation. Journalism and journalism education are shaded by political systems wherever they exist. They perform different roles and functions in diverse regimes and are dependent on the degree of freedom at their disposal. Journalism in Estonia dates back for over 300 hundred years but in that time there has been freedom of press for less than 30 of those years. This is because Estonia has been ruled by a succession of foreign powers throughout its history (cf. Misiunas and Taagepera 1993: 13–25; O’Konnor 2003).

The role of journalism and journalists in nineteenth century Estonia, a province of the Russian Empire at the time, was to become the ‘voice for Estonians by Estonians’. The emerging national press, stressing and propagating cultural and national values and uniting Estonian people around these values rapidly became an important means of ‘nation-building’ and, later on, national survival. The second half of the 19th century was also a period of strictest censorship when the ‘camouflage’ strategy ‘reading and writing between the lines’ began to develop (Høyer, Lauk and Vihalemm 1993).

By the late 1930s, journalism in the independent Estonian Republic (1918–1940) had gained several characteristics of a profession: a professional organization – the Estonian Journalists Union (EJU) with a membership of 100–120 was established to safeguard professional values, ethics and journalists’ integrity, and to protect journalists’ interests in relation with their employers. The EJU also maintained contacts with many journalist organizations in Europe. Although there was a lively discussion in the Estonian press during the inter-war years on the quality of journalistic production and journalist training, no attempt was made to establish any kind of formal professional education for nascent journalists (Lauk 1993). Journalists had various educational backgrounds and gained their professional skills in the newsrooms. The EJU occasionally arranged courses for reporters and editors, and gave scholarships for studying abroad.

The Soviet take-over of Estonia in June 1940 and the remaining years of World War II oversaw the complete destruction of both the profession of journalism and the free press. In the first six months of the Soviet rule, 32 journalists were executed. Several hundreds were arrested and sent to Siberian labour camps in the deportations of 1941 and 1949, and only a few succeeded in escaping abroad at the end of the WW II. Out of nearly 700 journalists

who worked in the Estonian press in early 1940, only a few continued their careers after the restoration of the Soviet regime in 1944. There is still no information concerning the 211 journalists who disappeared during 1940–46.

The time of birth

The imposition of the Soviet model of journalism after World War II in Estonia was relatively smooth as there were no more bearers of the continuity of old traditions and values. The Soviet regime made journalism the most important tool of brainwashing the population. Freedom of speech was constitutionally guaranteed for the exclusive purpose of securing the Socialist order and serving the interests of the Communist Party. An overwhelming censorship mechanism was developed and maintained in order to supervise and control the content and performance of the media (cf. Lauk 1999).

For ten years after the war, journalists for the Estonian Communist press were trained in the Journalism Schools and Faculties of the Communist Party Colleges according to the Soviet journalist doctrine. These studies consisted of courses lasting from between two to three weeks up to twelve months. More important than professional skills and knowledge was loyalty to the Communist authorities. Most of the post-war journalists, however, had no journalism training whatsoever. It is hardly surprising then, that as a consequence the ‘wooden language’ style and propagandistic content, characteristic to the Soviet press, developed in the Estonian print media.

Journalism education in most of the former Communist countries in Central and Eastern Europe is a post-World War II phenomenon and almost always developed in literature departments at universities (Johnson 1999: 34). Estonia is not an exception.

Journalism education in the Estonian language at Tartu University began in 1954 as a direct result of an error of judgement by the ideological overseers in 1952. The Faculty of Humanities, in 1952, had applied to establish a Department of Journalism with twenty five students. The Faculty, had in the applications, stated that a key factor in the need for the

The Soviet journalist doctrine

It is the party that guarantees the journalist the necessary freedom of action [...]. In using the freedom of activity, offered by the party, the journalist must see to it that this freedom is realized to the fullest extent in the interests of society. The party has the right to demand from the journalist ideological clarity, definite views and a principled manner.

In case when the activity of a journalist does not correspond to the demands of the party, it is empowered to deprive him of the right to speak in its name or may choose other means of influence over him. (Tepljuk 1989)

Department was the rising propaganda importance of the press coupled with the shortage of professional journalists. The authorities felt that supervising an entire department was a lot more difficult than a 'specialist' section in philological studies. Consequently, the Ministry of education allowed 'journalism' to be included as a specialist course in the curriculum of Estonian language and literature in the academic year of 1954. The error of judgement lay in underestimating the power of Estonia's mother tongue to act as a unifying factor in the survival of the nation and as an opposition factor against the Soviet authorities.

In 1954, the first eight students were enrolled. For the next 40 years, the University of Tartu remained the only institution in Estonia that provided journalism education. During the first two decades, 1954–1976, journalism was offered as a specialty at the Department of Estonian Philology to small groups of seven to ten students. In 1976, a separate five-year long journalism curriculum was launched and twenty five students enrolled. Two years later, the independent Department of Journalism was established with six teachers on the staff.

The 'founding father'

As a rule, institutions and ideological movements require an innovator to have the idea and then to nurture the concept through its formative years till it can survive on its own. Fortunately for Estonian Journalism Education there was a 'founding father'. Juhan Peegel (1919–2007), a young, newly qualified teacher was employed as a researcher in Estonian language and folklore. Crucially he had had experience working as a journalist for the free press during the pre-War years as well as for a Soviet newspaper during his time as a student at the University. Peegel was instrumental in the Faculty's plan to create the Department of Journalism.

Given the responsibility of compiling the curriculum, Peegel modelled the existing officially-accepted curriculum of Estonian philology to suit the needs of teaching journalism. He managed to avoid teaching propaganda journalism by building up journalism courses on linguistics, the mother tongue, the history of Estonian language and culture and the traditions of the national press; and subsequently became the only full-time teacher of journalism. Furthermore, with the help of his students, Peegel also initiated a lasting research into Estonian journalism history that remained the only field of journalism research for the next ten years.

Walking at the edge of abyss

Tartu University was one of the strongest centres of the silent resistance and opposition to the ruling regime throughout the fifty years of Soviet occupation. The brief method employed by Professor Peegel to explain to his students the concept of a freedom of choice fairly reflects the subversive teaching atmosphere in the University: 'God said to Adam:

Please, choose yourself a wife! – And he gave him Eve'. His advice to students who began their careers as journalists was dangerously heretical: 'If you are asked to publish something that you feel you cannot do, find a way to say no'.

At the beginning of the 1970s, the Communist Party launched a major campaign aimed at 'the strengthening of the ideological work of the masses'. As a direct consequence the existence of Journalism education in Estonian language at the University of Tartu came under serious threat. The Communist Party Colleges, which were specialists in training the 'Party soldiers' using Russian as the language of instruction had already taken over journalism training in Latvia and Lithuania (Gross 1999: 151). Fortunately the Head of the Propaganda Department of the Central Committee of the Communist Party in Estonia, at that time, was a former journalism student. His intervention ensured that the courses in journalism continued in Estonian at Tartu.

The Communist Party was all too aware that the media was a double-edged sword. Consequently anyone involved in the field of journalism education, be they students or teachers came under continuous surveillance from the KGB and Communist Party officials. The KGB was seldom successful in their numerous attempts to recruit voluntary informers among journalism students and teachers. More successful was the strategy of blackmailing and intimidation. In some cases, for example, students were trapped by the KGB when caught by the militia for minor public disturbances, and under the threat of being expelled from the University, they were then released by the KGB on the condition of the agreement of cooperation. There were cases where such students came to their professors and told them what had happened.

Institutions that came under such close scrutiny had two choices: either they ceased any activity the scrutinizers deemed subversive or devised a 'camouflage' strategy that disguised all intentional activity. In the Department of Journalism, a 'hidden curriculum' strategy was introduced.

The Communist authorities demanded that teaching in journalism must follow the official All-Soviet Union curriculum created in Moscow. The standard curriculum in Tartu was, however, fulfilled with a largely different content. For example, under the title of 'Criticism of the theory and practice of bourgeois journalism' the Department taught 'Mass Communication Theory'. In much the same manner, those subjects that were strictly off-limits in the All-Soviet model, such as the journalism of the Independence period and the journalism of the Estonian Diaspora, were included in the 'history of Estonian journalism' course. Methods of sociological research were also introduced to students when they wrote their research papers. This, of course, was not reflected in the curricula and syllabi, written in Russian, for those who kept their eye on the Department.

A small section of the All-Soviet curriculum was allowed to be fulfilled with local content. This enabled teaching the history of Estonian journalism and Estonian literature, literary and theatre criticism, environmental issues etc. that were all taught in a national context, without following official dogmas and interpretations.

The Code of Ethics adopted by the students of journalism in 1980 was a superb piece of camouflage. This was outwardly very dangerous for its position was contradictory to the Communist Party's view of the duties of a Soviet journalist – the 'daily concern about the strengthening of ideological influence over the masses' (Tepljuk 1989: 122). The Code stressed the common human values and stated, for example, that journalists should not work for the authorities but for the Estonian people; that they should defend transparency and truth, and not propagate values that they personally do not accept; and they should respect another's right for personal opinion as much as their own. Every student who signed the code, made a promise to follow it in their journalistic work.

A copy of the Code soon reached the KGB. However, in stressing human and professional values and taking a non-confrontational tone – the loyalty of students and teachers did not become an issue. Instead, the wording of the Code was condemned, as it did not use the compulsory ideological vocabulary of the Communist Party. The Code of Ethics remained unchanged from 1980–1997. It also remained the only Code of Conduct for Estonian journalists until 1997, when a new Code was adopted.

Naturally the pressure of working in such a strict ideological environment forced journalists to regularly make compromises in balancing their convictions with expressions of loyalty to the 'paymaster'. Those who had graduated from Tartu University had benefited from the atmosphere of a small, tightly knit, academic community where they had been taught to appreciate national and cultural values, a code of ethics, and ideas of serving their nation. Few became true collaborators. A survey among Estonian journalists in 1988 indicated that the most highly appreciated professional values of the Soviet time were integrity, devotion to serving their readers and a creative attitude towards their work.

A new beginning for journalism education

The mass media played a significant role in demolishing the Communist regimes in East and Central Europe and in the reconstruction of democracy and the free market economy. In the process of restructuring the media systems, these countries experienced a short period of a huge expansion of the press that brought thousands of inexperienced newcomers to journalism jobs. In Estonia, 51 per cent of journalists started their careers between 1990 and 1995 and most of them did not have any journalism training whatsoever (Lauk 1996).

New forms of journalism and mass media emerged, which did not always meet the needs of democratic publicity, but did meet consumer and business expectations. 'Much was done simply to make a profit in a new marketplace, regardless of ethical concerns, and sensationalizing media content was often the easiest way to make money' (Hiebert 1999: 81). The newcomers had only a vague idea about the principles of good journalistic practice, about the media's role in developing democracy and civic society and their own professional responsibilities.

Journalists and journalism educators in Estonia faced the same difficulties as the other post-Communist societies in re-defining the role of journalists and journalism in the new

circumstances. Re-conceptualizing journalism education was a part of the challenges of the rapidly changing times. A number of practical problems also needed to be solved: lack of textbooks and manuals, lack of appropriate technical equipment and facilities and computers, lack of competent teachers and researchers, scarcity of resources etc.

The immediate bonus of independence in the transition period was that new avenues and opportunities to learn opened up for both the teachers and the students. Contacts with universities abroad were quickly established. This aided the rapid re-orientation of the curricula and the upgrading of the content. Already at the dawn of independence, in the summer of 1990, the first cooperation agreement between the journalism Department of Tartu University and the Department of Journalism and Mass Communication of the University of Tampere, Finland, was launched. Soon after the first visit of a delegation from Tampere, the journalism Department in Tartu received several shipments of books from Finland. These initiated the foundation of the library that today has over 5000 titles and 132 journals, and is the best and the largest library of media and communication literature in Estonia.

A major change in the Department occurred in 1992. Up to that point journalism was taught within the Faculty of Humanities. The Department has since become part of the Faculty of Social Sciences. This change was a reflection of the movement in the perspective of the whole profession, where the spirit of resistance was no longer necessary as journalists adapted to the key elements of the free market economy – mutually beneficial alliances with sources of revenue.

The curriculum had started to change as early as 1989, when the proportion of practical training and internships was dramatically increased. This was basically an immediate response to the high demand of the time for journalists and reporters caused by the rapid diversification and expansion of the Estonian media. So great was the demand that many students left the Department after just one or two years of studies to go into well paid work in the press, television and commercial radio. Within a few years, however, it became obvious that the potential of academic education was not so much in providing students with good practical skills, but in developing their analytical skills and expanding their knowledge of media and society and their interaction.

In 1990, just prior to Estonian independence, a major curriculum reform occurred at the University of Tartu – the requirement to follow official Soviet curricula was abolished. A new structure of studies was introduced that included a 4-year Bachelor's programme of 240 study units of the European Credit Transfer System (ECTS), a 2-year Master's programme (120 ECTS) and a 4-year Doctoral programme (240 ECTS). Postgraduate study programmes in Journalism, as well as in Mass Communication, were established in 1992. Since 1996, the Department also started teaching Public Relations (PR) at the Bachelor's level. PR is taught in the contexts of organizational and marketing communication, political communication and knowledge management. Master's and Doctoral programmes in Media and Communication were established in the year 2000. As the number and scope of the programmes taught in the Department had become much broader than just journalism, the name of the Department was changed to the Department of Journalism and Communication in 2000.

Study programmes in Journalism¹

The curriculum of journalism was essentially restructured and revised again in 2001, when the University of Tartu introduced the principles of the Bologna Process (3-year Bachelor's, 2-year Master's and 4-year Doctoral programmes). As a result, in the autumn of 2002, students were for the first time admitted to the Journalism and Public Relations programme at the BA level. By the autumn of 2005, admission was opened to three Master's level programmes: Journalism, Media and Communication, and Communication Management. The BA programme aims at giving a basic education in journalism and communication, elementary knowledge and skills for doing research in journalism and communication, and skills for working as a reporter or public relations officer. The first year studies, therefore, mostly contain general introductory courses in social sciences. In the second year students can choose specialization courses on public relations or journalism or a combination of both, and in the third year, more specific courses in journalism, communication and public relations. It is possible to graduate from the BA programme either by writing and defending a thesis (demonstrating the ability of using theoretical and methodological knowledge obtained during the studies by solving a specific empirical or practical problem) or passing a BA exam.

The 2-year Master's programme in Journalism qualifies students to work as an editor in the press or electronic media. It is also possible to join the Master's programme after the successful conclusion of Bachelor's studies in some other discipline, so long as certain subjects from the journalism curriculum have been taken as optional courses. The Master's level programme provides students with the theoretical knowledge necessary for critical assessment and understanding the developments of the media and society. The students also obtain the knowledge and skills for independently solving the problems related to information analysis, text production and teamwork. The initial supervisory experience allows them to critically reflect both their own and others' professional performance. The programme offers intensive teaching and training of various methods of research and journalistic practice and prepares the students for work as editors in the press, broadcasting or online media. The experience of academic research allows continuation of studies at Ph.D. level. Optional courses in Media Literacy give the students an option to work as a media teacher in primary or secondary schools.

During the Master's studies, the students spend 14 weeks (in two periods) in media organizations completing various tasks. During their internships, the students have a mentor in the news organization and also have close contact with a supervising teacher. Graduation from the MA programme is possible either by submitting a research thesis or passing an exam. A Master's thesis in journalism is an original piece of research, which contains an overview of respective literature, a methodological and theoretical chapter, description of empirical data and data analysis, and results of the research. The thesis must contain elements of problem setting and solution, and offer new aspects for understanding the object of the study.

Table 1: The number of students at the Institute of Journalism and Communication 2002–2007.

	2002	2003	2004	2005	2006	2007
All BA and MA programmes (number of graduates)	262 n.a.	304 n.a.	345 (36)	374 (91)	401 (80)	422 (101)
Doctoral programmes	13	17	24	28	29	36
Total	275	321	369	401	430	458

The Doctoral programme of the Institute of Journalism and Communication² is in Media and Communication, but theses can also be written on journalism issues. Doctoral students are involved in the research projects of the Institute and they must also publish their results in international journals.

In general, instruction in the Institute of Journalism and Communication is in Estonian, but the Institute also provides teaching in English in the format of a non-degree programme for international students (24 ECTS).

The study programmes of the Institute of Journalism and Communication successfully passed international accreditation in the spring of 2008.³

Research

A specific difference between university education and vocational education is that the former is supported by research and based on research results. Therefore, all university teachers – and also the students – are involved in research.

During the Soviet time, all research into mass communication and journalism was limited and strictly controlled. As a result, so many taboos and sensitive issues existed that the publication of sociological research data was next to impossible. Deliverance from ideological supervision enabled the Institute to enlarge and diversify both the scope and the methods of research and to join the international academic community.

Since Estonia's independence, research into Estonian journalism has developed from historical descriptions to analyses and comparisons; and includes issues such as development of journalism as a profession, sociology of news, various text and document analyses, discourses of censorship, changes in journalistic culture, journalism ethics, media policy, media literacy etc.

The first comparative historical-sociological study (in English) about the development of the media in all three Baltic countries (*Towards a Civic Society: The Baltic Media's Long Road to Freedom* by Høyer, S.; Lauk, E. and Vihalemm, P.) was published as early as 1993, as a result of the joint efforts of journalism and media researchers from Vilnius, Tartu, Riga and Oslo.

The focus of the sociological media research shifted from limited audience studies and content analysis of newspapers and radio broadcasts to issues of societal and political

Table 2: The number and qualifications of employees in the Institute of Journalism and Communication in 2008.

	<i>Staff</i>	<i>Doctoral degree</i>	<i>Master's degree</i>
Professors	3	3	
Senior lecturers	4	4	
Lecturers	3	1	2
Researchers	8	3	6
Assistants	6		6
Total	24	11	13

transition and the media in the 1990s. Changing values and identities, political culture and political communication, issues of the integration of non-Estonians, development of social space etc. are some of the current fields of research (see more: Vihalemm 2001). From 2000 onwards, the new media and development of the 'information society' in Estonia has become increasingly relevant.

A young, well-educated and qualified generation of researchers is developing (see Table 2). Prior to 1997, there was just one academic in Journalism holding a Doctoral degree and two holding a Candidate degree of the Soviet period (which was later deemed to be on a par with a Ph.D.). Between 1997 and 2008, nine Doctoral degrees have been obtained by young scholars of whom one defended in Norway and three in Finland.

International contacts

The Institute of Journalism joined the European Community higher education programme ERASMUS in the academic year 1999/2000 and is collaborating today with universities and colleges in twelve countries (with twenty bilateral agreements for students and teaching staff exchange in the academic year 2007/2008). In the framework of the ERASMUS programme, the longest and closest cooperation partners have been the Danish School of Media and Journalism in Århus, the University of Oslo, the Swedish School of Social Sciences of the University of Helsinki, the University of Jyväskylä, the University of Tampere and Hanze University Gröningen. During the years 2005–2007, twenty three students have had the opportunity to study in partner universities and twenty six foreign students have been studying in the Institute of Journalism.

The Institute is also a member of the European Journalism Training Association (since 1995). The research and teaching staff of the Institute is also an institutional member of the International Association of Media and Communication Research (IAMCR). The institutional membership in international professional organizations includes the European Public Relations Education and Research Association (EUPRERA), the International

Communication Association (ICA), the European Communication Research and Education Association (ECREA) and the Baltic Association for Media Research (BAMR).

The Institute has organized four European Media and Communication Doctoral Summer schools in Tartu during 2005–08. The first summer school was mainly organized using the resources of the Institute, but the second received funding from the European Commission with the project named ‘Intensive Programme in Media and Communication – enlarging Europe, enlarging communication’. In 2007, the summer school project successfully applied for three continuous years of funding and for the period of 2007–09 the project is called European Media and Communication Doctoral Summer School. The 2007 application included eighteen partner universities.

The objectives of the Summer School for 2007–09 include: (1) to provide an intercultural and multilateral dialogue between academics of new and old EU member states, focusing on an enlarged Europe, its democracies, its people, its ethnicities and the role of media and journalism; (2) to provide mutual support for Doctoral studies in Media and Communication in the expanding network of the partner universities, supported by ECREA; (3) to further expand the collaboration to those universities not yet members of the network; (4) to create a respectful but critical dialogue between academic researchers, governments, civil society and media industries (Self-Evaluation Report 2007: 65).

Other journalism and communication programmes in Estonia

In addition to Tartu’s journalism programmes, some alternative curricula have existed in journalism, media and communication studies in Estonia since 1995. During 1995–1998, advertising and media, film and video production courses were taught in Tallinn Pedagogical University, and media and public relations at Concordia International University Estonia (CIUE, a private institution). In recent years, these curricula have been united under the auspices of Tallinn University, CIUE no longer exists and Tallinn Pedagogical University has been reorganized into Tallinn University. Tallinn University’s Baltic Film and Media School (BFM) offers programmes in English in television and cinema production, audio-visual media and PR at Bachelor’s level (three years); Communication management and the Art of Film and Video at Master’s level (two years). The Film Department also teaches film-making in Estonian both at BA and MA level. BFM is orientated to teaching practical skills and artistic vision and preparing high quality specialists in the media production field. Therefore, there is no emphasis on academic research. Due to some problems in the curriculum design, the curricula of BFM were conditionally accredited in 2008 for three years.

Since 2007/2008, Tallinn University has taught a journalism programme in Russian (Institute of Slavonic Languages and Cultures) at BA level. The aim of this programme is to provide students with basic skills and knowledge necessary for starting a career in journalism and prepare for continuing studies in the field of media. The emphasis is on

Russian culture and journalism. At the Master's level, Tallinn University offers a programme for editors-translators. The purpose of this programme is to educate bilingual professionals able to work as translators and editors both in Estonian and Russian language media. The Institute of Estonian Language and Culture of the University of Tallinn also offers a Master's programme for Estonian language editors, trained in editing specific texts of various fields of life (e.g., law, public administration), including the media. This programme does not contain journalistic subjects, such as for example, news writing.

Tallinn University also teaches Communication, Information science and information management, but these programmes are not related to journalism.

Academy Nord, a private institution in Tallinn, offers a Marketing and Advertising programme in Estonian and Russian at BA level and a Psychology, Marketing and Communication programme at MA level.

The Estonian Journalists Union and Estonian Newspaper Association do not provide regular teaching, but arrange occasional workshops, seminars and courses for journalists.

Concluding remarks

Within the last 50 years, journalism education and research in Estonia have expanded from a single specialist course into a wide and varied curriculum that, while maintaining its roots deep in the national culture and conscience, has successfully reached across international borders into other languages and cultures.

The development of journalism education and research in Estonia could be, in retrospect, characterized by three distinct periods facing remarkably different challenges – the Soviet period 1954–1990, the post-Soviet Transition 1990–1998 and EU Accession and Membership period 1999–2009.

The key challenges of journalism education and research during the Soviet period and the post-Soviet Transition period were largely 'inwards' – Juhan Peegel and his colleagues' creation of Journalism courses that reflected Estonian values and Estonian resistance to Communist ideology, and latterly an attempt to rein in the lack of societal responsibility and professional ethics displayed by the media during the rapid transition from a command economy to free-market economics. A further challenge during the Transition period was posed by the Government's 'internetization' programmes by which Estonia would not play catch up with Western Europe in the use of Internet, but would put in place an innovative Wi-Fi technology enabling the entire population to have Internet access by the end of the first decade of the twenty-first century. Digitalization and the Internet era have, in a short period of time, brought about substantial changes in the nature of journalistic work, but also in its values and standards. It is fair to say that Estonia is an 'Internet society', and it is also developing rapidly as an 'information society'. A great deal of teaching already happens in a 'virtual environment' and the Web has become an element of both the study and research environment. The study programmes should be able to prepare journalists to meet the

demands of the rapid development of communication and information technologies in the best way. The educators, therefore, face a task of updating and revising curricula and teaching methods, that makes Curriculum Development a vital component of journalism education today. As a relatively new field, Media Literacy has also become an increasingly important sphere of teaching and research at the Institute of Journalism and Communication.

Two other phrases are relevant to the three periods – proactive and reactive. Journalism education and research during the Soviet period was proactive. During the Transition period, the pace of change within the media industry was rapid and chaotic and far quicker than any changes in the teaching and research of media and mass communications. During the EU period, Journalism education and research remains reactive in order to provide young journalists with high quality education and training to be able to meet the challenges of their working environment within globalizing and commercializing media industry. Journalists' professional choices and decisions depend increasingly on the interests of their employers, and this is reflected in the growing degree of self-censorship. An important aspect in academic journalism education is and will remain the adoption of professional consciousness, values and standards by the students.

The key challenge in the EU Accession and Membership period may be described as 'outward' looking in the need to meet international requirements not only at the educational level ('Bologna system') but also research levels which increasingly require membership of, and compliance with, international organizations and projects.

The 'division of labour' among Estonian higher education institutions that provide journalism, media and communication programmes will most probably change in future. Since the late 1990s, the university city of Tartu has had no mainstream media outlets. The majority of the media (and consequently, the jobs for media specialists and journalists) are concentrated in the capital of Tallinn. Tallinn University has a good potential to broaden the scope of journalism programmes and focus on practical training, while the Institute of Journalism and Communication at Tartu University will continue to be a centre of high quality research and journalism pedagogy.

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Notes

1. Description of the study programmes of the Institute of Journalism and Communication is based on *Self-Evaluation Report 2007*.
2. In September 2007, in connection with the University structure reform, the Department was named the Institute of Journalism and Communication.
3. See more about the study programmes and requirements at: <http://mail.jrnl.ut.ee/webpage/18>. Accessed 5 March 2009.

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