

Journalism Education in Brazil: neglected issues

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Starting point

- UNESCO Model Curricula for Journalism Education (Portuguese version, 2010)
- The knowledge of the world, important axis in the Curricula is neglected in degrees programs of Journalism
- The integration with contemporary media industrie is understimeted



Journalism Education in Brazil

- Will be 70 years old in 2017
- First formal school was founded in 1947: Journalism School Casper Líbero
- Today: more than 350 degree programs in Journalism
- Two master degrees in Journalism, one doctors degree and 3 professional post-graduations degrees.

Legislation

- 1969 : Established the mandatory degree in journalism for those who wanted to be journalists
- 2009: Supreme Court removed this requirement, abolishing any specification to be a journalist
- 2013: Ministry of Education approval the new curriculum guidelines - based on principles advocated nationally and internationally, including the Model Curricula of UNESCO

New Guidelines

- Instead of the generic 'Communicator' with Specialization in Journalism, the higher education qualification has to form only Journalists (or Publicists, Film Makers, Public Relations)
- This reformulation was meant to approach the teaching of the social context, marked by the digitization of information

- According the new guidelines, Journalists must be able to:
- Masters the technical and narrative arts
- Domain logic and theories of argumentation.
- Can manager pedagogical skills in the public service, “so that citizens can make informed decisions and responsible ones”
- Can reflect and interact with the multiplicity of sources, understanding the world around and “the motivations, interests, demands, public codes that he wants to achieve. “

- The concern with the contextualization of journalism in a complex world, and in relation to the profession and the market, is essential in the new guidelines on journalism education

Curricula

- The Journalism Education Curriculum Guidelines were adopted by law in 2010 and the degree programs in journalism should have adapted their curricula by 2016.
- Most of the programs have not been fully adopted

Similarities

- Four-year undergraduate program divided into eight semesters.
- Final semester: final assignment or experimental project
- The students are required to supplement their learning with studies from other programs selected by them

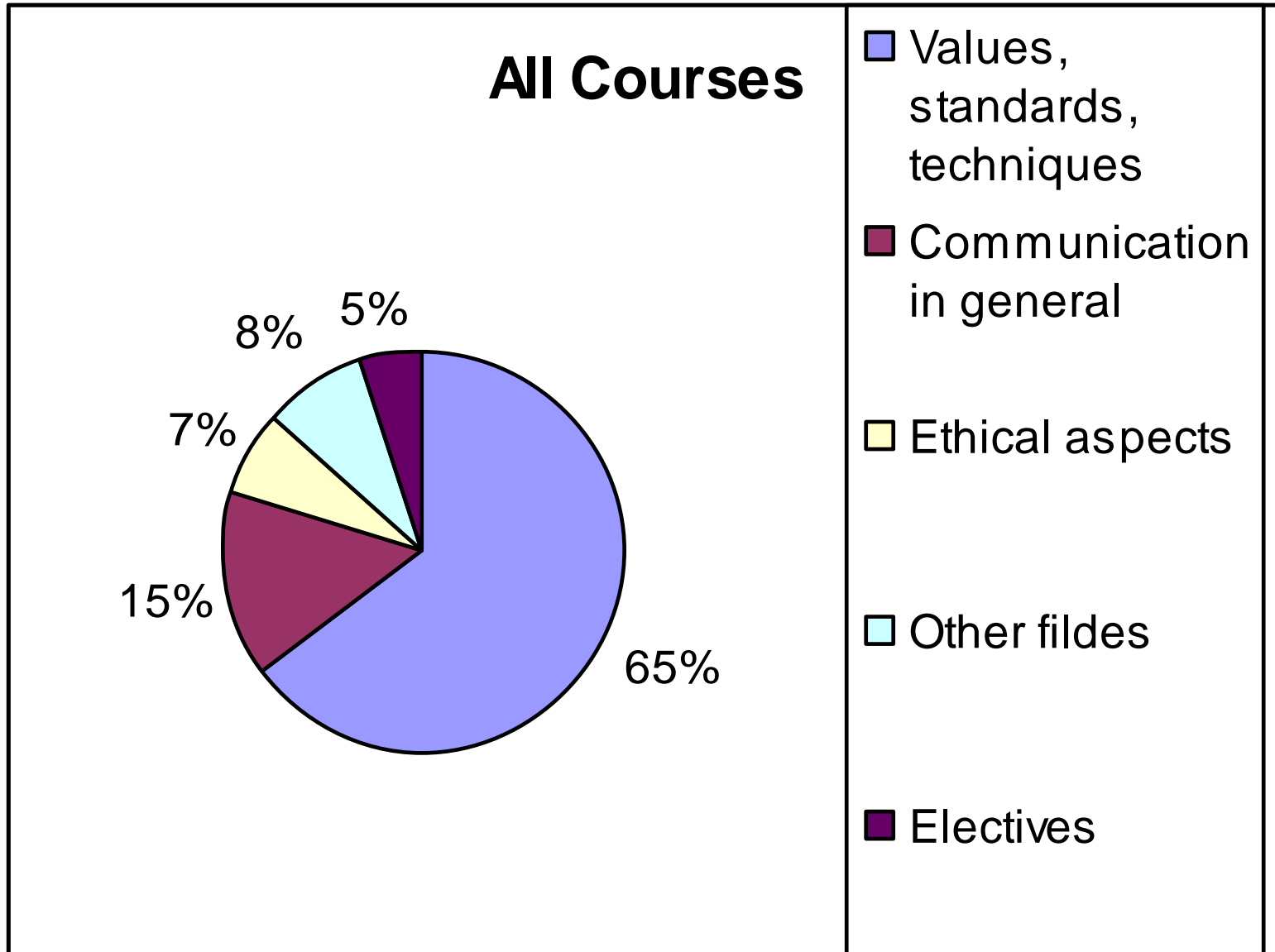
Curricula

- Most prestigious universities in the 5 regions of the country: South (UFRGS) Southeast (USP), Midwest (UnB), Northeast (UFBA) and North (UFAM).
- Categories of the courses: 1) values, standards, and techniques of investigation & writing; 2) ethical aspects; 3) journalism and knowledge about the world; 4) Communication; 5) Other fields; 6) Electives

Looking at

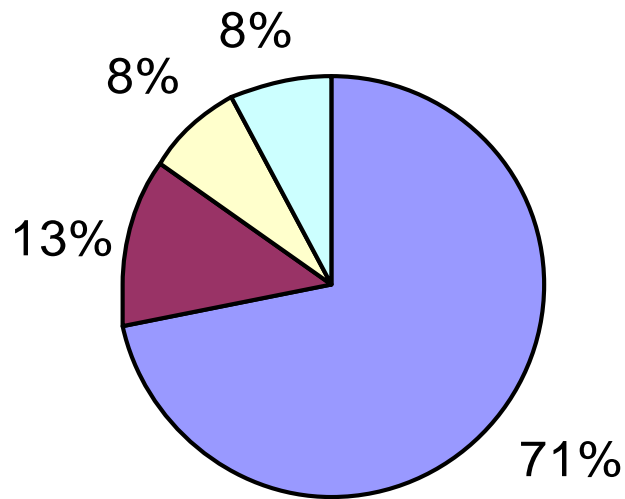
- 157 courses (UnB 29; UFMA 39; UFBA 27; USP 32; UFRGS 30)
- 1) values, standards, and techniques of investigation & writing – 101
- 2) ethical aspects – 11
- 3) journalism and knowledge about the world – 0
- 4) communication – 24
- 5) other fields - 13
- 6) electives - 8

All Curricula



North

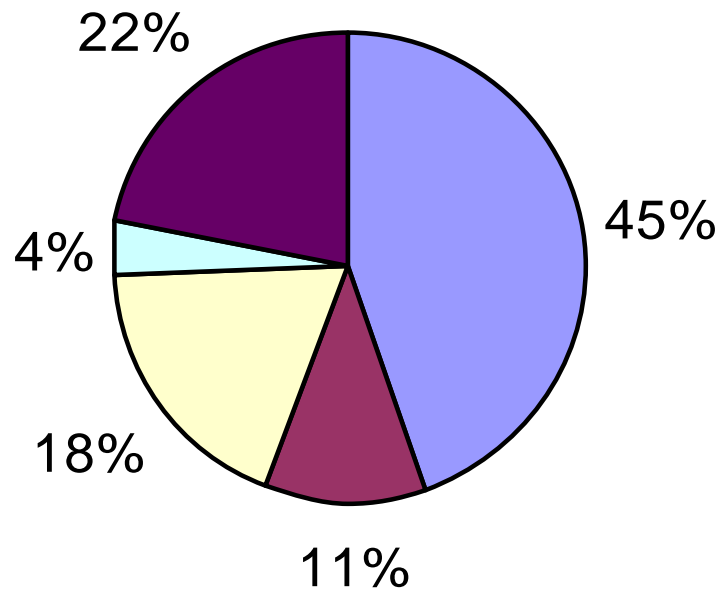
UFAM



- Values, standards, techniques
- Other fields
- Communication in general
- Ethical aspects

Northeast

UFBA



■ Values,
standards,
techniques

■ Other fields

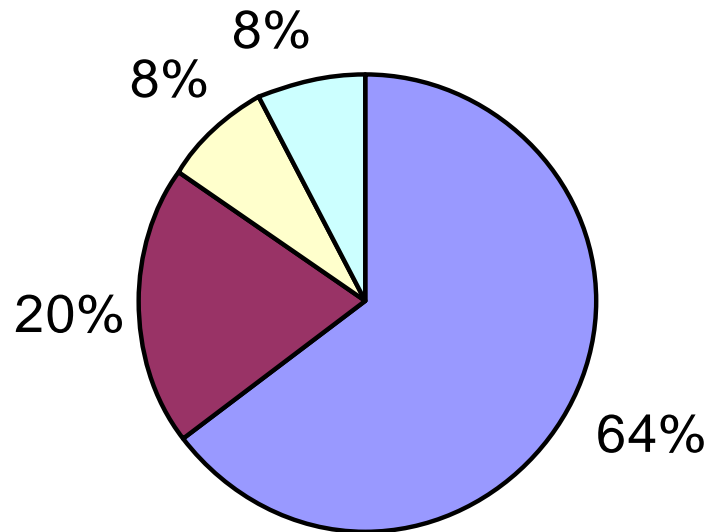
■ Communication
in general

■ Ethical aspects

■ Electives

Midwest

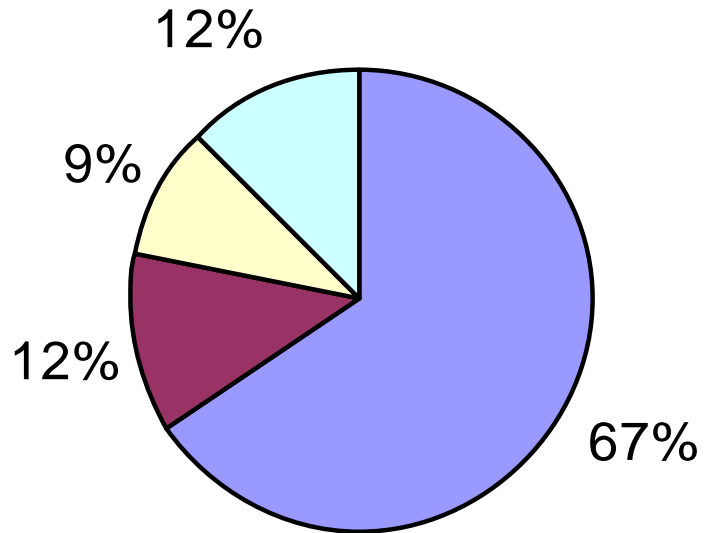
UnB



- Values, standards, techniques
- Communication in general
- Ethical aspects
- Electives

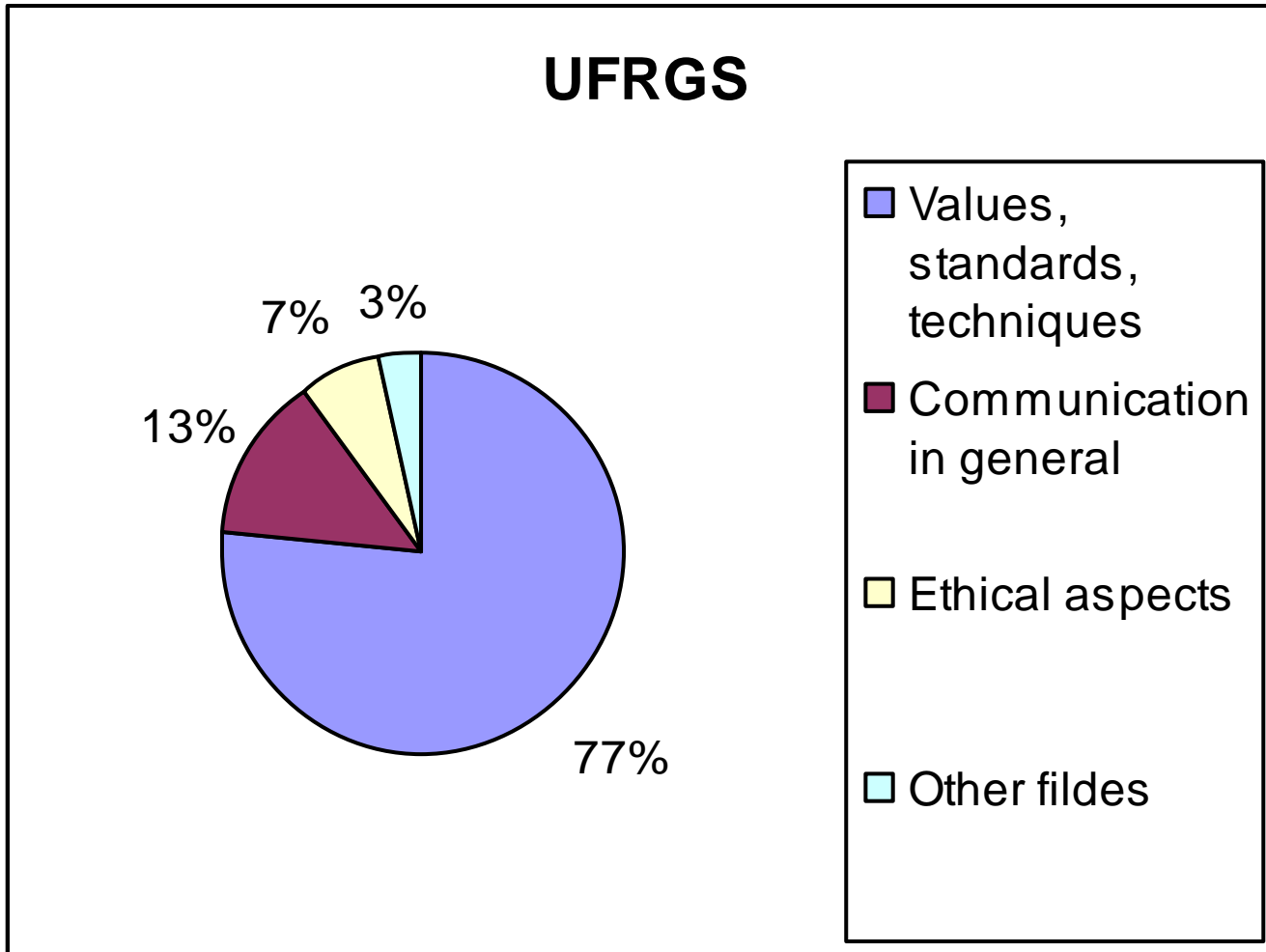
Southeast

USP



- Values, standards, techniques
- Communication in general
- Ethical aspects
- Other files

South



Observations

- Despite the natural differences between the curricula, we can observe that there is a strong predominance of courses related to the professional practices. They are found in most curricula, from the first semester.
- Small number of courses related to issues on professional ethics
- Small number of courses related to other fields
- There is a remarkable absence of courses establishing the relation of journalism to the wider world, with international issues or social contextualization.

- Brazil is a self-sufficient country in terms of knowledge production in certain areas.
- The only Portuguese-speaking country in Latin America, at the same time with a major media market, journalism education, in theory, need not leave the borders.
- The language barrier
- The need to cast an eye on what happens outside of the country is relatively new in the academic communication environment. This could probably explain why the true understanding of the world is so underestimated in our universities.