Starting Points for Possible Future Research on Journalism & Mass Communication Education

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Journalism & Mass Communication Educator has been a source for excellent scholarship for many years. In the future, this should not and will not change. This journal plans to maintain its central position in the study of journalism and mass communication education. In an effort to educate current and future scholars in this field, many studies could and should be conducted to enhance teaching and related functions, such as advising, reading rooms and libraries, internship and service learning experiences, administrative responsibilities, and more—so that students are prepared effectively and efficiently for successful working careers.

Even though *Journalism & Mass Communication Educator* has presented hundreds of research articles and essays, there is no reason to believe that there are no topics untouched or outdated. Generally, almost any scholarly study could be replicated or updated every ten years. In some areas, rapid developments in journalism, mass communication, and education, or society in general makes it important that certain follow-up studies are conducted in even more often.

In addition, many studies on mass communication education that have been published in Journalism & Mass Communication Educator and other journals were limited to small groups of participants, often convenience samples at one university, studied for only one semester. Studies that are more generalizable and/or longitudinally over time, are necessary for deeper and more certain knowledge about, and the development of, journalism and mass communication education. Furthermore, scholars should look into the possibility of using a variety of methodologies and research angles to report on effective teaching techniques and curricula development.

This Web site gives an overview of what research has been published in *Journalism & Mass Communication Educator*. The articles listed here date back to 1988 when the then *Journalism Educator* became a refereed journal. This is not only a bibliography; many questions—though not in the form of formal research questions—are noted as possible starting points in future research efforts. These issues are presented to encourage JMC professors and other scholars to conduct studies on those topics that are important for educating students in our field.

Most questions presented are referring to "JMC" in general, but answers could and should be split up in the different subfields of JMC, such as print journalism, broadcasting, advertising, and photojournalism. For instance, how and why do students make decisions about schools, programs, courses, etc? Another potentially important general question, are differences between the results and perceptions of students completing required versus elective courses? How do students look back at courses (2-4-6-8-10 years later) related to their post-graduation professional experiences? The findings for all these questions might differ enormously between students who have gone on to different careers, and are essential in understanding the academic environment and how students perceive the quality of the courses and programs offered.

These questions presented above, and those in other sections of this Web site, are not the only ones that need to be answered in the field of journalism and mass communication education.

Scholars are encouraged to come up with innovative approaches and solutions to acquire more knowledge about important issues.

Before many of the listed articles is "E," which stands for "essay," whether published by itself or as part of a formal "Symposium." This is to indicate which articles or did not use quantitative (or in some occasions qualitative) research methods, and were or were not blind refereed (all research articles were, but not all essays were). The essays, often written by senior scholars and always steeped in the relevant literature, are excellent starting points for new research and/or syntheses of existing research; in either case, they are important compliments to blind-refereed research articles.

The articles and essays listed in the bibliographies are sometimes indexed under multiple topic headings. To make this collection of research ideas not too overwhelming and complex it was decided not to mention articles for every subtopic. Scholars are encouraged to use electronic databases to do additional searches for articles to compliment the biographies presented here.

The bibliographies are divided in several topics. The main entries are listed below. (See also for more details and subtopics the Index)

For more information about, and to make suggestions for, this project on possible future research for *Journalism & Mass Communication Educator* and other journals, contact:

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Admission, Enrollment & Facilities

Admission standards

Oukrop, Brown & Parsons (Summer 1998)
Language exams and entrance requirements: A 20-year update
Steiner (Spring 1994)
E: Career Guidance Books Assess the Value of Journalism Education
John, Ruminski & Hanks (Autumn 1991)
Trends in Writing Skills Tests for Admission to Programs
Moberg (Autumn 1991)
E: Rhetorical and Grammatical Tests to Admit Students as Majors

- What are current admission standards for JMC programs?
- Did the admission standards change the last few years?
    - o Why and when are admission standards and/or changes in them necessary?
- What is the correlation between admitting students using language exams and their performances in JMC programs?
- What other kind of entrance exams are used for JMC programs?
    - o What topics are discussed during those exams?
    - o How much influence do these exams have on the admission process?
- What is the correlation between admission standards and GPA at graduation (assuming graduation)?

Enrollment

Becker, Vlad, Coffey & Tucker (Autumn 2005)
Enrollment Growth Rate Slows; Field's Focus on Undergraduate Education at Odds with University Setting
Becker, Vlad, Hennink-Karminski & Coffey (Autumn 2004)
2003-2004 Enrollment Report: Growth in Field Keeps up with Trend
Becker, Vlad, Tudor & Mace (Autumn 2003)
Annual Enrollment Report: Graduate and Undergraduate Enrollments In crease Sharply
Becker, Huh & Vlad (Spring 2003)
Predictors of Diversification of Journalism & Mass Communication Faculties 1989-1998
Becker, Vlad, Huh & Daniels (Autumn 2002)
Annual Enrollment Report: Growth in Number of Students Studying Journalism and Mass Communication Slows
Becker, Vlad, Huh & Prine (Autumn 2001)
Annual Enrollment Report Number of Students Studying Journalism and Mass Communication At....
Becker & Kosicki (Autumn 2000)
Undergrad Enrollments Level Off, Graduate Education Declines
Becker & Kosicki (Autumn 1999)
Enrollment and degrees awarded continue 5-year growth trend
Kosicki & Becker (Autumn 1998)
Annual survey of enrollment and degrees awarded
Becker & Kosicki (Autumn 1997)
Annual Survey for Enrollment and degrees awarded
Kosicki & Becker (Autumn 1996)
Annual survey of enrollment and degrees awarded

Becker & Kosicki (Autumn 1995)
Graduate Degrees Increase 23%, But Bachelor Numbers Decline
Briggs & Fleming (Summer 1994)
A Survey of Master's Programs Documents Diversity
Becker (Summer 2005)
Are We What We Enroll?
Pullen (Spring 2005)
E: Doing More with Less Is the Mantra of Burgeoning Enrollments.
Johnson & Ross (Spring 2000)
Advertising and public relations education: A five-year review
Kern-Foxworth & Miller (Summer 1993)
Multicultural Journalism Education Revisited: 1982-1991
Becker (Spring 1990)
1988 Grads Like First Jobs; Median Salary Increases
Endres & Wearden (Spring 1990)
Career Choices, Perceptions of Work by Undergrads

- What are the enrollment trends that might lead to changes in JMC schools or departments?
- Why do students enroll in JMC programs?
    - How many students enroll after finishing high school?
    - How many students change their majors to or from JMC and why?
- What are the most important factors for students selecting between JMC programs?
- What recruitment efforts are used to get more students into JMC programs?
- What are students' expectations of JMC study?
- What are students' expectations of work in JMC fields?
    - Current situation?
    - What do they expect for the future?
    - What are students' expectations of availability of jobs?
- Does expected salary influence not choosing JMC studies?
- What is the role of career advisers/tests/books on application JMC-programs?

Facilities

Fedler, Carey & Counts (Summer 1998)
Journalism's status in academia: A candidate for elimination?
Scott (Summer 1995)
The Technological Challenge for Curriculum and Instruction

- What facilities do JMC programs have?
- What facilities do JMC programs want?
- How much money do JMC programs spend on facilities?
    - Comparisons with other departments, schools, and departments?
- What are the average class sizes?
- How do enrollment trends affect current and future department needs?
- What changes in facilities are expected/anticipated in the near future?

Curricula

This section is divided in several topics covering curricula issues in journalism and mass communication educator. Scholars are encouraged to take notice of the different sections as many articles have relations to others united under a different heading.

Choose a topic to continue:

Curricula (JMC general)

Curricula (JMC general)

Rosenberry & Vicker (Autumn 2006)
Capstone Courses in Mass Communication Courses
Ryan & Switzer (Summer 2001)
Balancing Arts and Sciences, Skills, and Conceptual Content
Chen, Chung, Hlavach, Pierce & Viall (Summer 2001)
Pedagogy Under Construction: Learning to Teach Collaboratively
Hendrickson & Tankard (Winter 1997)
Expanding the news frame: The systems theory perspective
Keller (Spring 1996)
E: Small Colleges May Lead the Way in Curriculum for the 21st Century
AEJMC (Winter 1996)
E: Challenge: Responding to the Challenge of Change
Thompson (Autumn 1995)
E: Digital Communications: A Modular Approach to Curriculum
Scott (Summer 1995)
The Technological Challenge for Curriculum and Instruction
Iorio & Williamson (Spring 1995)
The Role of Liberal Arts Courses Within Communication Curricula
Carter (Winter 1995)
E: On the Essential Contributions of Mass Communication Programs
Dalton (Autumn 1994)
Promoting Professional Education at the Small Liberal Arts College
Atwater (Autumn 1993)
E: Reassessing and Reestablishing Our Academic Province
Cooper (Spring 1993)
Communication as Corpus Callosum: A Reorganization of Knowledge
Dickson & Sellmeyer (Autumn 1992)
Responses to Proposals for Curricular Change
Stocking (Autumn 1992)
E: Ignorance-based Instruction in Higher Education
Riffe, Hedgepeth & Ziesenis (Autumn 1992)
The Influence of Journals on Curriculum and Instruction
Parisi (Winter 1992)
Critical Studies, the Liberal Arts, and Journalism Education

Durham (Winter 1992)
E: Cultural History of a Curriculum: The Search for Salience
Dennis & DeFleur (Summer 1991)
E: Linchpin Concept: Media Studies and the Rest of the Curriculum
Horvath-Neimeyer (Spring 1990)
E: Journalism and Anthropology: Creation of Cultural Curriculum
Mencher (Winter 1990)
E: Confronting our Critics and Ourselves
Blanchard (Autumn 1988)
E: Our emerging role in liberal and media studies
Task Force on the Future of Journalism and Mass Communication Education (Spring 1989)
Challenges & Opportunities in Journalism & Mass Communication Education

(See also: **International studies**)

- Curricula debate: practical skills vs. "theory" courses vs. liberal arts
- What courses are offered in all JMC programs?
- What JMC courses are considered most important by educators?
- What JMC courses are considered most important by media professionals?
- Why is there a lack of theory in JMC undergraduate programs?
- Why is there a lack of philosophy in JMC undergraduate programs?
- How do practitioners look back on curricula as preparation for jobs in mass communication?
    - o Differences between interns, entry-level or experienced practitioners?
- How are journals used to change curricula?
    - o Why is there lack of use of scholarly journals to implement changes in curricula?
- Do schools have capstone courses?
    - o What is/are the goal(s) for capstone courses?
    - o How are the experiences by students?
- What are civic responsibilities in JMC academics?
    - o What are civic responsibilities that need to be taught in JMC courses?
- What other curriculum models are presented as options, besides U.S. industry orientation?
- How much attention is given to media's roles in democracy?
- Use of professionals in classrooms and/or assignments?
- Ignorance-based instruction in curricula?
    - o How many schools use this instruction?
    - o Effective?
- What topics discussed in introduction to mass communication courses?
- How much attention to routines in construction of news in JMC programs?
    - o Why often ignored or underemphasized in JMC (reporting) courses?
- How are students encouraged to search for high-quality sources?
    - o How much attention is paid to diversity of sources?
        - ▪ (E.g. experts, representation of social movements, etc.)
- Are there specialized courses to focus on sociology of news in JMC daily practice?

Diversity

Deuze (Winter 2006)
Multicultural Journalism Education in the Netherlands: A Case Study
Chiung (Summer 2004)
E: Internationalization of a College Newspaper: The Case of Ke Alaka'i
Baldasty, Bramlett-Solomon, Deuze, Gutiérrez, Liebler & Sanchez (Spring 2003)
E: Has the Dream Stalled?

Becker, Huh & Vlad (Spring 2003)
Predictors of Diversification of Journalism & Mass Communication Faculties 1989-1998
Stephens (Spring 2003)
Diversity Profile Report of the AEJMC Standing Committee on Professional Freedom and Responsibility
Lasorsa (Autumn 2002)
E: Diversity in Mass Communication Theory Courses
Manning-Miller & Dunlap (Spring 2002)
The Move Toward Pluralism in Journalism and Mass Communication Education
Daufin (Spring 2001)
Minority Faculty Job Experience, Expectations, and Satisfaction
Rose & Robbs (Winter 2001)
Multicultural Issues in the Advertising Curriculum
Ross & Patton (Spring 2000)
The nature of journalism courses devoted to diversity
Bramlett-Solomon & Liebler (Autumn 1999)
E: Enhancing theory courses with racially inclusive research
Valenzuela (Summer 1999)
Expanding coverage of diversity beyond ethnicity and race
Hon & Weigold (Spring 1999)
The meaning of diversity among the professoriate
Endres & Lueck (Spring 1998)
A new instrument to measure diversity in the curriculum
Rawitch (Winter 1996)
Designing a Model Program for Minority Students
Dickson (Autumn 1995)
Assessing Education's Response to Multicultural Issues
Adams & Bodle (Summer 1995)
Research Presented at Conventions: How Well Are Women Doing?
Creed (Autumn 1994)
E: The Value of Cultural Journalism to Diversity in the Mainline Press
Manning-Miller (Autumn 1993)
E: Confronting Discrimination and the Integrative Curriculum
Liebler (Summer 1993)
The Patterns of Diversity in the Student Body
Kern-Foxworth & Miller (Summer 1993)
Multicultural Journalism Education Revisited: 1982-1991
Morton (Spring 1993)
Minority and Female Representation Plans at Accredited Schools
Dickson (Winter 1993)
Sensitizing Students to Racism in the News
Cohen, Lombard & Pierson (Summer 1992)
Developing a Multicultural Mass Communication Course
Martindale (Winter 1991)
E: Infusing Cultural Diversity into Communications Courses
Starck & Wyffels (Autumn 1990)
Seeking 'Interculturalism' Dimensions in Textbooks
Paddon & Cobb (Spring 1990)
E: Overlooked Faculty Resource in Historically Black Colleges
Martindale (Spring 1990)
Recruiting Minority Students with Limited Resources
Escalante (Spring 1990)
E: Bilingual Newspaper Provides Improved Minority Coverage

Bramlett-Solomon (Summer 1989)
E: Bringing Cultural Sensitivity into Reporting Classrooms
Thompson (Summer 1989)
E: Racial Incidents Challenge Campus News Coverage: Adviser Sees New Role in Communication

- How many schools have separated JMC courses on diversity?
  - Why do students choose the class?
  - What is taught?
  - Textbooks?
  - Are the courses supported by administrators?
- How to diversify courses?
  - How can educators avoid a lack of diversity in course?
  - What new methods are necessary to avoid lack of diversity?
  - Is diversity presented by using Native American newspapers, etc?
  - What cultural & gender elements should be emphasized?
  - How much attention is there for gay, lesbian, bisexual, and transgender topics?
  - How do programs integrate intercultural matters into JMC courses? (See: Starck & Wyffels, Autumn 1990)
- How effective are efforts to monitor racially inclusive curriculum, especially at nonaccredited journalism programs?
- Do current curricula sensitize students to racism and other discrimination?
- Diversity in advertising curriculum?
  - How is knowledge about ethnic markets taught?
  - Resources spent on multicultural and other minority teaching?
- How is diversity presented in (theory) courses?
  - What diversity-related issues are discussed in JMC theory books?
  - What discussions about media and race are presented in JMC textbooks?
- What terminology used in textbooks?
- How much multicultural work available in library?
- Diversity of students
  - What are the reasons for current diversity percentages?
  - How are the current diversity percentages compared to other fields?
  - Recruitment efforts to accomplish diversity?
  - Impact of sociological and organizational variables in minority participation in JMC programs? (See: Liebler, Summer 1993)
- Diversification of faculty?
  - Recruitment efforts to accomplish diversity?
- Diversity within JMC organizations?
  - What is role of AEJMC to get more representation?
    - Does this role need any changes?
- Diversity research in JMC?
  - What media & race topics are discussed in journal articles?
    - What topics are underrepresented or missing?
  - Who conduct research in diversity on JMC topics?

Critical/cultural studies

Switzer & Ryan (Autumn 2002)
The Acceptance of Critical-cultural Scholarship in Mass Communication Education
Switzer & McNamara (Autumn 1999)
Critical-cultural studies in research and instruction
Ehrlich (Winter 1996)
Thinking Critically About Journalism Through Popular Culture

Luthra (Winter 1996)
E: International Communications Instruction with a Focus on Women
Scott (Summer 1995)
The Technological Challenge for Curriculum and Instruction
Lafky (Summer 1993)
The Theory and Practice of Educating Ideologically Unreliable Journalists
Parisi (Winter 1992)
Critical Studies, the Liberal Arts, and Journalism Education
Goldman (Spring 1990)
E: Critical Communication Theory for Undergraduate Students

- What is the place of critical-cultural studies in JMC curricula?
- What kind of critical-cultural courses are offered?
    - What theories/perspectives taught in those classes?
    - What topics are be discussed?
        - What topics should be discussed, but are underemphasized or missing?
    - What textbooks are used?
    - What kind of assignments are valuable in teaching critical/cultural courses?
- What do faculty members think about critical/cultural studies?
- How do students evaluate the courses?
    - What do students claim to have learned in those courses?
- What are uniform evaluation criteria for student assessment in critical/cultural studies?
- How to develop effective nexus between theory and practice?
- How to integrate critical/cultural elements in other courses?
- Role of feminist pedagogy in JMC courses?

Critical thinking

Wilkins (Spring 1998)
Recommendations for curricula that stress reflective thinking
Luthra (Winter 1996)
E: International Communications Instruction with a Focus on Women
Ruminski & Hanks (Winter 1996)
Critical Thinking Lacks Definition and Uniform Evaluation Criteria
Scott (Summer 1995)
The Technological Challenge for Curriculum and Instruction
Strohm & Baukus (Spring 1995)
E: Strategies for Fostering Critical-Thinking Skills

- How can critical thinking be taught effectively?
- What is the role, if any, of ACEJMC in defining critical thinking skills in JMC education?
- How is reflective thought taught effectively?

Collaboration in JMC courses

Drechsel (Autumn 2001)
The 'Southworth Project': A Collaborative Approach to Teaching Judicial Reporting

- What collaborations are possible for JMC courses? (e.g. journalism & law)
- How many collaborative courses in JMC programs?
    - What topics covered compared to traditional courses?
    - What are student outcomes? (JMC / non-JMC)
    - Student satisfaction? (JMC / non-JMC)

- What is ratio of JMC / non-JMC students in courses?
  - Any significant effects on course content and/or presentation?

Service learning

Panici & Lasky (Summer 2002)
Service Learning's Foothold in Communication Scholarship
Corbett & Kendall (Winter 1999)
Evaluating service learning in the communication discipline
Mencher (Summer 1994)
E: Reconstructing the Curriculum for Service to the Nation
Cohen & Kinsey (Winter 1994)
'Doing Good' and Scholarship: A Service-Learning Study

- What is the definition of service learning in JMC programs?
  - How many JMC programs have service learning components?
  - Role of service learning in curricula?
    - Examples of good service learning projects?
- What are civic responsibilities in academics?
  - What are civic responsibilities that need to be taught in JMC?

Curricula (journalism)

Curricula (journalism)

Lepre & Bleske (Summer 2005)
Little Common Ground for Magazine Editors and Professors Surveyed on Journalism Curriculum
Gans (Spring 2004)
E: Journalism, Journalism Education, and Democracy
Henderson (2004)
A Survey of Advisory Board ABCs... Advice, Balance, and Charge
McDevitt (Summer 2002)
Civic Autonomy in Journalism Education: Applying Expertise to Political Action
Brandon (Spring 2002)
E: Experiential Learning: A New Research Path to the Study of Journalism Education
Deuze (Spring 2001)
E: Educating 'New' Journalists: Challenges to the Curriculum
Carter & Myung-Hyung (Summer 1999)
An interdisciplinary approach to a critical incident course
Polumbaum (Summer 1999)
E: The school-workplace partnership and conversations in cyberspace
Andsager & Ross (Winter 1999)
Assessment of outcomes of free expression courses
Cooper-Chen & Takeichi (Autumn 1997)
E: Different drummers: Education for journalists in Japan and the U.S.A.
Morrison (Autumn 1997)
The changing model of Russian media and journalism education
Hendrickson & Tankard (Winter 1997)
Expanding the news frame: The systems theory perspective
Bjorn (Spring 1996)
E: The European Debate in 1894 on Journalism Education
Gross & King (Autumn 1993)
E: Romania's New Journalism Programs Raise Old Questions for United States

- Are journalism routines presented as a topic in reporting classes?
  - What routines are explained, and for what reasons?
- How are students encouraged to search for high quality sources?
  - Diversity: experts, representation of social movements
- How much attention is given to sociology of journalism/news in JMC courses?
- How much time is dedicated to study newsroom culture and practices?
- How are students prepared for newsroom environments?
- Are journalism courses good preparation for internships and entry-level jobs?

- What topics should be discussed in journalism courses, according to educators?
- What topics should be discussed in journalism courses, according to practitioners?
- What topics do students expect to learn in journalism courses?

Curricula (broadcast)

Clearly (Autumn 2006)
From the Classroom to the Newsroom: Professional Development in Broadcast Journalism
Holm (Winter 2006)
E: Best Practices of Television Journalism in Europe: How Anglo-American On-Camera Styles Violate Cultural Values, Denmark as a Case Study.
Seok, Wolfe & Kang (Winter 2002)
A Three-nation Comparative Analysis of Broadcast Curricula
Gower & Jung-Yul (Summer 2001)
Use of the Internet in the Public Relations Curriculum
Brown & Barnes (Winter 2001)
Perceptions of Advertising Influence on Broadcast News
Kock & Kang (Spring 1999)
Broadcast education curricula in 2-year and 4-year colleges
Marks (Spring 1999)
E: Beyond the anchor: Students and broadcasting opportunities
Duhe & Zukowski (Spring 1997)
Radio-TV journalism curriculum: First jobs and career preparation
Fryman & Harp (Spring 1994)
The Future of Video Curricula Beyond Traditional Broadcasting

- What theory needs to be implemented in broadcasting curricula?
- Is there a lack of teaching history in broadcasting curricula, or is current situation sufficient?
- Is there a lack of (required) law and ethics courses in broadcasting curricula?
- How much debate between practitioners and educators about curricula?
- How are students prepared for newsroom environment?

Curricula (new media)

Dennis, Meyer, Sundar, Pryor, Rogers, Chen & Pavlik (Winter 2003)
E: Learning Reconsidered: Education in the Digital Age
Mendelson, Coleman & Kurpius (Summer 2005)
E: Civic Usability in Internet Journalism Classes
Pasadeos (Spring 2000)
E: Conflicting attitudes toward an integrated curriculum
Huesca (Spring 2000)
Reinventing Journalism Curricula for the Electronic Environment
Panici (Spring 1998)
New media and the introductory mass communication course
Smethers (Winter 1998)
Cyberspace in the curricula; New legal and ethical issues

- Should new media be taught differently than in traditional journalism programs?
  - What would the differences be?
- What are the ethical and illegal issues in new media curricula? (Smethers, Winter 1998)
- How are students taught to understand needs for consumers of new media?

Convergence

Filak (Spring 2006)
The Impact of Instructional Methods on Medium-based Bias and Convergence Approval.
Lowrey, Daniels & Becker (Spring 2005)
Predictors of Convergence Curricula in Journalism and Mass Communication Programs.
Kraeplin & Criado (Spring 2005)
Building a Case for Convergence Journalism Curriculum.
Castaneda, Murphy & Hether (Spring 2005)
Teaching Print, Broadcast, and Online Journalism Concurrently: A Case Study Assessing a Convergence Curriculum.
Hammond & Petersen (Summer 2000)
Print, Broadcast and Online Convergence in the Newsroom
Pasadeos (Spring 2000)
E: Conflicting attitudes toward an integrated curriculum
Kornegay (Spring 1991)
E: How Teaching Informs Research in Graphics Field Experience

- Do JMC schools or workplaces of media lead in convergence trends?
- In what way do JMC schools place convergence skills/knowledge in curricula?
    - Do they offer convergence classes or use convergence in entire curricula?
- What are objections of educators to including convergence in curricula?
- What are the results in and for students?
- Is it easier to get entry-level jobs from programs with convergence courses than programs than those that do not?
- What do students think of (required) convergence in curricula?
- Do students choose JMC programs with convergence specifically for that reason?
- Are there enough faculty members who are qualified to teach convergence classes?
- How much money is involved in changing to convergence?
- How can schools mitigate the complexity of convergence?

Curricula (photojournalism)

Smith & Woodward (Winter 1999)
Photo-elicitation method gives voice and reactions of subjects
Lester (Summer 1998)
Computer Aids Instruction in Photojournalism Ethics
Lester (Summer 1997)
A pedagogical discussion of pictorial stereotypes
Smith & Mendelson (Autumn 1996)
Visual communication education: Cause for concern or bright future?
Barnhurst (Summer 1993)
E: The First Exercise, What It Teaches About Photojournalism Practice
Ramsey (Summer 1993)
The Active Learner and a Cycle of Involvement
Heller (Spring 1991)
Photojournalism Education: Contradictions for the Nineties

- Are photojournalism programs still most vulnerable to be eliminated?
- What kind of courses are offered?
    - How many courses?
    - What areas of photojournalism are not covered sufficiently in JMC programs?
- Enrollment numbers?
- How can photojournalism programs be more attractive for future students?
- How can photojournalism programs make themselves competitive with other programs?
- What internships are available?
    - What trends are noticeable for photojournalism interns?
- What is professional and educational background of instructors?
- What facilities are available?
- How many faculty members per program?
- How much emphasis on writing courses for photojournalists?
- What is the role of photojournalism in convergence debate?

Curricula (advertising & public relations)

Johnson & Sallot (Summer 2006)
E: The Gatekeeper Interview Assignment: Teaching Public Relations Students How to Write for the News Media and to Conduct Media Relations Effectively.
Phyllis & Len-Rios (Spring 2006)
Integration of Advertising and Public Relations Curricula: A 2005 Status Report of Educator Perceptions.
Hon, Fitzpatrick & Hall (Summer 2004)
Searching for the "Ideal" Graduate Public Relations Curriculum
Griffin & Pasadeos (Summer 1998)
The impact of IMC on advertising and public relations education
Guiniven (Winter 1998)
Public relations executives view the curriculum: A needs assessment
Kendrick (Summer 1996)
Real worlds and ivory towers: A survey of top creative directors
Griffiths (Spring 1996)
E: Teaching Journalism Skills Courses To New Public Relations Majors
Haley & Jackson (Spring 1995) (program assessment)
E: A Conceptualization of Assessment for Mass Communication Programs
McInemy (Winter 1995)
The Public Relations Curriculum and the Academic Minor
Applegate (Winter 1995)
Graduate Study in Advertising and the Core Curriculum
Lauzen (Winter 1995)
A Comparison of Issues Manager and PR Educator Worldviews
Donnelly (Spring 1992)
Correlating Top Agency Success with Educational Background
Applegate (Summer 1994) (graduate)
An Examination of Advertising at the Master's Level
Rose & Miller (Summer 1994)
Merging Advertising and PR: Integrated Marketing Communications
Allen White, Oukrop & Nelson (Winter 1992)
Literature of Public Relations: Curriculum for a Unique Career
Harrison (Autumn 1990)
Ethics and Moral Issues in Public Relations Curricula
Ross & Schweitzer (Spring 1990)
Most Advertising Programs Find Home in Mass Communication

- What is the place of public relations in JMC curricula?
- How much do public relations curricula differ from news media curricula?
- JMC vs. business departments/schools
    - Where should public relations and advertising programs belong?
    - Do advertising programs still change between schools?
    - Which graduates are more successful in getting jobs?
    - What education background do practitioners value most?
    - How many joint-degree programs?
- What do public relations executives think what curriculum is needed?
- What minors do public relations and/or advertising students have?
- Ethics courses in public relations programs?
- How do schools assess their programs?
    - How often?

- o On what points?
- o Reason for assessment?
- How much attention for journalistic practice regarding public relations efforts?
- How can public relations students be trained how to deal with journalists in their work?
- How many practitioners do not have college degrees?
    - o What are differences in practices?
    - o Do they regret not getting a degree?
    - o Is there a difference in position within agencies between those with and without degree?
    - o Is there a difference in salary?

Integrated Marketing Communication (IMC)

- To what degree are public relation and advertising programs integrated?
- How many of the advertising and public relations programs are not integrated?
- Which approach is best to serve future communication professionals?
- What do practitioners (advertisement / public relations / both) think is best?
- What educational offerings may serve variety of jobs in the marketplace?
- What has been changed in schools over time (more/less IMC)?
- What has changed in IMC teaching?
- Influence of job security/market on pursuing master's on IMC masters and/or Ph.D.
- Integration (or not) of journalism, and public relations and advertising?
- What are the differences between public relations and advertising?
    - o What are the differences?
    - o How much can public relations and advertising be offered together?

Curricula (graduate education)

Thorson (Spring 2005)
E: Reconceptualizing the Influence of the News Industry on Journalism Graduate Education.
Wanta, Parsons, Dunwoody, Christ, Barton & Barnes (Autumn 2003)
E: Preparing Graduate Students to Teach: Obligation and Practice
Cohen (Winter 2000)
The growth of the scholarship of teaching in doctoral programs
Sumner (Winter 1998)
Degree options and Requirements in Master's Degree Programs?
Wilkins (Winter 1998)
Preparing doctoral students for the first job and beyond
Vocate (Summer 1997)
Teaching communication theory in the professional school
Cohen (Winter 1997)
Learning the scholarship of teaching in doctorate-granting institutions
Soloski (Summer 1994)
E: On Defining the Nature of Graduate Education
Briggs & Fleming (Summer 1994)
A Survey of Master's Programs Documents Diversity
Senat & Grusin (Summer 1994)
Seeking a Theoretical Framework for Master's Programs in the 1990s
Redmond (Summer 1994)
A Case for Graduate Programs for Television News Directors
Applegate (Summer 1994)
An Examination of Advertising at the Master's Level
Soloski (Summer 1994)
On Defining the Nature of Graduate Education
Lancaster, Katz & Cho (Spring 1990)
Advertising Faculty Describes Theory v. Practice Debate
Highton (Summer 1989)
E: 'Green Eyeshade' Profs Still Live Uncomfortably with 'Chi-Squares.' Convention Reaffirms Things Haven't Changed Much

Curricula of master's degree programs

- What skills are taught in master's degree programs?
- How are they taught?
- Why do students want to pursue a master's degree?
- Are JMC programs methodological strong but theoretically weak (or vice versa)?
- Reasons for new / closed programs?
- What niche markets in JMC graduate programs?
    - What degrees offered?
    - What specializations? (e.g. media management, business journalism)
- Theory vs. practice --> use of theory in practice?
    - What theories are taught?
    - Has this changed over time?
    - Differences between undergraduate & graduate school?
- What tracks offered?
    - Why high/low demand?
    - What does a master's degree mean for future jobs?
- What are the core courses in master's degree programs?

- On what media are graduate programs mainly focused?
- How to get real-world in classroom? (Thorson, 2006)
- What are the admission standards for master's programs?

Curricula (doctoral education)

- Why the lack of pedagogy instruction in doctoral programs?
- What courses offered in pedagogy?
- Is there full commitment to scholarship of teaching in doctoral programs?
- How do schools prepare doctoral students for first teaching job?
  - Is this sufficient?
- What qualities do JMC programs want new teachers to have?
- What courses are offered in doctoral programs?
- What is shared knowledge base in JMC Ph.D. programs?
- Why do students want to pursue a doctoral degree?
- What is the employment outlook for doctoral students? (See also: Recruitment (teachers))
- What are the admission standards for Ph.D. programs?

Adult and Continuing (mid-career) Education

Clearly (Autumn 2006)
From the Classroom to the Newsroom: Professional Development in Broadcast Journalism
Fall (Winter 2001)
Three-Weekend Course Format and Adult Student Satisfaction
Rose & Miller (Spring 1993)
Integrated Communications and Practitioners' Perceived Needs

- What are the educational needs of practitioners?
- What opportunities are offered by JMC employers?
- How many professional JMC practitioners are enrolled?
    - What are reasons for which they continue education?
- What role do JMC programs play in providing adult and continuing education?
    - How many programs offer adult and continuing JMC courses?
    - What courses are offered?
    - What is the demand?
    - Do students enroll individually or in a group from media outlets?

Courses & Specializations

Journalism and mass communication programs offer many dozens of different courses. It is important that they are all taught in such a way that it benefits students to the highest degree possible. In this section issues for several courses are pointed out. Furthermore, journalism and mass communication specializations are highlighted with their own questions that need to be addressed in the future to enhance its education potential.

Choose a topic to continue:

General JMC Courses

Research methods

Davis Mersey (Spring 2006)
E: Examining the Student Newspaper: An Opportunity to Teach Research Methods.
Boyle & Schmierbach (Winter 2004)
Student-Collected Survey Data: An Examination of Data Quality and the Value of Survey Research as a Learning Tool
Denham (Autumn 2003)
E: Maximizing Research Methods Instruction
Poindexter (Winter 1998)
A model for effective teaching and learning in research methods
Denham (Winter 1997)
Teaching research methods to undergraduates
DeSanto (Autumn 1996)
The state of research education in the public relations curriculum
Bolding (Spring 1996)
Research Skills Instruction in Undergraduate Programs
Lacy & Fico (Summer 1994)
E: The Need for Quantitative Research in Master's Degree Programs
Cooper, Potter & Dupagne (Winter 1994)
A Status Report on Methods Used in Mass Communication Research
Prior-Miller & Terry (Winter 1992)
Magazine Readership Research and Undergraduate Teaching

- What do students learn in research methods courses?
- What are students' experiences in research methods courses?
- What kind of research methods courses are offered?
    - Undergrad vs. grad?
        - Differences
        - Student outcomes
        - What topics covered?
        - How much hands-on research in research methods courses?
        - Is the research methods course elective or required?
- Do programs offer one or multiple, specialized research methods course in curricula?
- What are factors that influence offering of qualitative and/or quantitative research courses?
- What research methods are arguably underemphasized in courses?
- Are students confident they can conduct studies independently after research course?
- How many students eventually conduct independent research?
    - During remainder of school program?
    - After graduation?
    - What kind of research?
- Do students realize benefits from knowledge of scholarly research/publication outlets?
- How often is research methods as taught used in journalism or other industry practice?
- Why has a large percentage of public relations programs not offered research methods courses?
    - Has this changed since earlier conducted studies on this topic?
- Are research courses outside JMC department substituted for JMC research courses?

Ethics courses

Plaisance (Spring 2007)
An Assessment of Media Ethics Education: Course Content and the Values and Ethical Ideologies of Media Ethics Students
Ball, Manna & Sanders (Spring 2006)
What British Journalism Students Think about Ethics and Journalism.
Marren (Winter 2006) & **Lattuca (Winter 2006)**
E: But I Still Haven't Found the Learning I'm Looking For.
E: The Constructivist Pedagogy We're Looking For.
Gale & Bunton (Autumn 2005)
Assessing the Impact of Ethics Instruction on Advertising and Public Relations Graduates.
Lambeth, Christians, Fleming, & Lee (Autumn 2004)
Media Ethics Teaching in Century 21: Progress, Problems, and Challenges
Peck (Winter 2004)
E: Foolproof or Foolhardy? Ethical Theory in Beginning Reporting Texts
Byung & Padgett (Summer 2000)
Evaluating the Effectiveness of a Mass Media Ethics Course
Sallot, Cameron & Weaver-Lariscy (Summer 1998)
PR educators and practitioners identify professional standards
Smethers (Winter 1998)
Cyberspace in the curricula; New legal and ethical issues
Saunders & Perrigo (Winter 1998)
Negotiation as a model for teaching public relations professionalism
Bugeja (Winter 1997)
E: The value of instruction for a commitment to truth
Lambeth, Christians & Cole (Autumn 1994)
Role of the Media Ethics Course in the Education of Journalists
McAdams & Bucy (Summer 1994)
When Faculty Members Learn What Students Already Know
Bivins (Summer 1993)
E: A Worksheet for Ethics Instruction and Exercises in Reason
Black & Steele (Autumn 1991)
E: Professional Decision Making and Personal Ethics
Elliott (Autumn 1991)
E: Moral Development Theories and the Teaching of Ethics
Meyers (Autumn 1990)
Blueprint of Skills, Concepts for Media Ethics Course
Lester (Summer 1998)
Computer Aids Instruction in Photojournalism Ethics

- Do universities have ethics courses in JMC curricula, and why or why not?
- What are the differences between ethics courses in undergraduate and graduate programs?
- What is the role of work experience in reasons to complete ethics courses?
- What is the role of work experience in understanding coursework?
- Is it elective or required?
- Differences between students who take required vs. elective ethics courses?
- Are there ethics courses specifically for advertising and public relations majors?
  - Best ways to teach ethics for public relations majors?
- What are the different objectives for JMC and advertising/public relations majors?
- What are the different learning outcomes for JMC and advertising/public relations majors?

- What aspects of ethics are covered in introductory news-writing courses?
- What is covered in course?
  - Concepts, principles and Interpretations
  - Morals and values
  - Philosophies
  - Codes of ethics
  - Case studies
- What are ethical and legal issues in new media curricula? (See: Smethers, Winter 1998)
- Do JMC practitioners and educators work together to solve ethical issues?
- Could media ethics courses develop values utilized in ethical behavior?
- What is the consensus about professional ethics standards for public relations?
- What are the goals of teaching ethics?
- What moral development theories and processes are taught in ethics courses?
- What are students' perceptions of ethics?
  - What are student perceptions of ethics in JMC organizations and other organizations?

Journalism history

Harrison (Spring 2001)
E: Thirteen Hollywood Films Add Variety to Journalism History
Harrison (Spring 1998)
Cartoons as a teaching tool in journalism
Crook (Spring 1995)
1940s: Decade of Adolescence for Professional Education
Jaffe (Spring 1995)
Observations on American Media in the Twentieth Century
Solomon (Winter 1993)
E: Importance of Context in Media History Courses
Nerone (Autumn 1990)
E: Problem of Teaching Journalism History

- What parts of media history are emphasized by instructors?
- What topics are underemphasized?
- What resources are used to teach journalism history?
- Are there enough updated resources to teach journalism history?
- Is there attention for media history outside United States in U.S. schools?
- Role of movies in journalism history courses?
  - What films are used?
  - What effects have films on (correct) knowledge of students?
- How much attention for cartoons in American (JMC) history?

Media law courses

Plopper & McCool (Winter 2001)
The Impact of Fuzzy Logic on Student Press Law
Sanders (Summer 1999)
Fitting past, present and future into one law course syllabus
Andsager & Ross (Winter 1999)
Assessment of outcomes of free expression courses
Alexander (Winter 1994)
E: The Analysis of Legal Cases In News Reporting and Writing

Lisby, Rubin, Hermanson & Bick (Summer 1993)
E: A Public Relations Perspective for Mass Communication Law Courses
Perkins (Winter 1992)
E: Teaching Students to Distinguish Good Legal Cases from Bad Ones
Helle (Summer 1991)
E: Theoretical Framework for Media Law Courses
Lule (Summer 1990)
E: Media Studies and Communications Law
Smith (Spring 1989)
Charting Complexities of Modern Libel Law

- How are courses updated continuously?
- How do teachers deal with staying up-to-date regarding media law?
- What topics are taught?
- What topics are not taught anymore because of emergence of new/other topics?
- How do instructors deal with the abundance of media law topics in non-law courses?
- How often is media law taught in a two-course sequence?
- Is public relations angle missing from course curricula/media law textbooks?
- How is libel law taught?
- What are pros and cons of teaching law and ethics together?

Math/statistics

Maier & Curtin (Winter 2005)
Self-Efficacy Theory: A Prescriptive Model for Teaching Research Methods.

- What the skill level of JMC students with math/statistics?
    - Is this knowledge sufficient for JMC (entry-level) jobs?
    - How many students deal with math anxiety?
    - How are schools providing help for students with math anxiety?
- What topics of math and statistics are important for daily work journalists?
- How much emphasis math/statistics in JMC curricula (undergrad & grad)?
- What topics in math/statistics are part of JMC curricula?
- What are the perceptions of importance of math for students?
    - According to practitioners?
    - According to educators?
    - Are students interested in taking more math courses in college?

Media literacy

Mihailidis (Winter 2006)
Media Literacy in Journalism/Mass Communication Education: Can the United States Learn from Sweden?
Ketterer (Winter 1998)
Teaching students how to evaluate and use online resources

- What is the place of media literacy education in JMC programs?
- How many schools offer media literacy as course?
    - Are there differences in student learning (JMC/non-JMC)?
- Why is media literacy in the United States considered relatively unimportant?
- How is media literacy taught in United States?
- What is the role of media literacy in education in other countries?
- How is Web literacy taught?

    o In what courses is Web literacy taught?

Web courses

Royal (Winter 2005)
Teaching Web Design in Journalism and Mass Communications Programs: Integration, Judgment, and Perspective
Boyton & Imfeld (Winter 2004)
Virtual Issues in Traditional Texts: How Introductory Public Relations Textbooks Address Internet Technology Issues
Sutherland (Winter 2003)
Diffusion of Courses with World Wide Web Features: Perceptions of Journalism and Mass Communication Program Administrators

- How are Web classes taught?
- What textbooks/learning tools are used?
- How are schools keeping up with quick changes in technology?
- How do educators keep themselves educated about technology changes?
- What is the place of Web courses in JMC curricula?
- What changes are expected in the upcoming years?
  - o How are schools preparing for these possible changes?

Writing & Reporting

Writing courses (general and/or introductory)

Abrahamson (Winter 2006)
E: Teaching Literary Journalism: A Diverted Pyramid?
Massé & Popovich (Autumn 2004)
The National Media Writing Faculty Study
Massé & Popovich (Autumn 2004)
The National Media Writing Faculty Study
Kanihan, Neuzil & Bunton (Summer 2003)
Longitudinal Effects of Ability Groups on News Writing
Henderson (Autumn 2002)
Improving Student Writing Using a Web-based Targeted Approach to Grammar System (TAGS)
Wiltse (Summer 2002)
Correlates of College Students' Use of Instructors' Comments
Auman, Fee & Russial (Summer 2002)
Noble Work, but Undervalued: The Status and Value of Copy Editing in Journalism Schools
Collins & Bissell (Winter 2002)
Student Self-efficacy in a Media Writing Course
Bissell & Collins (Summer 2001)
Early Predictors of Ability in a News Writing Course
Seamon (Winter 2001)
Assessing the Need for Change in J-School Grammar Curricula
Hammond (Winter 2001)
E: An Auto Mechanic's Guide to News Writing--NOT!
Bunton & Kanihan (Summer 2000)
Improving Media Writing with Ability Groups
Gibson & Hester (Winter 2000)
Student understanding of the use of quotes and paraphrases
Massé & Popovich (Autumn 1998)
Assessing faculty attitudes toward the teaching of writing
Kanihan, Bunton & Neuzil (Spring 1998)
Ability grouping in media writing and the gap in mechanical skills
Dodd & Mays (Spring 1997)
The use of an accuracy survey to improve student writing
Smith (Spring 1997)
E: Professional and academic levels of a mass media writing course
Panici & McKee (Winter 1997)
Writing-Across-the-Curriculum within mass communication
Wiist (Winter 1997)
E: Seeking a coaching style of teaching news writing
Drueke (Winter 1996)
E: Some first steps in teaching a strategy for fact finding
Riley (Winter 1996)
E: Craft Meets Art as Professors Try Writing Across the Curriculum
Auman (Autumn 1995)
A Lesson for Instructors: Top 10 Copy-Editing Skills
Steinke (Autumn 1995)
E: Absentee Coaching Puts the Focus on Feedback
Feldman (Summer 1995)
Journalism Career Paths and Experiential Learning

Olson & Dickson (Summer 1995)
English Composition Courses as Preparation for News Writing
Panici & McKee (Summer 1995)
Writing-Across-the-Curriculum in Mass Communication Courses
Irby (Spring 1995)
Editorial Conference Dialogues in the News Laboratory
Ryan (Winter 1995)
E: The Use of a Writing Model for Print or On-line News
Dinicola (Summer 1994)
E: Teaching Journalistic Style with the AP Stylebook
Haber (Winter 1994)
E: Strategies of Collaborative Writing and Intellectual Enrichment
Mills (Winter 1994)
E: On Method and Madness: Teaching Writers to Write
Wheeler (Autumn 1993)
E: Instructional Objectives and the Writer-Editor Relationship
Timbs (Summer 1993)
E: From Couch Potatoes to Readers: Enriching Undergraduate Education
Wytt & Badger (Spring 1993)
E: A New Typology for Journalism and Mass Communication Writing
Smith (Spring 1993)
Computers vs. Paper in Delivering News Story Rewrite Advice
Yoder (Winter 1993)
Teaching Writing Revision: Attitudes and Copy Changes
Riffe & Stacks (Summer 1992)
Student Characteristics and Writing Apprehension
Olson (Summer 1992)
Effect of News Writing Instruction in English Composition Classes
Schierhorn & Endres (Summer 1992)
Magazine Writing Instruction and the Composition Revolution
McKeen & Bleske (Summer 1992)
E: Coaching Editors To Coach Writers With Team Teaching Approach
Marra (Spring 1992)
E: A Lesson in Structural Unity for Teaching Copywriting
Braddock (Spring 1992)
The Value and Power of Metaphors for Future Professional Writers
Hresan (Winter 1992)
E: Process Method of Teaching the News Writing Class
Streckfuss (Autumn 1991)
E: Good Writing Can Be Taught with Critiques and Rewrites
Schierhorn (Summer 1991)
E: Role of the Writing Coach in the Magazine Curriculum
Kornegay (Spring 1991)
E: How Teaching Informs Research in Graphics Field Experience
Stone (Winter 1990)
Measurement of Excellence in Newspaper Writing Courses
Nelson (Winter 1990)
E: Are we Failing to Educate Reporters Who Can Write
Creedon (Autumn 1989)
E: Public Relations History Misses 'Her Story'
Kern-Foxworth (Autumn 1989)
Public Relations Books Fail to Show Women in Context
Olson (Summer 1989)

E: Technical Writing Methods Show Ways to Consider Audience

Hurlow (Summer 1989)

E: Role for Mass Communication in 'Writing Across Curriculum.' Writing to Learn' Exercises Enrich Professional Courses

Pitts (Spring 1989)

Model Provides Descriptions of News Writing Process

Porter (Winter 1989)

E: Teaching of Editorial Writing Uses Claims-Based Analysis

- Effects of mass communication writing experience before first college JMC writing course on writing ability in those courses?
- What are predictors of success in JMC writing classes?
- What are the vocabulary and grammar abilities of students before and after JMC education?
- How can grammar be improved efficiently/effectively at the college level?
- What about writing ability of JMC graduates?
    - o Is level good enough for entry-level jobs?
- Are students tested on spelling, vocabulary, and grammar skills near graduation?
    - o What are the results of those exit tests?
- Attitudes of faculty toward teaching of writing? (See: Masse & Popovich, Autumn 1998)
    - o Do schools have constructive dialogues concerning teaching writing?
- What are other ways to test writing ability? (See: Bunton, Summer 2000)
- Usage of ability groups in writing courses
    - o Difference in improvement of different groups?
    - o How come remedial group has weaker results after course taken? (See: Kanihan, Neuzil & Bunton, Summer 2003)
    - o What are the differences in teaching of weaker vs. advanced groups?
    - o How do ability groups influence self-identification and self-esteem?
    - o Are ability groups really effective on the long run?
        - ▪ Control group? (Kanihan, Bunton & Neuzil, Spring 1998)
- Is self-efficacy a predictor of writing ability?
- How to assess assignments in writing courses?
- Are there standards for grammar usage in assignments?
    - o How is this situation in non-writing courses?
- What teaching techniques are used to teach writing courses?
- What is the role of Ph.D. programs in developing writing courses?
- What methods are used to improve accuracy in reporting?
    - o Use of tape recorder encouraged or not?
    - o What are the differences between freshmen and seniors in accuracy in reporting?
    - o Do educators use fact sheets in their assignments to assess writing quality? (See: Dodd & Mays, Spring 1997)
- Writing-Across-the-Curriculum
    - o How implemented?
    - o How supervised?
    - o Could results be measured in students' knowledge?
        - ▪ Differences in scores between JMC & non-JMC students?
- Does "writers coach" technique help students?
- Why do freshmen JMC students not like freshmen composition?
- Does English department have to modify writing courses to serve JMC?
- How to convince students to revise whole story instead correction marks?
    - o How do students deal with instructor feedback?
        - ▪ Why do students say they use feedback, but actually don't?
- How often writing course offered with combination with visuals and infographics teaching?
- What are the convergence opportunities in writing classes?

- What topics are discussed in first news writing courses?
- How much attention to the use of quotes and paraphrasing?
- How is inverted-pyramid style taught?
    - How much attention for other news writing styles?
- What is the role of collaborative writing in writing courses?
- What is place of copyediting in JMC curricula?
    - How is copyediting taught?
    - How come not copyediting education is often not valued by educators?
    - How is it part of curricula? --> Specialized class?
    - What textbooks are used to teach copy editing?
- What skills levels do practitioners expect from students (internship/entry-level job)?
- What do practitioners expect from schools regarding the teaching of copyediting?
- What writing genres discussed in JMC curricula?
- What is the most effective writing education in curricula?
- What attention/courses are dedicated to advertising copywriting in curricula?
- What attention/courses are dedicated to writing for target groups?
- Do educators use editorial conferences in their writing classes?

Computer-Assisted Reporting (CAR)

Davenport, Fico & DeFleur (Spring 2002)
Computer-assisted Reporting in Classrooms: A Decade of Diffusion and a Comparison to Newsrooms
Tankard & Lasorsa (Autumn 2000)
E: Teaching Strategies for Analysis in Computer-Assisted Reporting
Williams (Spring 1997)
Computer-assisted reporting and the journalism curriculum
Lee & Fleming (Autumn 1995)
Problems of Introducing Courses in Computer-Assisted Reporting
DeFleur & Davenport (Summer 1993)
Innovation Lag: Computer-Assisted Classrooms vs. Newsrooms

- What is the current state of computer-assisted reporting in JMC programs?
- How many schools offer separated computer-assisted reporting courses?
- What are the differences between computer-assisted reporting courses and general investigative reporting classes?
    - Do departments/schools offer several investigate classes?
    - Elective/required?
- What topics/reporting strategies are discussed in computer-assisted reporting courses?
- What strategies are used for computer-assisted reporting teaching?
- How did computer-assisted reporting teaching change the last few years?
- What are the problems in teaching computer-assisted reporting?
- Are there enough qualified teachers for computer-assisted reporting courses?
- How much student demand for computer-assisted reporting classes?
- How do computer-assisted reporting students perform during internships/entry-level jobs compared to students without computer-assisted reporting experiences?
- Are separate computer-assisted reporting courses valued by practitioners?
- What are the (funding) barriers to teach computer-assisted reporting?

War & terrorism coverage courses

Lepre & Luther (Winter 2007)
The Incorporation of Terrorism Coverage in Academic Journalism Programs

- What qualifications should an instructor have to teach war & terrorism coverage courses?
    - Are there enough persons with qualifications to teach such course?
- Does "the lack of need" for terrorism courses in curricula grow farther removed from 9/11?
    - Why is this idea related to U.S. incidents, while many of them happen outside?
- How many programs offer special war coverage courses?
    - Any specialization programs?
    - Is there an enrollment trend after 9/11 compared to the years before?
- What topics are covered in war reporting courses?
- Why is there lack of research on war and terrorism reporting education?

Trauma

Maxson (Winter 2000)
Training journalism students to deal with trauma

- Are journalism students told in courses how to deal with trauma in reporting career?
- Did trauma information in reporting courses have positive effects for journalists on the job?

Civic journalism/Public journalism

Simon & Sapp (Summer 2006)
E: Learning Inside and Outside the Classroom: Civic Journalism and the Freedom of Information Act
Rauch, Trager & Eunseong (Summer 2003)
Clinging to Tradition, Welcoming Civic Solutions: A Survey of College Students' Attitudes toward Civic Journalism
Haas (Autumn 2000)
E: Public Journalism Challenges to Curriculum and Instruction
McDevitt (Summer 2000)
E: Teaching Civic Journalism: Integrating Theory and Practice

- What is the role of civic/public journalism in JMC education?
    - How many schools offer civic/public journalism courses?
- What topics are taught in civic/public journalism courses?
    - What kind of assignments and research projects?
- What differentiates civic/public journalism from other reporting courses?
- Are civic/public journalism courses elective or required?

Community journalism

Anyaegbunam & Ryan (Spring 2003)
Students as Citizens: Experiential Approaches to Reflective Thinking on Community Journalism
Killenberg & Dardenne (Spring 1997)
E: Instruction in news reporting as community-focused journalism
Johnson (Autumn 1996)
E: A model for evaluation of mass media coverage
Lamberth & Aucoin (Spring 1993)
E: Understanding Communities: The Journalist as Leader

- Specialization enrollment community journalism is 0.0% for last 3 years (See: Becker, 2006)
    - Is this correct?
    - How many schools offer community journalism specializations?

- How many major/minor programs are offered in community journalism?
- How many schools offer community journalism courses?
  - How often are community journalism courses offered?
- Why do students ignore community journalism courses/programs?
- How many programs offer course solely dedicated to community journalism?
- What topics are taught in community journalism courses?
  - Have there been changes over the last few years?
- What makes community journalism teaching different than other courses?
- What is the impact of community journalism centers/institutes at Kansas State University, SUNY Oswego, University of Kentucky, etc?

Business journalism

Roush (Summer 2006)
E: The Need for More Business Education in Mass Communication Schools.

- How many business journalism tracks/minors/majors offered?
  - Are there new trends in business journalism of special interest/need to teach?
- How are business journalism implemented in curricula?
  - Elective/required
- What topics are discussed in business journalism courses?
  - Which topics are ignored?
- Do practitioners consider business journalism courses well-covered?
  - (JMC and business practitioners)

Health & medical journalism

Hampl (Winter 2004)
E: Conflicts of Interest and Hyperbole: Nutrition in the Media
Stocking (Summer 1992)
E: Packaging Risk: Lessons for Students in PR and Journalism

- What health and medical courses are offered?
- Why is there a lack of health and medical reporting courses in JMC programs?
- What do practitioners expect from health and medical reporters?
- Do practitioners want JMC graduates for health and medical reporting?
  - If yes, what other educational background considered necessary?
  - If not, what should be the education background?

Agricultural journalism

- Enrollment by specialization 0.0% since 2006 (See: Becker, 2006)
  - How many major/minor programs in agriculture journalism?
  - Why are these programs offered / detracted?
  - What is difference between agricultural journalism programs and regular J-schools?
- Why do students ignore agriculture journalism?
- How many programs offer course solely dedicated to agriculture journalism?
  - What topics taught?
  - What should be taught?
- With do agricultural practitioners think what should be taught in agricultural JMC courses?

Religion journalism

Gormly (Summer 1999)
The study of religion and the education of journalists

- What education is needed to be a religion reporter?
- Courses offered on media and religion?
- What is covered in media and religion courses?
    - What religions are covered in courses?
- Do students think different religions are covered fairly and neutrally?
- What is the background in religion among JMC courses' instructors?
- What are the differences between religion journalism courses in schools with religiously homogenous versus religiously diverse student bodies?
- What is the difference between religion journalism courses between religious and secular schools?

Sports journalism

Creeden (Spring 1993)
Training Women as Sportswriters: Coverage of Women in Athletic

- How many programs offer sports journalism course(s)?
- How many schools provide a sports journalism specialization curriculum?
- Are there programs with more than one sport journalism course?
- Reason for (not) offering sports journalism course?
- What textbooks used?
- What topics are discussed in sports journalism courses?
- What do editors and reporters think about content of sports journalism courses?
- Is there attention for role female reporters in sports journalism?

Public Relations & Advertising Courses

Public relations intro courses

Benigni, Weaver & Tinkham (Winter 2002)
To Evolve is to Involve: Student Choice in Introduction to Public Relations Classes

- Motivation for course selection?
- What taught in intro courses?
- What should be taught?
    - According to practitioners?
    - According to educators?
    - What do students expect for intro courses?

Advertising & public relations campaign courses

Silverman (Spring 2007)
Organ Donation Awareness Campaigns in the PR Campaigns Course
Benigni, Cheng & Cameron (Autumn 2004)
The Role of Clients in the Public Relations Campaigns Course
Ahles & Bosworth (Spring 2004)
The Perception and Reality of Student and Workplace Teams
Aldoory & Wrigley (Winter 2000)
Exploring the use of real clients in the PR campaigns course
Benigni & Cameron (Summer 1999)
Teaching PR campaigns: The current state of the art
Parsons & Wethington (Spring 1996)
Fund-Raising Appeals to Alumni: Two Experiments
Sallot (Spring 1996)
E: Using a Public Relations Course to Build University Relationships
Cameron & Curtin (Summer 1992)
An Expert Systems Approach for PR Campaigns Research

- How many programs offer courses in which real-world clients are involvement in courses?
- How do students benefit from them?
- What factors determine what students learn, including role/involvement of clients?
- How do PR campaign courses help students prepare for internship?
- Characteristics of effective teams in classroom/workplace?
- How can companies be persuaded to work with students?
- What projects would have value for clients?
- How to avoid frustration of all parties involved?
- Learning goals for students using real-world clients?
- What is the role of teacher in guiding students as well as clients?
- What are strengths & weaknesses of using clients in courses? (See: Aldoory & Wrigley, Winter 2000)
- Why is there a lack of theory in Advertising/PR campaign courses?

Media planning courses

Lloyd & Slater (Autumn 2000)
The Advertising Marketplace and the Media Planning Course

King & Morrison (Autumn 1998)
E: A media buying simulation game using the Internet
Martin & Lloyd (Spring 1992)
Media Planning Courses and Dedicated Software

- How are media planning courses taught?
- What subjects are emphasized and ignored?
- What topics should be prioritized?
- Do practitioners regard the media planning courses a good preparation for internships and entry-level jobs?
- How does course content change in accordance with ever-changing media landscape?

Design & creative courses

Coleman & Colbert (Summer 2001)
Grounding the Teaching of Design in Creativity
Robbs & Wells (Autumn 1999)
Teaching practices and emphases in advertising creative courses
Durham (Spring 1998)
E: Revolutionizing the teaching of magazine design
Trumbo (Summer 1997)
The process of critique in visual communication
Cotzias (Summer 1996)
E: How to develop advertising concepts and demystify the creative process
Robbs (Winter 1996)
The Advertising Curriculum and the Needs of Creative Students
Otnes, Oviatt & Treise (Winter 1995)
Views on Advertising Curricula From Experienced 'Creatives'
Otnes, Spooner & Treise (Autumn 1993)
Advertising Curriculum Ideas from 'New Creatives'
Moriarty (Spring 1992)
Cultural Palettes: An Exercise in Sensitivity for Designers

- What pedagogy strategies are used to teach design courses?
- How does one teach creativity?
- What theories and anecdotal explanations are used as basis to teach creativity?
- How to develop constructive pedagogy?
- How many creative courses offered?
    - What courses offered?
    - Hoe much difference in course offering compared to art schools and technical institutes?
- Are there enough seats and facilities available to teach creative courses?
- How do professionals keep idea-generating abilities fresh?
- How do agencies' creative personnel develop skills to evaluate creative work?
- What are effective ways to teach how to communicate about visuals?
- How are visual assignments assessed in a structured way?

Photojournalism

Smith & Woodward (Winter 1999)
Photo-elicitation method gives voice and reactions of subjects
Lester (Summer 1998)
Computer Aids Instruction in Photojournalism Ethics
Lester (Summer 1997)
A pedagogical discussion of pictorial stereotypes
Smith & Mendelson (Autumn 1996)
Visual communication education: Cause for concern or bright future?
Barnhurst (Summer 1993)
E: The First Exercise, What It Teaches About Photojournalism Practice
Ramsey (Summer 1993)
The Active Learner and a Cycle of Involvement
Heller (Spring 1991)
Photojournalism Education: Contradictions for the Nineties

- How much emphasis on writing courses for photojournalists?
- What is the role of photojournalism in convergence debate?
- What photojournalism courses are offered?
- What topic areas are taught in photojournalism courses?
- What subjects are excluded, but should be taught as well?
- Do the courses offered reflect what practitioners want for new employees?
- What ethical topics are discussed in photojournalism courses?

Weather broadcasts

Davie, Auter & Dinu (Summer 2006)
Identifying the Goals of Weather Instruction: Toward a Model Approach for Broadcast Meteorology.

- What weather broadcast courses are offered in JMC schools/departments?
- What courses are needed to prepare for weather broadcasting?
- What topics and techniques are taught in JMC schools regarding weather broadcasting?
- Which textbooks are used?

Media management

Hoag, Brickley & Cawley (Winter 2001)
Media Management Education and the Case Method

- How many schools offer media management course(s)?
- How are media managements courses taught?
- What topics are emphasized and ignored?
- What has changed over the years in course content?
- What has the rise of new media changed in media management courses?
- Why is there a lack of research on media management education?

Textbooks & Course Topics

Boynton & Imfeld (Winter 2004)
Virtual Issues in Traditional Texts: How Introductory Public Relations Textbooks Address Internet Technology Issues
Peck (Winter 2004)
Foolproof or Foolhardy? Ethical Theory in Beginning Reporting Texts
Winter (Summer 2003)
Learning to Do What Comes Naturally: Delivery Instruction in Broadcast News Textbooks
Hardin & Preston (Summer 2001)
Inclusion of Disability Issues in News Reporting Textbooks
Gibson & Hester (Winter 2000)
Student understanding of the use of quotes and paraphrases
Treise & Wagner (Spring 1999)
E: Learning to create ad strategies for `different' target audiences
Besser & Stone (Winter 1999)
Textbooks and teaching: A lesson from students
McConnell (Winter 1999)
E: American journalism textbooks and social responsibility
Scanlon (Summer 1998)
The search for non-existent facts in the reporting of disasters
Hendrickson & Tankard (Winter 1997)
Expanding the news frame: The systems theory perspective
Ehrlich (Winter 1996)
E: Thinking Critically About Journalism Through Popular Culture
Dickson (Autumn 1995)
Assessing Education's Response to Multicultural Issues
Stimson (Winter 1995)
E: Two Schools on Quoting Confuse the Reader
Byerly (Spring 1994)
E: An Agenda for Teaching News Coverage of Rape
Lisby, Rubin, Hermanson & Bick (Summer 1993)
E: A Public Relations Perspective for Mass Communication Law Courses
Kern-Foxworth (Autumn 1989)
Public Relations Books Fail to Show Women in Context
Bramlett-Solomon (Summer 1989)
E: Bringing Cultural Sensitivity into Reporting Classrooms
Stocking & Gross (Spring 1989)
E: Understanding Errors, Biases that Can Affect Journalists
Lovell (Autumn 1989)
E: How to write textbooks for fun, if not for profit

- What criteria do educators use for selecting textbooks?
- What topics are thoroughly covered in textbooks, according to educators?
- What topics are thoroughly covered in textbooks, according to practitioners?
- What topics are thoroughly covered in textbooks, according to students?
- What topics are ignored in textbooks, according to educators?
- What topics are ignored in textbooks, according to practitioners?
- What topics are ignored in textbooks, according to students?
- What topics are left out after newer editions?
- Forthcoming textbooks
  - o What are the new topics discussed/what's left out?

- o What topics will still be missed in textbooks?
- Discussions of media & race in textbooks?
- How to introduce critical/cultural studies in JMC textbooks?
- How are the routines of reporting, and its potential effects on news construction, introduced?
- How much attention to sociology of news and routines in construction of news?
  - o Why often ignored or underemphasized in JMC (reporting) courses?
- How are students encouraged to search for high-quality sources?
  - o How much attention is paid to diversity of sources?
    - ▪ (E.g. experts, representation of social movements, etc.)
- What biases can be detected in JMC textbooks?
- Assessment of textbooks by students?
- Challenge of information obsolescence in textbooks?
- How do textbook providers keep up with rapid changes in technology?
- Inclusion of delivery/announcing skills in broadcasting textbooks?
  - o How often already done?
  - o Is that valuable?
- How often do students challenge information in textbooks?
- Disabilities
  - o How often included?
    - ▪ Why not included?
  - o What is included?
  - o Role for educators to include disability issues in courses?
  - o Attention for coverage of people with disabilities?
- Focus on which substance and events in general journalism textbooks?
- Reporting of disasters/accidents (confusion of) --> how taught in textbooks?
- How is quoting taught?
- Attention for rape coverage
  - o How covered?
  - o Is focus on use of (not) publishing name victim or also other issues?
  - o Focused on reporting skills or understanding situation?
  - o How often discussed in class?
  - o In what courses is time dedicated to rape reporting?
- Media law
  - o Is PR angle missing from media law textbooks?
- Public relations
  - o Do PR books fail to show women in context? (See: Kern-Foxworth, Autumn 1989)
    - ▪ Offer textbooks accurate assessment of role women in public relations history?
    - ▪ How much attention to lower wages, etc.?
    - ▪ How is history of PR described in regard to women?
- Advertising
  - o How do textbook writers anticipate with demographic chances in advertising design?
- Delivery instruction for broadcast (See: Winter, Summer 2003)
  - o Value to teach delivery in broadcast writing classes?
  - o Future results?
  - o Learned lessons?
- How much attention to teaching use of quotes and paraphrasing?
  - o How is information introduced?
- How to deal with information from eye witnesses accounts?

Preparing for Jobs in JMC

Internships

Steeves (Winter 2006)
E: Experiencing International Communication: An Internship Program in Ghana, West Africa.
Beard & Morton (Winter 1999)
Effects of internship predictors on successful field experience
Donald (Summer 1998)
E: Coordination Field Experience and Externships at the Rural University
Bourland-Davis & Graham (Spring 1997)
Defining a public relations internship through feedback from the field
Hilt & Lipschulz (Spring 1996)
Broadcast Newsroom Hiring and Career Preparation
Basow & Byrne (Winter 1993)
Internship Expectations and Learning Goals
Keenan (Spring 1992)
Advertising Field Experience and Experiential Learning
Ciofalo (Winter 1989)
E: Legitimacy of Internships for Academic Credit Remains Controversial

- How do schools select worksites considered appropriate for internships?
- Who are responsible for monitoring internships?
    - How is this done?
- How are students prepared for internships?
- How can schools arrange good supervision of internships?
    - What about for print/TV/radio/Internet majors? (See: Beard & Morton, Winter 1999)
- Are internships required in programs?
    - What are the requirements?
    - Do interns also take courses during their internships?
    - How many schools demand students to take fulltime internships/no coursework?
- How often do student pursue internships abroad?
    - What are differences versus internships in United States?
    - In what countries?
    - How do students deal with language issues?
    - How are they assessed?
- How many credits can students earn?
- How are interns evaluated and graded?
- How are the internships experiences of JMC students (by specialization)?
- What are the internship expectations?
- How to measure internship experiences?
- What tasks performed during internships?
- How often do students find out during internships that JMC is not what they had expected?
    - How many students quit JMC education after internships?
    - How many students switch from print journalism to public relations, broadcast to print, etc?
    - What are the results of exit-interviews?
    - What do schools with those interviews to prepare JMC students better?
- How many internships lead to (fulltime) employment (at that company)?
    - At what kind of media organizations/agencies?
- Geographical location of internships?
- What are the possibilities for internships in rural community and university settings?

- After internship(s) --> what classes most valued for preparation entry-level jobs?

Entry-level jobs

Marks (Spring 1999)
E: Beyond the anchor: Students and broadcasting opportunities
Kendrick (Summer 1996)
Real worlds and ivory towers: A survey of top creative directors
Hilt & Lipschulz (Spring 1996)
Broadcast Newsroom Hiring and Career Preparation
Auman (Autumn 1995)
A Lesson for Instructors: Top 10 Copy-Editing Skills
Donnelly (Autumn 1994)
How to Get Entry-Level Employment at the Top 100 Advertising Agencies
Bales (Autumn 1992)
Newspaper Editors' Evaluations of Professional Programs
Becker (Summer 1992)
Finding Work Was More Difficult for Graduates in 1990
Becker (Spring 1990)
1988 Grads Like First Jobs; Median Salary Increases
Becker & Engleman (Autumn 1988)
Class of 1987 describes salaries, satisfaction found in first jobs

- What is the success of JMC programs placing students in the work field?
- What are media looking for: JMC students or other majors?
    - For what fields/sort jobs?
    - What minor preferred for JMC students?
        - For what fields/sort jobs?
- Do students like first JMC job?
    - Compared to other majors?
- How do the entry-level jobs pay?
    - Compared to other majors?
- What mistakes do students make preparing for entry-level positions?
- How are newsroom/agency experiences emulated in class?

Portfolio

Slayden & Broyles (Autumn 1998)
Content and strategy in the entry-level advertising portfolio

- What about other JMC programs? (Slayden & Broyles, Autumn 1999)
- How do schools facilitate student with developing portfolio?
    - How could schools prepare students for making portfolios?

Extracurricular

School newspaper

Davis Mersey (Spring 2006)
Examining the Student Newspaper: An Opportunity to Teach Research Methods
Chiung (Summer 2004)
E: Internationalization of a College Newspaper: The Case of Ke Alaka'i
Glasser (Spring 2004)
E: The Campus Press and Pernicious Speech: The Case against Stupid Advertisements
Drechsel (Autumn 2001)
The 'Southworth Project': A Collaborative Approach to Teaching Judicial Reporting
Plopper & McCool (Winter 2001)
The Impact of Fuzzy Logic on Student Press Law
Paxton & Dickson (Summer 2000)
State Free Expression Laws and Scholastic Press Censorship
Plopper & Downs (Spring 1998)
Arkansas Student Publications Act: Implementation and effects
Dickson (Winter 1997)
Preparing scholastic press advisers for roles after Hazelwood decision
Bodle (Winter 1997)
The instructional independence of daily student newspapers
Kleiman (Summer 1996)
E: Student electronic media and the First Amendment
John & Tidwell (Summer 1996)
E: Links between professional education and the penalized campus press
Plopper (Spring 1996)
E: A Synthesis Model for Passing State Student Press Legislation
Dickson (Autumn 1994)
Self-Censorship and Freedom of the Public High School Press
Bodle (Autumn 1993)
Why Newspaper Advisers Quit: Stress and Professional Prestige
Click, Kopenhaver & Hatcher (Spring 1993)
Attitudes of Principals and Teachers Toward Student Press Freedom
Dvorak & Dilts (Autumn 1992)
E: Academic Freedom vs. Administrative Authority
Marra (Spring 1992)
Undergraduate Student Advising: Options for Advertising Education
Thompson (Summer 1989)
E: Racial Incidents Challenge Campus News Coverage: Adviser Sees New Role in Communication

- Involving student newspapers in class? (See: Plopper & Downs, Spring 1998)
- Journalistic background of advisers?
    - o   Effect on actual support student press rights?
- What is advisers' knowledge of Hazelwood today?
- How can administration influence on official student newspapers be avoided?
- How much influence do administrators have on student newspapers?
    - o   What topics most often administrators try to influence coverage?
- How can JMC educators teach future HS teachers & advisers balance good journalism & free expression?
- Does advising count towards university tenure?
    - o   Student advising?

- What are the effects on quality when advisers are only short-term?
- How do advisers perceive their work & employment conditions?
- How do student newspapers deal with advertising issues? (See: Glasser, Spring 2004)
- Any changes in state student press legislation? (See: Plopper, Spring 1996)
    - Role of JMC faculty to get states to pass student press legislation?

TV stations

McKee & Panici (Autumn 1992)
Governance of University Television and Cable Stations

- How many schools operate television stations?
    - How many stations are commercial/network-affiliates?
    - How many stations broadcast off-campus?
    - How many stations only broadcast on-campus?
- How are ethical problems dealt with?
- What are benefits/negative consequences for students?

Radio station

McClung (Spring 2001)
College Radio Station Web Sites: Perceptions of Value and Use

- How many schools do have student radio stations?
- What is the role of student radio stations in JMC programs?
- How are student radio station volunteers supported by JMC programs?

Student clubs

Schweitzer & Hudson (Winter 1990)
Evaluating Faculty Service to Student Organizations

- How many faculty members are involved in student organizations?
- What is the reason they got involved?
- What are the benefits of being involved in student organizations? (e.g. stipends/tenure)

Scholarship

Choose a topic to continue:

Scholarly Research

Hansen (Summer 2005)
E: Values and Competencies from the Clash of Professional and Academic Cultures.
Riffe (Summer 2005)
E: Scholarly Journals as a Process and Practice Mirror.
Alexander (Summer 2005)
E: Can Scholarly Associations Be Heard beyond the Academy?
Morton & Beard (Summer 2005)
Faculty Productivity and Carnegie Institutional Characteristics within AEJMC Programs.
Sundar & Oliver (Spring 2005)
E: Student-friendly Journals and Journal-friendly Curricula.
Ryan & Masterson (Spring 1999)
Perceived problems in evaluation of mass communication scholarship
Ryan (Winter 1998)
E: Pitfalls to Avoid in Conducting and Describing Scholarly Research
Hebert (Winter 1996)
E: Launching a Research Agenda: the Early Monograph Series
Plopper & Rollberg (Spring 1994)
How Senior Professors Have Coped with Changes in Academic Life
Leslie (Winter 1992)
Scholarly Journal Editors Favor Traditional Publishing Agendas
Anderson (Spring 1991)
E: Helpful Manuscript Reviewers Give Thoughtful Assessments
Endres & Wearden (Summer 1990)
Demographic Portrait of Journal Reviewers
McDaniel (Spring 1990)
E: Ubiquitous Surveys Reveal Shallow Research Design

- How often do news professionals turn to scholarly research as sources during reporting?
- How often do industry professionals turn to research for better news product or other aspects of the operations of their mass communication firms, agencies, etc.?
- How often do media professionals turn to scholarly work to educate themselves?
    - What scholarly research do professionals use?
- What scholarly JMC journals/conferences are professionals familiar with?
    - Which JMC conferences do professionals visit?
- In what ways do professionals cooperate with scholars on JMC issues?
- How could peer review process made more effective and efficient?
- What scholarly publication practices should be changed?
- How long do scholars have to wait on publication decision?
- What are the demographics of peer reviewers for JMC scholarly publications?
- What universities are represented on JMC journal boards?
- Why do peer reviewers become peer reviewers?
    - Has tenure process influenced joining editorial board(s) or become peer reviewer?
    - How do ineffective peer review processes influence positively/negatively on tenure?
- What are the most overemphasized topics in JMC journals?
- What are the most underemphasized topics in JMC journals?
    - Trends --> Why?
    - What is the traditional JMC research agenda?
        - How does this continue in the future?
- What is the role of JMC-related associations in JMC education?

- What academic/scholarly journals and professional/industry magazines do JMC educators read (and not just subscribe to)?
- What organizations do JMC educators join to stay up-to-date with JMC industry and education news?
    - What is the most important reasons to be involved in JMC associations and professional and/or academic institutions?
- What categories of JMC research proposals get internal and external funding?
    - Who/which institutes fund JMC research?
- What schools get most funds for JMC research?
    - Why?
- Are schools disappointed with amount of funding acquired for JMC research?
- Why is there lack of research on war and terrorism reporting education?
- Why is there lack of research on teaching about recognition of effects routines of JMC jobs?
- Why is there lack of research on media management teaching?
- How often do JMC departments get requests to participate in scholarly studies?
    - What research methods are used? (e.g. surveys, interviews, etc.)
    - What is the participation rate?
    - What percentage of the studies do not get published in a scholarly publication or presented at a conference?

Practical Experience of Educators

Polumbaum (Summer 1999)
E: The school-workplace partnership and conversations in cyberspace
Youngblood (Spring 1999)
E: Return to a broadcast newsroom to stay current in the field
Kanervo & Ferrier (Autumn 1998)
E: Professor and editor trade places to avoid burnout
Fedler, Counts, Carey & Santana (Spring 1998)
Faculty's degrees, experience and research vary with specialty
Tuggle & Sneed (Spring 1998)
Faculty in professional programs: The mix of experience and degrees
Thomsen & Gustafson (Summer 1997)
Turning practitioners into professors: Exploring effective mentoring
Oskam (Autumn 1996)
How educators keep up-to-date with the changes in the field
Feldman (Summer 1995)
Journalism Career Paths and Experiential Learning
Whitt (Spring 1995)
E: Exiting the Ivory Tower to Revisit the Newsroom
Coulson (Autumn 1990)
Effects of Media Consulting on Faculty Performance

- How often do JMC faculty do an internship of their own?
- Are internships effective for getting more knowledge and/or skills?
- Is it possible to avoid burnout doing internships?
- How much experience is enough to be a successful JMC educator?
- Does it matter if working experience is recent or not to be successful JMC educator?
- Do revised curricula (e.g. convergence) change background needs for college professors?
- Should Ph.D. programs be modified to allow professionals to continue working in JMC?
- How much JMC work experience in JMC do faculty members with a Ph.D. have?
- What are the results of mentoring programs for new professors?
- Why do schools have no (extensive) faculty development program?
- What faculty development program would be most effective?
    - Are there new innovative methods to accomplish this?

Recruitment & Tenure

Recruitment

Becker, Huh & Vlad (Spring 2003)
Predictors of Diversification of Journalism & Mass Communication Faculties 1989-1998
Stephens (Spring 2003)
Diversity Profile Report of the AEJMC Standing Committee on Professional Freedom and Responsibility
Downes & Jirari (Spring 2002)
Hiring Trends in the Communications Disciplines
Daufin (Spring 2001)
Minority Faculty Job Experience, Expectations, and Satisfaction
Hon & Weigold (Spring 1999)
The meaning of diversity among the professoriate
Ryan & Martinson (Winter 1996)
An Analysis of Faculty Recruiting in Schools and Departments
Merskin & Huberlie (Spring 1995)
A Content Analysis of Faculty Position Announcements
Morton (Spring 1993)
Minority and Female Representation Plans at Accredited Schools
Peirce & Bennett (Autumn 1990)
Interviewing Potential Faculty: Finding the Right Person
Paddon & Cobb (Spring 1990)
E: Overlooked Faculty Resource in Historically Black Colleges

- What do administrators expect from new faculty?
- What do candidates expect from schools during the application process?
- What should candidate know as background about school and department?
- How should administrators prepare candidates prior to interviews?
- What questions should candidates ask during interviews & site visits?
- How many schools are looking for new faculty members?
    - In what fields of JMC?
    - What do they expect for future?
    - Faculty position announcements?
- How is the employment outlook for doctoral students?
- Diversification of faculty?
    - What changes are wished? --> Why?
    - Recruitment efforts to accomplish diversity?

(See also: **Diversity**)

Tenure

Adams (Autumn 2003)
Assessing Faculty Performance for Merit: An Academic Accomplishment Index
Peasl (Autumn 1993)
Professional Orientation Equals Second-class Status in Academe
Leigh & Anderson (Spring 1992)
A Balance of Study and Teaching in Tenure and Promotion Cases
Schweitzer & Hudson (Winter 1990)
Evaluating Faculty Service to Student Organizations

Hays (Winter 1990)
E: Round-Robin Peer Evaluations Require Candid Assessments
Schweitzer (Summer 1989)
Faculty Research Expectation Varies Among Universities

- Teaching vs. research --> What is the balance necessary for tenure?
- Does faculty service to student organizations count towards tenure?
- Do outside activities count towards tenure?
- How do school support outside activities of faculty?
- Is there danger for teaching careers by teaching online courses (no tenure)?
- What are the minimal requirements for tenure?

Women (in the academy)

Rush & Oukrop (Spring 2006)
E: Down Had It Right: How About "Are Men Necessarily Leaders?"
Applegate & Bodle (Summer 2005)
Scholarship Rates of Women within AEJMC Divisions, Interest Groups, and Commissions (1994-2003).
Blake, Bodle & Adams (Summer 2004)
A Fifteen-Year Census of Gender and Journal Productivity
Stephens (Spring 2003)
Diversity Profile Report of the AEJMC Standing Committee on Professional Freedom and Responsibility
Golombisky (Winter 2002)
Gender Equity and Mass Communication's Female Student Majority
Adams & Bodle (Summer 1995)
Research Presented at Conventions: How Well Are Women Doing?
Morton (Spring 1993)
Minority and Female Representation Plans at Accredited Schools
Dupagne (Spring 1993)
Gender Differences in Predicting Productivity of Faculty
Rush (Spring 1993)
E: A Systemic Commitment to Women in the Academy
Zoch & Russell (Autumn 1991)
Women in PR Education: An Academic 'Velvet Ghetto'?
Kern-Foxworth (Autumn 1989)
Public Relations Books Fail to Show Women in Context
Faulkner, Kokkeler & Wesson (Winter 1989)
Advertising Students see Field as Less Gender-Focused than Other Business Careers
Taylor & movland (Winter 1989)
Women Likely to Face Salary Discrimination in Advertising

- What are the goals of JMC organizations for promoting female membership/research?
  - What is role of AEJMC to get more representation diversity in JMC faculty?
- Goals of schools for promoting female hiring and research?
- Recruitment efforts by colleges to hire female educators?
- Tenure rates for female professors compared to male professors?
- How much research presented by female scholars on conventions and in journals?
- "Scholargate's dirty tricks against women?" (Dupagne, 1993)
- Percentage of female professors teaching graduate courses?
- Percentage of female professors supervising master & doctoral studies?
- How often do women get an administration role after leaving teaching job?
- What are the differences in salary and perks?

Funding

Bear (Winter 2005)
Sponsored-Research Activities in Journalism and Mass Communication Programs
Edge (Summer 2004)
E: Balancing Academic and Corporate Interests in Canadian Journalism Education
Parsons & Wethington (Spring 1996)
Fund-Raising Appeals to Alumni: Two Experiments
Sallot (Spring 1996)
E: Using a Public Relations Course to Build University Relationships
Anderson (Spring 1994)
E: Administrators and Endowments: Fundraising as Leadership
Pokrywczynski (Autumn 1992)
Peer Reviewers Describe Success in Grant Writing
Kelly (Summer 1992)
Fund Raising: Functional Element in Public Relations Education

- Training for grant writing/grant seeking available for JMC programs?
- Do schools with better opportunities acquire more funds?
- How much grants from intramural instead of external grants?
- What kind of (research) projects get funding?
- Influence of business on research and/or teaching by providing funds?
- How can funding be combined with fund-raising course?

Teaching

Grading systems

Burkhalter (Winter 1995)
An Instrument to Aid in Assessing Editorials
Coté (Winter 1992)
E: Assessing Journalistic Potential with Performance Reviews
Gribbin (Winter 1992)
E: Making Exceptions When Grading and the Perils It Poses
Edward (Summer 1990)
Assessing Learning in News, Public Relations Curricula
Thayer (Summer 1990)
Using Semantic Differences to Evaluate Courses
Hudson (Summer 1989)
Expected Grades Correlate with Evaluation of Teaching
Fedler, Counts & Stonner (Summer 1989)
Adjunct Profs Grade Higher than Faculty at Three Schools

- How are writing/reporting assignments assessed?
- How do instructors assess editorial writing assignments?
- How are grading systems developed?
- Are grading systems handled the same between faculty members of same department?
- How do educators deal with grade appeals or complaints?
    - How often do student protest grades?
    - What are the reasons for grade protests?
    - How do schools deal with those situations?

Evaluation

Giese (Autumn 2005) & **Lattuca (Autumn 2005)**
E: An Educator's Journal: Evaluating and Evaluated.
E: Making Learning Visible: Student and Peer Evaluation.
Salmon, Smith, Byoungkwan & Miller (Autumn 2005)
Exploring Assorted Beliefs, Doubts, and Legends Regarding Quantitative Teaching Evaluations.
Sallot & Lyon (Autumn 2003)
Investigating Effects of Tolerance-Intolerance of Ambiguity and the Teaching of Public Relations
Writing: A Quasi-Experiment
Martinson (Winter 2000)
E: Student evaluations of teaching and their short term validity
Panici (Summer 1999)
Methods of assessing teaching: Investigating the how and why
Bodle (Spring 1994)
E: Evaluating Student Evaluations: The Search for Perspective
Lueck, Endres & Caplan (Autumn 1993)
The Interaction Effects of Gender on Teaching Evaluations

- How to effectively evaluate teaching effectiveness?
- Are student ratings valid measures of student learning?
- Are student ratings valid measures of teaching performance?
- What factors determine student ratings?
- Are outcomes mere expressions of likes and dislikes?
- How are student evaluations used to alter future course content?
- How to design assessment plans?
- What is the role of peer review in teaching assessment?
- How to deal with negative evaluations?

Stress

Beam, Kim & Voakes (Winter 2003)
Technology -- induced Stressors, Job Satisfaction and Workplace Exhaustion Among Journalism and Mass Communication Faculty
Ogan & Chung (Winter 2003)
Stressed Out! A National Study of Women and Men Journalism and Mass Communication Faculty, Their Uses of Technology, and Levels of Professional and Personal Stress
Kanervo & Ferrier (Autumn 1998)
Professor and editor trade places to avoid burnout
Endres & Wearden (Autumn 1996)
Job-related stress among mass communication faculty
Dillon & Tanner (Summer 1995)
Dimensions of Career Burnout Among Educators
Bodle (Autumn 1993)
Why Newspaper Advisers Quit: Stress and Professional Prestige
DeFleur (Spring 1992)
E: Foundations of Job Satisfaction in the Media Industries
Endres (Spring 1992)
Stress in Professional Classes: Causes, Manifestations, Coping
Endres & Wearden (Spring 1991)
E: Personality and Perceptions of Professional Job Stress

- What do JMC educators consider rewarding in their work?
- What can professors do to avoid time management problems?
- How do universities try to avoid stress situations for faculty?
- What are the causes for stress for JMC educators?
- Stress differences in teachers with bachelor/master's/Ph.D. education?

Technology

Voakes, Beam & Ogan (Winter 2003)
The Impact of Technological Change on Journalism Education: A Survey of Faculty and Administrators
Beam, Kim & Voakes (Winter 2003)
Technology -- induced Stressors, Job Satisfaction and Workplace Exhaustion Among Journalism and Mass Communication Faculty
Ogan & Chung (Winter 2003)
Stressed Out! A National Study of Women and Men Journalism and Mass Communication Faculty, Their Uses of Technology, and Levels of Professional and Personal Stress

- Impact of technology on JMC programs?
- How do educators keep up with rapid technology changes?
- How do educators keep updated with media use of technology?
- How are faculty supported to keep up with technology changes?
    - Quality of technological support?
- Technology as source of faculty stress?
    - Differences male vs. females / young vs. seniors regarding to techno-related stress?

Part-Time Faculty

Grusin & Reed (Winter 1994)
The Role of Part-time Faculty In the Quality of Instruction
Reed & Grusin (Summer 1989)
E: Adjuncts Teach Skills Courses but Lack Role in Department
Fedler, Counts & Stonner (Summer 1989)
Adjunct Profs Grade Higher than Faculty at Three Schools

- Differences in student results/grades/assessment compared to other faculty?
- Difference in student experience?
- Are part-timers taken seriously by fulltime faculty?
- What is the influence of part-timers in discussions about curricula changes?
- For what courses are part-timers most hired?

Case Methods

Hoag, Brickley & Cawley (Winter 2001)
Media Management Education and the Case Method

- What are possibilities for case methods teaching in journalism & mass communication?

Student Journals

Masse (Autumn 1999)
E: Evaluating students' progress by reading their journals
Tarnove (Autumn 1988)
E: Journal keeping bridges gap between theory, experience

- How many programs offer courses with journal assignments?
- For what kind of courses?
- What sort of assignments?
- What are the results for student outcomes?
- What do students think about the use of journals?

Recommendation Letters

Ryan & Martinson (Spring 2000)
Perceived effects of exaggeration in recommendation letters

- How do educators deal with inflation of recommendation letters?

Students

Choose a topic to continue:

Media Use

Jeffries & Atkin (Autumn 1996)
Dimensions of student interest in reading newspapers

- Media use by students? (JMC & non-JMC)
  - o Influence Internet
- Media use by teachers? (JMC & non-JMC)

Computer Skills

Ha, Beard & Kelsey (Spring 1998)
Students' computer skills and advertising course performance

- What are the average computer skills of students today?
- How many students do not have basic computer skills?
- Are computer literacy classes still necessary?
    - What topics should be discussed in computer literacy courses?
    - Role of high school education in computer literacy?
    - How do students evaluate computer literacy class?
    - Could computer literacy be replaced with different course?

Left vs. Right Brain

Land (1995)
E: Awakening the Right Brain in Feature Writing
Edwards & White (Summer 1992)
Right v. Left Brain Dominance and Language Skills Ability

- How many JMC students are actually tested and what effects were noticed in their study performance?

Disability

Dailey (Autumn 2006) & Lattuca (Autumn 2006)
E: Accommodating the Challenges: Giving Disabled Students Equality in the Curriculum
E: Peer Review Response: Enabling Learning
Treise & Wagner (Spring 2006)
Cooperation and Accommodation Strategies for Learning-disabled Students in Team-based Courses
Hardin & Preston (Summer 2001)
Inclusion of Disability Issues in News Reporting Textbooks
Guthrie (Spring 2000)
Making the World Wide Web accessible to all students
Lauffer (Winter 2000)
E: Accommodating students with specific writing disabilities
Edwards (Spring 1992)
E: Integration of Disabled Students in Classroom with New Technology
Smith (Winter 1991)
E: Language Use Affects Coverage of People with Disabilities
John (Winter 1991)
E: Students with Disabilities Win Equal Education Opportunity

- How do schools deal with students with learning-disabilities?
    - Are students satisfied with the way schools provide facilities?
    - How often do students with disability object to their treatment in courses?
- How do teachers deal with students who do not identify their writing disabilities?
- Which JMC courses are challenges for students with disabilities?
    - How can these obstacles be overcome?

How is disability presented in journalism textbooks?

Distance Learning & Communication

<u>Distance learning (other than online)</u>

Kelleher & O'Malley (Winter 2006)
Applying the Technology Acceptance Model to Assess Outcomes in a Globally Linked Strategic Communication Project.
Reis & Stavitsky (Winter 2000)
E: Journalism at a distance: The Oregon experiment
McMahon, Gantz & Greenberg (Summer 1995)
Interactive Technology and Inter-University Team Teaching

- How many schools have distance learning courses?
    - Audio
    - Video
    - Internet messages
        - What are the results?
            - Knowledge/grades?
            - Student satisfaction?
            - Faculty satisfaction?
            - Comparison with classroom classes?
- How many programs offer courses with assignments online with other schools?
    - Other schools abroad?

<u>Online courses</u>

Hoag, Jayakar & Erickson (Winter 2003)
The Role of Trust in Virtual and Interpersonal Environments: Implications for Team Learning & Case Method Pedagogies
Rosenkrans (Spring 2001)
Design Considerations for an Effective Online Environment

- How many schools offer online classes?
- What kind of courses?
    - What's the future of online courses for JMC?
    - Which JMC courses could potentially be taught online?
- What is the effectiveness of online learning vs. classroom learning?
- Satisfaction of educators?
- Satisfaction of students?

<u>Communication (student & teacher)</u>

Hester (Spring 1999)
Using a Web-based interactive test as a learning tool

- What are effective ways for teachers to communicate with students?
- How many students use office hours to talk with educators about course work?
    - How often?
- What can educators do better to facilitate students with office hours, online forums, etc?

International studies

Volcic & Erjavec (Autumn 2006)
Becoming Media Literate? Media Education in Slovenia after Ten Years
Ball, Hanna & Sanders (Spring 2006)
What British Journalism Students Think about Ethics and Journalism.
Steeves (Winter 2006)
E: Experiencing International Communication: An Internship Program in Ghana, West Africa.
Holm (Winter 2006)
E: Best Practices of Television Journalism in Europe: How Anglo-American On-Camera Styles Violate Cultural Values, Denmark as a Case Study.
Deuze (Winter 2006)
Multicultural Journalism Education in the Netherlands: A Case Study.
Kelleher & O'Malley (Winter 2006)
Applying the Technology Acceptance Model to Assess Outcomes in a Globally Linked Strategic Communication Project.
Mihailidis (Winter 2006)
Media Literacy in Journalism/Mass Communication Education: Can the United States Learn from Sweden?
Edge (Summer 2004)
E: Balancing Academic and Corporate Interests in Canadian Journalism Education
Cleary (Summer 2003)
Shaping Mexican Journalists: The Role of University and On-the-Job Training
Seok, Wolfe & Kang (Winter 2002)
A Three-nation Comparative Analysis of Broadcast Curricula
Holm (Winter 2002)
E: The Forgotten Globalization of Journalism Education
Deuze (Spring 2001)
E: Educating 'New' Journalists: Challenges to the Curriculum
Wei (Spring 2000)
Motives of Chinese students to choose journalism careers
Okigbo & Pratt (Autumn 1997)
E: Curricula for media education in Anglophone Africa
Cooper-Chen & Takeichi (Autumn 1997)
E: Different drummers: Education for journalists in Japan and the U.S.A.
Morrison (Autumn 1997)
The changing model of Russian media and journalism education
Xiaoming & Xieoge (Autumn 1997)
Exploring between two worlds: China's journalism education
Ogundimu (Autumn 1997)
E: Donor-driven initiatives and media training in Africa
Zaharopoulos (Winter 1996)
E: European Union Influences on Professional Education in Greece
Ognianova (Spring 1995)
E: Farewell to Parachute Professors in East-Central Europe
Ni (Spring 1994)
Public Relations Education in the People's Republic of China
Gross & King (Autumn 1993)
Romania's New Journalism Programs Raise Old Questions for United States
Reus & Becker (Winter 1993)
E: European Community and Professional Journalism Training
Liebler & Bendix (Winter 1993)

Role of Geography Courses in Mass Communication Education
McQuarrie (Summer 1992)
Male and Female Graduates in the Canadian Labour Market
Lule (Winter 1992)
E: News Language and the Study of International Reporting
Larsen (Winter 1991)
E: Danish Teaching Lab Looks at the Anatomy of News
Warren & Khotanan (Winter 1991)
E: Communication Education at Thai Universities

- What are the cultural differences in journalism (education)?
- What can JMC programs in one country learn from others?
    - What can American educators do to advise/assist JMC education abroad?
    - What can international educators do to advise/assistant U.S. JMC education?
- How often do JMC educators look at curricula etc. in other countries?
- What are the results of media studies around the world?
- Do JMC organizations have a role in gathering educators over the world?
- How many JMC programs have student exchange programs?
- How many JMC programs have internship opportunities in other countries?
- What are the differences between students from different countries (e.g. ethics, routines)?
- Results of cultural differences in journalism education all over the world?
- What is the role of media literacy in education in other countries?
- Influences of globalization on media in individual countries?
- European journalism studies
- How many programs offer international journalism courses?
    - What topics discussed? --> Why others ignored?
        - Difference throughout the years?
    - Elective/required?
        - How often offered?
- How many schools cooperate with foreign institutions for assignments?
    - What courses?
    - What kind of assignments?
- Is there attention for news from other countries in JMC classes?
    - What is reported?
    - Why?
- Role of geography and international history, etc. on JMC courses?

Libraries

Dupagne, Wilhoit & Johnson (Autumn 1994)
Faculty and Student Assessment of a Journalism Library

- How are libraries keeping up with stream of JMC books/journals?
    - Volume of books?
        - What topics are considered most important?
        - For what topics is little or no funding available?
    - What journals are subscribed to?
- How much budget compared to other field?
- What is the role of new journals? Electronic journals? Electronic books?

Learning Communities

Learning communities

Mitchell & Renaud (Autumn 2001)
E: Building a Learning Community for Journalism and Mass Communications: The Nebraska Experience
List (Autumn 2001)
E: High-tech versus High-touch Teachers

- Are learning communities a way to prevent students from dropping out?
- What are positive & negative results for integrating social & academic life?
- How do schools develop learning communities?
    - How many JMC programs have learning communities?

Scholastic Journalism

Scholastic journalism

Dickson (Spring 2001)
Trends in University Support of Scholastic Journalism
Tuggle & Sneed (Winter 2000)
Teaching media studies as high school social science
Bruschke & George (Autumn 1999)
Verbal skills and the value of scholastic journalism
Barrett (Summer 1998)
Participants provide mixed reports about learning from Channel One
Dvorak (Autumn 1998)
Journalism student performance on advanced placement exams
Morgan & Dvoran (Autumn 1994)
Impact of Journalism Instruction on Language Arts in Alaskan Schools
Dvorak (Spring 1990)
College Students Evaluate their Scholastic Journalism Courses

- What is the role of higher education in scholastic journalism education?
- High school journalism teachers training programs
  - Graduate school
  - Summer programs
  - State certificates
- Channel One
  - Channel One vs. newspapers in class?
  - Do schools assess use of Channel One for course objectives?

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