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“Technical” and the deontological aspects of journalistic programmes

ABSTRACT:

THE ARTICLE EXAMINES THE ISSUES OF "JOURNALISM" AND "PROFESSIONAL ETHICS" IN EUROPEAN EDUCATION, THROUGH THE STATED MISSION AND THE CURRICULA OF SOME REPRESENTATIVE SCHOOLS OF COMMUNICATION LOCATED IN GERMANY, GREAT BRITAIN, ITALY AND SPAIN. THE AUTHOR PROVIDES A BRIEF CHARACTERISTIC OF SOME WELL-KNOWN EDUCATION CENTRES OF THESE COUNTRIES. THEN, THE PRINCIPAL OBJECTIVES OF THE SCHOOLS AND THEIR CURRICULA ARE PRESENTED FROM THE POINT OF VIEW OF ITS CORRESPONDENCE WITH AN THE INTEGRAL MODEL OF JOURNALISM. THE MAIN QUALITIES OF THAT MODEL OF JOURNALISM ARE: INTELLECTUAL PREPARATION INHERENT IN THE VISION OF THE WORLD, THE PROFESSIONAL VOCATION, THE SENSITIVITY TO TRUTH-VALUE OF INFORMATION, CREATIVITY IN JOURNALISM, POPULAR SCIENCE, THE ABILITY TO WORK IN GROUPS. THE AUTHOR REFERS TO THE WORK OF RESEARCH OF AMONG OTHER LUKA BRAJNOVIC AND GABRIEL GALDÓN LÓPEZ.

KEYWORDS:

INTEGRAL MODEL, MASS MEDIA ETHICS; VALUES; JOURNALISTIC DEONTOLOGY, SCHOOLS OF JOURNALISM – IDENTITY, OBJECTIVES

An adequate training of future journalists is the condition *sine qua non*, which means that it is a necessary condition in the professional formation process of mass media employees. For this reason, numerous academic centres of journalism and/or communications have been founded, in which professors ask themselves some questions about various aspects of education of journalists, who work for the press, radio and television, education of employees of news agencies, schools for advertising, marketing and public relations, education of spokesmen for various state and private organisations.

In official documents of various regional, national and international institutions, we find references to media education at least in the form of general rules or to the documents on the state or local monitoring or local authorities on the appropriate content of values in mass media broadcasting.

Coelom, i.e. *Regional Committee for Communication*, which operates in Liguria, is a good example of it. The webpage of the Committee clearly underlines the need for proper education of young people with the responsible use of the mass media.¹ In the United Kingdom, *The Office of Communications (Ofcom)* operates at the national level as the statutory corporation, which falls under the responsibility of the Department for Culture, Media and Sport. It monitors the quality of the content presented by the mass media.² The general responsibilities of *The Office of Communications* are based on the

¹ "L'educazione ai media è uno strumento importante per favorire l'uso responsabile dei mezzi di comunicazione, la conoscenza dei linguaggi mediali, la capacità di analisi e di interpretazione critica dei contenuti e dei messaggi trasmessi. La Regione Emilia-Romagna si è dotata di una specifica legge (L.r. n. 14/2008) che promuove l'educazione ai media e incentiva le iniziative di ricerca e i progetti di formazione per i giovani riguardanti l'educazione alla comprensione e all'uso dei linguaggi mediali. Il Corecom organizza e coordina laboratori e incontri formativi di educazione alla comprensione dei media, rivolti a bambini, ragazzi ed adulti e promuove progetti di ricerca sui comportamenti comunicativi e sull'uso dei media, con l'obiettivo di incentivare un uso consapevole e critico di giornali, tv, Internet, cellulari. In collaborazione con il garante regionale per l'infanzia e l'adolescenza, promuove inoltre iniziative informative e formative per la diffusione dei Codici di autodisciplina che regolano il sistema dei media ("Codice Tv e Minori", "Codice Media e Sport", "Carta di Treviso" ("Media education is an important instrument for promotion of the responsible use of the media, knowledge of media languages, the ability of analysis and critical interpretation of the content and broadcast messages. The Emilia-Romagna Region has adopted a specific law (L.r n. 14/2008), which promotes media literacy and encourages research initiatives and training projects for young people regarding the use of media languages. Corecom organizes and coordinates workshops and training sessions related to the media education, addressed to children, teenagers and adults, and promotes research on communicative behaviors and the use of the media, with the aim of promoting conscious and critical attitude to newspapers, TV, the Internet, cell phones. In collaboration with the Regional Supervisor for Childhood and Adolescence, it promotes information and training initiatives for the dissemination of codes of conduct, which regulate the media system") in Corecom, *L'educazione ai media*, <http://www.assemblea.emr.it/> (21.03.2014).

² "Our main legal duties are to ensure (...) a wide range of high-quality television and radio programs are provided, appealing to a range of tastes and interests; people who watch television and listen to the radio are protected from harmful or offensive material; people are protected from being treated unfairly in television and radio programs, and from having their privacy invaded (...)." in Ofcom, <http://www.ofcom.org.uk/> (21.03.2014)

regulations of 2003 (Communications Act 2003).³ In this document, however, you will not find explicit references to the educational role of the mass media and the role of *Ofcom* in the required protection of the "moral standards" in the media. During the international conference, which was held in Warsaw in October 2000, Didier Schretter⁴ said: "The European Parliament and the Council of Europe, together with UNESCO, have pointed out that education for the media is the prime objective to be pursued. Most countries in Western Europe have officially introduced the media education in school curricula."⁵

The same expresses UNESCO itself clearly regarding the importance of education for the media,⁶ but also regarding the need for intellectual preparation of those who are in the service of informing the society.⁷ In the last years, UNESCO has frequently recalled its argument, mainly through various conferences, for instance during the international conferences in Grünwald (1982), Toulouse (1990), Vienna (1999), Riyadh (2007), Paris (2008).⁸

³ Cf. Ofcom, *Communications Act 2003*, <http://www.legislation.gov.uk/> (21.03.2014)

⁴ Didier Schretter is the president of the European Association for training in the field of audio-visual media (*The European Association for Audiovisual Media Education - EAAME*).

⁵ Krajowa Rada Radiofonii i Telewizji (2001), *Edukacja medialna. Potrzeba i wyzwanie przyszłości. Materiały z konferencji naukowej*, 18 X 2000, Warszawa (p.10 ff.); Cf. also Lewek A. (2003), *Podstawy edukacji medialnej i dziennikarskiej*, Warszawa, Wydawnictwo Uniwersytetu Kardynała Stefana Wyszyńskiego (pp. 30-32).

⁶ "UNESCO recognizes the fact that sound journalism education contributes towards professional and ethical practice of journalism. Such journalism is better suited to foster democracy, dialogue and development.

Professional news media acts as a guardian of public interest. It is an important component of the checks and balances that form part of a democracy. By disseminating information to citizens, the news media enables citizen participation in development and strengthens accountability feedback mechanisms. Citizens cannot exercise and enjoy their citizenship in the absence of crucial information and knowledge, which well-trained journalists are better placed to provide. Therefore, society has a responsibility to ensure its journalists have the competencies to seek out and interpret information, and the judgment and integrity to communicate it in as objective and unbiased terms as possible. At the core of journalism is the need for newsrooms that are staffed by well-trained and critically-minded journalists who are likely to influence the processes of democracy and development in their societies."

in United Nations Educational, Scientific and Cultural Organization, *Journalism education and training*, <http://www.unesco.org/> (21.03.2014)

⁷ "The proliferation of mass media has brought about decisive changes in human communication processes and behaviour. Media education aims to empower citizens by providing them with the competencies, attitudes and skills necessary to comprehend media functions. Media education can be contextualized within two UNESCO advocacies - the human rights based approach to programming and the creation of Knowledge Societies. Access to quality media content and participation in programming are principles that are among the cornerstones of the universal right to free expression." in United Nations Educational, Scientific and Cultural Organization, *Media Literacy*, <http://www.unesco.org/> (21.03.2014)

⁸ Cf. *Grünwald Declaration Media Education* (1982), <http://www.unesco.org/> (21.03.2014); *New Directions in Media Educations* (UNESCO, 1990), <http://milunesco.unaoc.org/> (21.03.2014); *Recommendations addressed to the United Nations Educational Scientific and Cultural Organisation UNESCO, Adopted by the Vienna Conference "Educating for the Media and the Digital Age"*, 18-20 April

Thus, it may be concluded that media education of people of media is an urgent necessity and challenge for the future, which has been widely discussed in various national and international conferences, e.g. in those mentioned above.

It is worth to indicate that the topic of media education also raises many skilled of literature, for example: Anna Przeclawska, Jadwiga Izdebska, Adam Lepa. In the process of media education, the idea is to bring up a specific individual, with all the richness of its perceived needs, interests, aspirations, respecting its autonomy, dignity, the right to liberty⁹. Media education can also be recognized in the category of contact and dialogue. Izdebska emphasizes that media education should be to create conditions that are conducive to the acquisition by the recipient competencies related to the use of the media. They include the develop an attitude of active and critical reception of media reports, a selective choice of specific programs, developing awareness of the dangers posed by the media¹⁰. Adam Lepa indicates the formation of attitudes in the education of the mass media as an important part of media education. He distinguishes among others a critical attitude towards the mass media, the selectivity attitude and attitude of creative activity¹¹.

1. Curricula of journalism schools – the context of research

Besides the objectives mentioned in the official documents of UNESCO, national and regional regulations of various states of the European Union, I wish to analyse and evaluate the curricula of different schools of journalism in some European countries. By doing this, I want to find out some information about the actual level of academic training in the subject areas of journalism and ethics. I have chosen a few countries with different culture, history and journalistic traditions in order to obtain a fairly complete view of European situation. These are Germany, Britain, Italy and Spain. Among them, there are countries where freedom of information has existed for many years, as the Italian Republic, West Germany, the United Kingdom. There are also countries, which for a certain period were subjected to an authoritarian system, such as the Kingdom of Spain, or a totalitarian one, such as East Germany.

While analysing the programmes of different schools of journalism, I have focused on two subjects: "Analysis and practice of information (News writing)" and "Journa-

1999, <http://www.mediamanual.at/en/> (21.03.2014); *Mentor Association's Final Report on the First International Conference on Media Education in the Middle East*, Riyadh, Kingdom of Saudi Arabia, March 4-7, 2007,

<http://www.eavi.eu/> (21.03.2014); *Reports prepared for UNESCO on the occasion of the International Association of Media and Communication Research (IAMCR) 50th Anniversary Conference 2007*, "Media, Communication, Information: Celebrating 50 Years of Theories and Practice", <http://unesdoc.unesco.org/> (21.03.2014).

⁹ Cf. Przeclawska A. (1993), *Wychowanie jako spotkanie – kilka pytań zamiast wstępu*, in: *Relacje między ludźmi jako przedmiot badań pedagogicznych*, Warszawa (pp. 15-17).

¹⁰ Cf. Izdebska J. (2005), *Media elektroniczne a proces wychowania w rodzinie*, in: *Rodzina – Dziecko – Media*, red. Dyczewski L., Lublin, Wydawnictwo Gaudium (p. 143).

¹¹ Cf. Lepa A. (1998), *Pedagogika mass mediów*, Łódź, Archidiecezjalne Wydawnictwo Łódzkie (pp. 141-150).



It may be that the most important assumed moral principles for a journalist are truth and objectivity, but it may just as well happen that s/he does not really care for anything but his or her monthly salary. Such a person may be able to do everything, even against his or her own conscience, provided s/he receives "good pay."

lism ethics" (deontology). The decision to treat "Professional ethics" as an end itself is obvious, because it presents a very specific, professional and ethical behaviour to future journalists. "Analysis and practice of information" usually teaches how to write and master the style of writing, but it often also includes "moral" recommendations or rules, even without stating them explicitly.

It is important to know the context of our research. The European continent is characterised by unification of various academic systems. This balance is a result of a commitment of the European Union that led to the so-called "Bologna Process". The Bologna Declaration was signed on 19 June 1999 by 29 countries in order to bring together the higher education systems in Europe. It is much more transparent system based on three cycles: bachelor's, master's, and doctoral degrees. The challenge is thus to make the academic titles comparable and to promote "mobility." In addition, it is intended to ensure the quality of teaching and to take account of the European dimension in higher education. The Bologna Process will be applied to various faculties, including journalism. For the purposes of this article, I would like to make an assumption that some European schools have already put into practice the decisions taken in Bologna in 1999. In the case of a person who is awarded an academic degree, or a bachelor's degree, it is expected that he or she has taken the same exams, learnt the same subjects, and finally achieved the same objectives as his or her colleagues in other European countries. The importance of the way in which journalism is taught in various European schools is therefore evident. Obviously, it is too simplistic to think that a simple declaration of intent will automatically fix all the problems and is able itself shape precisely the future training of all those who will be working as part of the news and media industry. If it were so, it wouldn't have arisen various ethical problems that have much in common with the mission of journalism. I want to say that the status of a journalist is not defined properly today. Those who exercise this profession may have various objectives to be achieved. For example, some of them may wish to increase the circulation of the newspaper for

which they work, regardless of the moral aspects of their work, others may focus on the high quality of the newspaper brand they work for. In reality, statements may direct the work of a journalist towards ethical values but statements cannot impose them upon him or her.

It may be that the most important assumed moral principles for a journalist are truth and objectivity, but it may just as well happen that s/he does not really care for anything but his or her monthly salary. Such a person may be able to do everything, even against his or her own conscience, provided s/he receives "good pay." Then, where is the crux of the matter, I think that a brief analysis of the programmes of "Journalism" and "Journalism Ethics" in the most important journalism schools will allow us to shed light on the importance of academic education of future journalists.

The analysis based on the websites of the schools is presented in this article. The websites of university centres usually contain academic guides or refer to them, so that those who visit the page in question can use them as if they were written or printed. One might ask to what extent these schools are objective in presenting themselves. The author of the article has made a premise that all the faculties which have been analysed, provide honest information about their curricula, so the contents of their official websites on the Internet are considered a trusted source. It is also important to bear in mind the fact that journalism schools may omit some pieces of information on their websites, intentionally or inadvertently.

2. Integral model of journalism

An integral model of journalism focuses primarily on the need for an adequate notion of journalistic information, on the different ways to communicate and inform, the accuracy of some conceptual distinctions, such as between communication and information, journalism and the 'journalistic information'.¹² The basics of an integral model of journalism has developed an excellent representative of the post-war journalism, Luka Brajnovic, Professor of Ethics at the Faculty of Journalism at the University of Navarra. His life was a lesson of freedom, respect for others and relentless defence of their beliefs. The book he wrote called "Journalistic ethics" was the first publication in Spain and one of the first in Europe on the issue of journalistic ethics.¹³

According to the integral model, the journalist has a complete vision of reality in which he lives. It is here of a type that we can define journalism "active"¹⁴, opposed to a journalism "passive", which is limited only and exclusively to fact recording to be fair, even if in reality often proves to be ambiguous and may be neither objective nor true.

¹² Cf. Brajnovic L. (1978), *Deontología periodística*, Pamplona, Ediciones Universidad de Navarra, 1978 (pp. 119-128).

¹³ Cf. Tamayo C. (2001), *Lo que conviene en el periodismo*, "Palabra Clave", Vol. 5 (2001), Universidad de La Sabana, Bogotá 2001; cf. too: <http://www.journalism.missouri.edu/news/2009/03-06-brajnovic-award.html> (15.03.2014);

¹⁴ Brajnovic L., *op.cit.* (pp. 181-187).

A recurring attitude of the journalists 'passive' is to publish news as result of the work of others, without doing any selection, it falls into what is called "neutralism informative".¹⁵ In this context it is important that the situations or ideas can be widespread false, misleading or damaging. And it is for this reason that a passive journalism is resolved even in disregard of the profession, besides the fact that it can make any person, even a non-professional. Hence the need for the company of a profession that is active, not confused and insecure.

The active journalism, in fact, does not reduce its content to a simple register of ideas and events or the disclosure of information, but also takes account of human values and transmits the information and it presents the news in a certain social, political and cultural context.¹⁶ This journalism tries to transmit information about the life and development of society. The journalist should therefore show their professional skills of presenting information in such a way to be perceived as they really are: necessary, complete, and objective. So understood journalism, in fact, becomes a service, that is not just a simple recording of everything that happens in the world, but an analysis, a deep reflection that allows you to make the facts understandable. For this reason, only those, which do not justify their own ignorance and laziness, can do journalism. Those that say they do not want to express an opinion and does not reflect deeply on the events they run the risk of being ignorant, and have nothing to do with a type of active journalism.

There 's a challenge for those working in the context of communication, namely being able to know the risks of their profession. It is both important for journalists to know that incorrect information, which is disseminated, may cause adverse effects. It is therefore necessary to consider three aspects: the importance of seeking the factors that determine the events happening in the world, knowledge of the issues and topics discussed, proper moral disposition of the journalist.¹⁷ Journalism cannot develop from mediocrity, because it has to deal with the problems of social life and try to solve them. In order not to be superficial, you need to find the causes of events that make the news.

The active journalism in essence, keeps in mind the purpose of his mission, and considers that each citizen has the right to information.¹⁸ So the integral model requires the journalist concrete moral and intellectual abilities in order to make an active journalism. The most important are the intellectual preparation inherent in the vision of the world, the professional vocation, the sensitivity to truth informative, creativity of journalism, popular science, the ability to work in groups.

3. The faculties of journalism subjected to analysis

The schools and colleges which have become an object of study are presented in this part of the article. The selection of schools has been made in such a way as to take into account both state, private and papal high schools. The author of the text attempting to study whether the

¹⁵ *Idem* (p. 181).

¹⁶ *Idem* (p. 182).

¹⁷ *Ibidem*.

¹⁸ *Idem* (pp. 186-187).

school wants to form future journalists according to the principals of the integral model. The schools have been selected to represent the variety among European schools, so they may be considered as appropriate as for analysis of the problem that is our interest in this article, namely, what they offer to would-be journalists. All the discussed schools – state, private, and ecclesial – offer a high level of teaching. They are usually located in big cities and often have rich traditions and a long history. Most of them belong to various international organizations and teach a large number of students.

Let us start with Germany. The high schools chosen for this analysis are: The Berlin Journalism School (Berlinerjournalistenschule in Berlin), The Deutsche Journalistenschule of Munich, The Evangelische Journalistenschule of Berlin, The Journalistisches Seminar at Johannes Gutenberg-Universität Mainz of Mainz and The Kölnerjournalistenschule of Cologne.

The Berlin Journalism School (Berliner Journalistenschule, BJS) is among the most important private schools of journalism in Germany. It is considered a course of supplementary education in the area of the mass media and it was founded in 1986 thanks to the collaboration with Deutsche Journalistenschule in Munich. Since 1989, it has been operating as an autonomous faculty in Berlin.¹⁹

The Deutsche Journalistenschule (DJS) located in Munich is the oldest German school of journalism, famous for the teaching staff who work for large-circulation newspaper *Süddeutsche Zeitung* and radio broadcaster *Bayerischer Rundfunk*.²⁰

The Evangelische Journalistenschule (EJS) is a journalism school founded in 1995 in Berlin, supervised by the Evangelical Church. It is addressed to adults who want to qualify as journalists. Die Evangelische Journalistenschule is completely independent from the political influence in its mission and it provides students with a course (not strictly academic) which lasts 18 months.²¹

The Kölner Journalistenschule has created a centre of teaching journalism that is primarily concerned with politics and economics. Since it was established in 1968, it has been a part of the University of Cologne and belonged to the most prestigious teaching centres of journalism in Germany.²²

The Journalistisches Seminar at Johannes Gutenberg-Universität Mainz is a private school of journalism, founded in 1978. Like another such centres, it provides high standard education of future employees in the field of communication.²³

¹⁹ The web page of *Die Berliner Journalisten-Schule* (BJS): <http://www.berliner-journalisten-schule.de/> (21.03.2014).

²⁰ The web page of *Die Deutsche Journalistenschule* (DJS) (Munich): <http://www.djs-online.de> (21.03.2014).

²¹ The web page of *Die Evangelische Journalistenschule*: <http://www.evangelische-journalistenschule.de/> (21.03.2014).

²² The web page of *Die Kölner Journalistenschule*: <http://www.koelnerjournalistenschule.de/> (21.03.2014).

²³ The web page of *Journalistisches Seminar presso Johannes Gutenberg-Universität Mainz*: <http://www-journalistik.uni-mainz.de/> (21.03.2014).

Great Britain is represented in this research by the University of Lincoln, the University of Manchester, the University of Strathclyde and the University of Westminster.

The Lincoln School of Journalism at the University of Lincoln is accredited by the Broadcast Journalism Training Council (BJTC), which describes itself as a well-developed centre of journalism in East England, it is also widely recognised for its ability to prepare future journalists.²⁴

The Faculty of Humanities at the University of Manchester deals with various aspects of journalism and offers training that is necessary to work in the field of the mass media.²⁵

The Strathclyde School of Journalism and Communication at the University of Strathclyde, through a four-year course, prepares future journalists to work in various areas of the media industry.²⁶

The University of Westminster, with its Department of Journalism and Mass Communication, is one of the most prestigious schools of journalism in Britain.²⁷ Its motto is "Educating for professional life". "The Independent" (27.07.2007) highly rated the quality of teaching at this university: in the National Student Survey for the year 2006, the score of the University was 3.8 out of 5.²⁸

Let us now turn to Italy. The schools that teach journalism and/or communications selected for the purposes of this article are: the Pontifical University of the Holy Cross (*Pontificia Università della Santa Croce*), the Salesian Pontifical University (*Università Pontificia Salesiana*), "La Sapienza" in Rome and the Catholic University of the Sacred Heart in Milan (*Università Cattolica del Sacro Cuore*). Two of them depend from on the Holy See (Salesian and the Holy Cross), one of them is a state school ("La Sapienza") and the last one is run by the Bishops Conference of Italy (Catholic University of the Sacred Heart in Milan). They all have their distinct characteristics.

The School of Church Communications at the Pontifical University of the Holy Cross aims to train mainly spokespersons for dioceses and other ecclesial institutions, as well as at episcopal conferences.²⁹

²⁴ The web page of the *Lincoln School of Journalism*: <http://www.lincoln.ac.uk/journalism/> (21.03.2014).

²⁵ The web page of the *Faculty of Humanities of the University of Manchester*: <http://www.humanities-manchester.ac.uk/> (21.03.2014). See also: *The University of Manchester*, in <http://www.manchester.ac.uk/> (21.03.2014).

²⁶ The web page of the *Strathclyde School of Journalism & Communication of the University of Strathclyde*: <http://www.strath.ac.uk/humanities/schoolofhumanities/journalism/> (21.03.2014).

²⁷ The web page of the *Department of Journalism and Mass Communication of the University of Westminster*: <http://www.westminster.ac.uk/about-us/faculties/media/departments/journalism-and-mass-communication> (21.03.2014).

²⁸ Cf. *University of Westminster*, in <http://www.independent.co.uk/student/into-university/az-uni-colleges/westminster-university-of-459115.html> (21.03.2014). The Independent, 27.07.2007

²⁹ The web page of the *School of Church Communications at the Pontifical University of the Holy Cross*: <http://www.pusc.it/csi/home> (21.03.2014).



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The Faculty of Social Communications at the Salesian Pontifical University promotes activity of the media in the initiatives of the Catholic Church dedicated to forming public opinion and the field of human and Christian values. The faculty lists among its objectives research on the opportunities and problems related to the present society and Christian community that witness the development of the mass media.³⁰

"La Sapienza" University is the largest university in Europe and the second largest one in the world as far as the number of students is taken into account and as such is also involved in journalism through the Department of Communication and Social Research, which is a part of the Faculty of Political Sciences, Sociology and Communication.³¹

The Catholic University of the Sacred Heart of Milan offers a two-year master's programme in Journalism, which aims to train professional journalists for work in different types of the media: print, radio, television and digital media. The course was created on 31 July 2008 on the initiative of the Faculty of Humanities, as a part of the Postgraduate School of Media Communication and Entertainment (ALMED), and it is aimed at young people, who have completed a three-year or four-year college

³⁰ The web page of the *Faculty of Social Communication at the Salesian Pontifical University*: <http://fsc.unisal.it> (21.03.2014).

³¹ The web page of the *Department of Communication and Social Research of "La Sapienza"*: <http://www.coris.uniroma1.it/> (21.03.2014), see also Azzaro B. (2005), *L'Università di Roma "La Sapienza" e le università italiane*, Roma, Editore Gangemini.

degree programme, or earned a bachelor's degree. The School was founded in 1961 in Bergamo by philologist and historian of theatre Mario Apollonio as the School of Journalism and Audiovisual Media. Afterwards, it moved to Milan, where it started didactic and research activity at the Catholic University of the Sacred Heart, and took the name of the School of Specialization in Analysis and Communication Management. It offers degrees in the fields of Journalism, Advertising and Entertainment. Since the academic year 2002/03, it has been known as the Postgraduate School of Media Communication and Entertainment (ALMED), established by the Rector's Decree No. 5175.³²

Finally, let us focus on Spanish journalism. Spain is represented in this research by the Complutense University of Madrid (*Universidad Complutense de Madrid*), the University of Navarra (*Universidad de Navarra*), and the Pontifical University of Salamanca (*Universidad Pontificia de Salamanca*).

The Universidad Complutense de Madrid belongs to the Europaeum.³³ It prepares future journalist to work through the Faculty of Media and Communication Science/³⁴

The University of Navarra is a private university that was founded in Pamplona (Navarra, Spain) in 1952, on the initiative of Saint Josemaría Escrivá de Balaguer. It has been offering the possibility of studying journalism since 1958. This date marks the beginning of the Institute of Journalism (*Instituto de Periodismo*), which provides professional communication training.³⁵

The Pontifical University of Salamanca (UPSA), historically part of the great academic tradition of Europe, is now considered the University of the Spanish Episcopal

³² The web page of the *Postgraduate School of Media Communication and Entertainment (ALMED) of the Catholic University of Sacred Heart*: <http://almed.unicatt.it/> (21.03.2014)

³³ The foundation Europaeum is the association of the ten leading European universities, for example the University of Oxford, the University of Bologna, Rheinische Friedrich-Wilhelms-Universität Bonn, Institut Universitaire de Hautes Etudes Internationales in Geneva, Uniwersytet Jagielloński of Krakow. The above-mentioned association has been established, as stated in the official page of Europaeum, "to promote excellence in academic research and teaching collaboration between Europaeum partners; act as an open academic network linking Europaeum partners and other bodies in the joint pursuit of study; serve as a resource for the general support and promotion of European studies; provide opportunities for the joint pursuit of new pan-European initiatives; explore new ways and new roles for universities to fulfill their many roles in the new Learning Age; develop a "pool of talent" to carry out research and inquiry into problems and questions confronting Europe today and tomorrow; help train and educate future leaders for a new Europe. Europaeum programmes include research projects, annual conferences and student summer schools, lectures, joint teaching programmes, public debates, staff mobility schemes, linked scholarship schemes, and a developing knowledge platform". [*The Europaeum. An association of Leading European Universities. The Europaeum Mission*, in <http://www.europaeum.org/> (21.03.2014)]

³⁴ The web page of the *Faculty of Media and Communication Science at the Complutense University of Madrid*: <http://ccinformacion.ucm.es/> (21.03.2014).

³⁵ Speech of dean Mónica Herrero Subías in which she describes *The School of Communication at the University of Navarra*: <http://www.unav.es/fcom/facultad/index.htm> (21.03.2014). The web page of the *Faculty of Communication of the University of Navarra*: <http://www.unav.es/fcom/> (21.03.2014).

Conference. It offers media-related studies at in the Faculty of Communication, whose beginnings date back to 1988. The course of journalism lasts five years.³⁶

4. The main objectives of the schools - analysis of curricula

a. Identity - Curriculum – Objectives

In the analysis, I have noticed that there is a close connection between the identity of the school, its curriculum and the main objectives of such a training centre. For instance, the faculties of journalism at the Salesian Pontifical University, the Pontifical University of the Holy Cross and the University of Salamanca include in their curricula a subject called "Journalism ethics," and when these faculties are compared to other schools of journalism, which are not ecclesiastical and where such a subject has never been taught, the differences between them will be much clearer.

In the statutes of the Faculty of Social Communications of the Salesian Pontifical University, the following statement can be found: "In practice, the Faculty of Social Communications aims to train (...) social communication professionals engaged in the testimony of the human and Christian values (...)."³⁷

The School of Church Communications of the Pontifical University of the Holy Cross "aims to train professionals who deal with communication at church institutions."³⁸ The programme of studies at this faculty provides students with solid training in four key areas: study of the nature of communication and the elements on which it is based, study of the cultural context in which the Church offers its message and embodies faith in a permanent dialogue with women and men of every age, in-depth knowledge of the content of the faith and identity of the Church as an institution, practical application of the theories, practices and techniques of corporate communication of the Catholic Church, taking account of its distinctive identity.³⁹ The training offered is addressed to future leaders of communication offices and to those who work in the media (ecclesial media of different types: print, radio, television and new media). The Faculty also pays special attention to those who will devote themselves to research and teaching in the field of institutional communication of the Church. In this case, the Faculty offers a path to the third cycle, which consists in preparation of a doctoral dissertation.⁴⁰

The Pontifical University of Salamanca is a part of the great Christian tradition of Europe. It "seeks to contribute to the protection and development of human dignity

³⁶ The web page of the *Faculty of Communication of the Pontifical University of Salamanca*: <http://www-comunicacion.upsa.es/> (21.03.2014).

³⁷ Cf. *Facoltà di Scienze della Comunicazione sociale. Obiettivi*, in <http://fsc.unisal.it/index.php?/Obiettivi.html> (21.03.2014).

³⁸ <http://www.pusc.it/> (21.03.2014)

³⁹ Cf. *Idem*.

⁴⁰ Cf. Pontificia Università della Santa Croce, *Dottorato*, <http://www.pusc.it/> (21.03.2014).

from the Christian perspective of man, which proclaims that everything that exists on earth must turn to man as its centre and summit because he is the image of God."⁴¹

There are journalism faculties at some universities, for example, La Sapienza University, the University of Westminster, the University of Manchester, the Berlinerjournalistenschule, the Kölner Journalistenschule, where neither curricula nor statutes contain references to journalism ethics. The curricula regulate numerous areas of teaching, such as explaining various shades of technical aspects to future media experts, but in no way they deal with the meaning of the values in journalism.⁴²

b. Values – journalistic deontology

However, there are many schools that give priority to the issue of values and ethics in journalism and now we will focus on some of them.

The Pontifical University of Salamanca says in its statute that, according to the Christian mindset, it "believes in the human ability to attain the truth and do good, while recognizing the limitations that accompany it which are inherent in the way of its accomplishment. It defends the greatness of conscience and the dignity of freedom. It strives to promote solidarity and human fraternity, which are rooted in the fact of being sons of God Father, who makes us responsible for our neighbour, especially the weak and the poor. It expresses the feeling of unity and the universality of man. From the Christian faith, it wants to contribute to the integral formation of the university students by acknowledging that Jesus Christ has revealed to man the greatness of his vocation and has expressed these aspirations in fullness. It works for education not only in the area of intellectual or professional skills, but also towards development of the person in all his or her richness, inclusion in the history and openness to transcendence."⁴³ The Pontifical University of Salamanca receives both

⁴¹ *"La Universidad Pontificia de Salamanca trata de contribuir a la tutela y desarrollo de la dignidad humana desde una concepción cristiana del hombre. Proclama que todo lo que existe en la tierra debe ordenarse al hombre como su centro y culminación, puesto que es imagen de Dios."*Text adopted by the Plenary Assembly of the Spanish Episcopal Conference, April 2000, p. 2, in <http://www.upsa.es/> (21.03.2014).

⁴² Cf. Galdón López G. (1999), *La enseñanza del periodismo. Una propuesta de Futuro*, Barcelona, Editorial CIMS, (p. 16).

⁴³ *"[La Pontificia Universidad de Salamanca] Cree en la capacidad humana para alcanzar la verdad y para hacer el bien, reconociendo las limitaciones que le son inherentes en el camino de su realización. Defiende la grandeza de la conciencia y de la dignidad de la libertad. Se esfuerza en promover la solidaridad y la fraternidad humana, que tiene su fundamento en la filiación respecto del único Dios Padre, quien nos constituye responsables de nuestros prójimos, especialmente de los débiles y pobres. Afirma el sentido de la unidad y universalidad de lo humano. Desde la fe cristiana quiere ayudar a la formación integral de los universitarios, reconociendo que Jesucristo descubre al hombre la grandeza de su vocación y da sentido y plenitud de sus aspiraciones. Trabaja por una educación no solo intelectual o de habilidades profesionales, sino de la persona en toda su riqueza, que incluya la inserción en la historia y la apertura a la transcendencia."*Text adopted by the Plenary Assembly of the Spanish Episcopal Conference, April 2000, p. 2, in <http://www.upsa.es/> (21.03.2014).

Catholic and non-Catholic students and understands that faith leads to an integral vision of journalism, although it does not require faith to be practiced .

In the case of the Pontifical University of the Holy Cross such a statement would not be necessary inasmuch as it is the ecclesiastical world that is the addressee of the courses offered by this Roman university.

The Lincoln School of Journalism offers an ethics course called "Ethics and International Human Rights for Journalists", which "makes clear the importance of the critical knowledge of human rights in order to apply it to journalism and seeks to develop the knowledge of students as part of the ethical issues that face journalists."⁴⁴

The Strathclyde School of Journalism & Communication mentions in its curriculum the meaning of journalism ethics in academic training. It is placed at the same level as technical skills that are required of future journalists.⁴⁵ The same applies to Journalistisches Seminar at Johannes Gutenberg-Universität Mainz, where journalism ethics is one of the core subjects.⁴⁶ The statement of Evangelische Journalistenschule is also very indicative as to the role of journalistic ethics: "EJS is a part of the tradition established in 1950 by the Christian Academy of Printing, which is the oldest independent training institute of journalism in Germany. The journalism school is supported by the Evangelical Church in Germany (EKD) and it belongs to the association of evangelical journalism. (...) EKD is committed to providing the formation of young journalists and their social responsibility in the media. Independent, courageous, reflective and value-oriented journalism is essential for conscious orientation, opinion and adequate understanding of life in a democratic society. Besides teaching of the craft of journalism, the emphasis of EJS is placed on ethical standards."⁴⁷ The term "craft" refers to the practice

⁴⁴ "This module highlights the importance of a critical and comparative knowledge of human rights issues to the practice of journalism and aims to develop students' awareness of the range of ethical issues facing journalists." Course Content, Level 2, in University of Lincoln, *BA (Hons) Journalism (Investigative)*, <http://www.lincoln.ac.uk/> (21.03.2014).

⁴⁵ "There are three core strands which run throughout the course: Journalism - skills taught in practical workshop sessions, including news writing, features, research and ethics (...)." in University of Strathclyde. Humanities & Social Sciences, *BA (Joint Honours) Journalism and Creative Writing*, <http://www.strath.ac.uk/> (21.03.2014)

⁴⁶ "Die Vorlesung "Einführung in den Journalismus" behandelt zunächst die verschiedenen Journalismusbegriffe, die Funktion des Journalismus in einer parlamentarischen Demokratie sowie, daraus abgeleitet, die Anforderungen an die Aufgabenerfüllung durch Journalisten. (...) Teil vier der Vorlesung betrifft die Medienethik. Im Mittelpunkt stehen dabei der Deutsche Presserat und seine Publizistischen Grundsätze, der Pressekodex". ("The course 'Introduction to Journalism' first discusses various concepts of journalism, the function of journalism in a parliamentary democracy and, derived from it, the demands on the performance of tasks by journalists. (...) Part four of this lecture relates to media ethics. The focus is on the German Press Council and its journalistic principles, the Press Code") in Johannes Gutenberg Universität Mainz, *Journalistisches Seminar*, <http://www.journalistik.uni-mainz.de/> (21.03.2014).

⁴⁷ "Die EJS steht in der Tradition der 1950 gegründeten Christlichen Presseakademie (cpa), der ältesten unabhängigen journalistischen Ausbildungseinrichtung in Deutschland. Die Journalistenschule wird getragen von der Evangelischen Kirche Deutschlands (EKD) und gehört zum Gemeinschaftswerk der

of journalism through traineeships, obligatory classes, assignments, etc. In such a way, students of this school of journalism have the opportunity to try to put into practice the theory that they have assimilated.

Absence of the subject of "Ethics" in a curriculum of graduate studies which prepare future journalists puts a big question: *what* is journalism *for* and according with what moral standards should be evaluated.⁴⁸ It is therefore not a mere oversight, but rather a deliberate omission in the part of such schools, and as such I do not consider their framework belonging to what I call the "integral model" of journalism. It is not a question of faith or religion, but rather of looking at journalism as a mere technique or a human activity with and an underlying anthropology. Certain principles and values on which we base our work are needed if we want to inform the public fairly and honestly.

c. Journalism included in the curriculum

It is also interesting to know how journalism schools "deal with" the subject of "Journalism." Journalism is called in different ways. The mentioned schools in Britain and Germany use the term "Journalism." In Spain, it is referred to as "Writing" (the University of Navarra) or "Journalism" (the Pontifical University of Salamanca). In Italy, the Salesian Pontifical University includes into their teaching the following subjects: "Journalism", "Language of the media", "Theory and techniques of the language of journalism". At the "Sapienza," we can find "General Linguistics" and the Pontifical University of the Holy Cross offers "Analysis and practice of information." Interestingly, the Catholic University of the Sacred Heart teaches "Journalism", but it is divided as follows: "Sports journalism", "Journalism of foreign affairs", "Social journalism", "Political journalism", "Scientific journalism", and in addition, "Theory and techniques of the language."

The analysis of curricula reveals that all schools of journalism, without exception, reserve a place for the "Journalism" subject, regardless of what it is called. In my opinion, this is a sign which means that today the "objectivist" model of journalism is no longer proposed. It is not enough to report the facts, it is necessary to explain them.

One of the goals is to prepare students to practice the profession of journalism in the future. This desire is reflected in the statutes of the schools subject to this research.

The Postgraduate School of Media Communication and Entertainment (ALMED) that is an integral part of the Catholic University of the Sacred Heart wants

Evangelischen Publizistik (GEP) (...). Die EKD engagiert sich für eine fundierte Ausbildung junger Journalisten, um ihrer gesellschaftspolitischen Verantwortung in den Medien gerecht zu werden. Ein unabhängiger, couragierter, nachdenklicher und wertorientierter Journalismus ist unverzichtbar für Orientierung, Meinungsbildung und Verständigung in einer demokratischen Gesellschaft. Neben der professionellen Vermittlung des journalistischen Handwerks wird an der Evangelischen Journalistenschule Wert auf die Reflexion ethischer Standards gelegt." in *Evangelische Journalistenschule, Die Evangelische Journalistenschule stellt sich vor*, <http://www.evangelische-journalistenschule.de/> (21.03.2014).

⁴⁸ Bromley M. (2009), *The United Kingdom Journalism Education Landscape*, in AA.VV., *European Journalism Education*, (pp. 50-51), Bristol-Chicago, Edited by Georgios Terzis.

"to prepare professional journalists to work in different types of media (print, radio, television and digital media)."⁴⁹

The Faculty of Communication of the Pontifical University of Salamanca "was created to offer the studies of journalism through a 5-year programme"⁵⁰.

The faculty of journalism at the University of Lincoln "is aimed at those students who wish to undertake a career in journalism."⁵¹

The description of the faculty of journalism of the Kölner Journalistenschule says: "(Kölner Journalistenschule) trains the journalists, who work in the political and economical environment of newspapers, radio and electronic media. The training takes lasts four years and from the second semester it is connected with Bachelor-Studium (Faculty of Economics) at the University of Cologne"⁵².

d. Knowledge of social and cultural opportunities and the context of life

The other goal to be achieved by the schools of journalism is the knowledge of the opportunities and challenges posed to society, by study of culture and the context in which individuals live. For example, the Faculty of Communication Sciences of "La Sapienza" University underlines that it is necessary to develop "academic knowledge of the transformation of social life: a multidisciplinary concept of communication, which becomes an expressive metaphor for society and contemporary changes."⁵³

The Salesian Pontifical University instead aims to "examine the opportunities and challenges posed to society and the Christian community by the presence and development of the media and forms of communication. It pays particular attention to young people, working classes and developing countries. It want to train researchers, teachers, experts and professionals in the field of social communication, by harmoniously integrating theoretical knowledge and professional competence. In addition, it promotes the creative use of the media in educational activities for young people, as well as in ecclesiastical initiatives aiming at the formation of the public in the field of human and Christian values."⁵⁴ Moreover,

⁴⁹ Cf. Università Cattolica del Sacro Cuore, *Giornalismo a stampa, radiotelevisivo e multimediale 08/09. Scheda di presentazione*, <http://almed.unicatt.it/> (21.03.2014).

⁵⁰ "Aquel centro - que hoy ha pasado a denominarse Facultad de Comunicación - nació para impartir los estudios de PERIODISMO a través de un plan de estudios de cinco años(...)", Universidad Pontificia de Salamanca, *Facultad de comunicación*, <http://www.comunicacion.upsa.es/> (21.03.2014).

⁵¹ "The BA (Hons) Journalism at the University of Lincoln is offered to students who specifically wish to pursue a career in journalism," Lincoln School of Journalism, in <http://www.journalism.co.uk/> (21.03.2014).

⁵² "Die Kölner Journalistenschule bildet Politik- und Wirtschaftsjournalisten für Presse, Radio und Onlinemedien aus. Die Ausbildung dauert vier Jahre und ist ab dem zweiten Semester mit einem Bachelor-Studium der Volkswirtschaftslehre (Nebenfach Politik) an der Kölner Universität verbunden," Kölner Journalistenschule, *Ausbildung*, <http://www.koelnerjournalistenschule.de/> (21.03.2014).

⁵³ Sapienza. Università di Roma, *Facoltà di Scienze della Comunicazione*, <http://www.uniroma1.it/> (21.03.2014)

⁵⁴ Università Pontificia Salesiana, *Facoltà di Scienze della Comunicazione Sociale. Obiettivi*, <http://fsc.unisal.it/> (21.03.2014)



Journalism schools aim to explore the nature of communication and the elements on which it is based. Therefore, they are involved in the development of new technologies and their impact on the communications system and the complexity of social relations.

the same school addresses its mission "to animators of communication and culture, managers of institutions, especially ecclesiastical and educational ones, which operate in the field of social communication, such as communication offices, agencies, publishing houses, newspapers and magazines, radio and television stations, as well as scholars, researchers and academics in the field of social communication. In particular it refers to the world of the Church and the educational and social communication professionals engaged in sharing the testimony of human and Christian values."⁵⁵

e. Formation of the professionals - Investigate the nature of communication

Journalism schools aim to explore the nature of communication and the elements on which it is based. Therefore, they are involved in the development of new technologies and their impact on the communications system and the complexity of social relations.

The abovementioned schools also want to prepare professionals, who are able to operate in communications departments of institutions in such a manner that harmoniously integrates the theoretical knowledge with professional competence. The Faculty of Communication of the University of Navarra "ensures that the scientific reflection and analysis of current events are combined with practical work and acquired directly from the experts, who share their experience. At this university, intense professional and academic activities are parallel."⁵⁶

The three-year course at the University of Lincoln was designed to provide students with the essential knowledge and practice to make them ready to face the challenges of work in the media industry of today.⁵⁷

⁵⁵ Idem.

⁵⁶ "Aquí se desarrolla de forma simultánea una intensa actividad profesional y académica. La reflexión científica y el análisis de la actualidad se combinan sin interrupción con el trabajo práctico realizado bajo la orientación de expertos que comparten su saber hacer con alumnos y profesores." Facultad de Comunicación - Universidad de Navarra. *Carta de la Decana*, <http://www.unav.es/> (21.03.2014).

⁵⁷ Cf. "This three-year course (at the University of Lincoln), which is fully accredited by the Broadcast Journalism Training Council and the Periodicals Training Council, is designed to provide students with the essential knowledge and training required by today's increasingly converging news media industries." Lincoln School of Journalism, *BA (Hons) Journalism - Full-time and Part-time*, <http://www.journalism.co.uk/> (21.03.2014).

According to the curriculum, the student of the University of Westminster, thanks to the acquisition of new skills, is prepared to be incorporated into the area of work in the new media. This university is far from indifferent to the fact that future journalists will work in newsrooms, broadcasting and print media. The courses aim is to provide students with the skills which are intended to help them to develop their creativity and flexibility necessary to get a job in creative industries and in the modern media.⁵⁸

The curriculum of studies at the University of Strathclyde "provides study of journalistic theory along with high-level academic and professional training."⁵⁹

f. Academic education – vocational education

Students are required to do internships and participate in training courses offered at the university in order to encourage maximum of student interaction with the world of work for the development of individual skills and ability to work in teams.

The university education assumes various forms: lectures, workshops, analysis and development of business cases. "The curriculum [at Journalistisches Seminar at Johannes Gutenberg-Universität Mainz] for the first half of the year includes the study of written journalism and online journalism, in the second half – the study of journalism for magazines and radio, in the third semester – journalism for television. The fourth semester is dedicated to further exploration of the following: multimedia, radio, television. The courses consist of lessons, classes in editing skills and practical exercises. They are supplemented by press reviews and tours. The courses include introduction to the basic principles of journalism and working methods, also to forms of journalism. Teaching takes place in small groups. Under the teachers' guidance, students write texts/articles for newspapers, magazines, radio and television services, they also proofread and modify the work of others. In other words, they learn how writers and editors prepare such texts for publication. Completing the interdisciplinary training, courses and journalistic practice in specialized areas expands the students' knowledge of the media law and media industry. The programme concludes with a master's thesis."⁶⁰

⁵⁸ Cf. "Gain new skills – Our courses equip you with the skills to succeed in newsrooms, print journalism, public relations, radio, broadcast media and more. Employability – Overall, our courses aim to give you skills that will make you employable, and to help you develop the kind of creativity and flexibility needed to gain work in the modern media business and creative industries." in University of Westminster, *Courses. Journalism and Mass Communication*, <http://www.westminster.ac.uk/> (21.03.2014)

⁵⁹ 'Our graduate programmes combine academic excellence in journalism and communication studies with vocational training to industry standard. Classes are taught by internationally-recognised academics and experienced journalism practitioners, such as Brian McNair, David Miller, Michael Higgins, Sallyanne Duncan and Eamonn O'Neill.' Strathclyde School of Journalism & Communication – University of Strathclyde, *Journalism*, <http://www.strath.ac.uk/> (21.03.2014).

⁶⁰ *Der Studienplan sieht im ersten Semester die Ausbildung im Zeitungs- und Online-Journalismus, im zweiten Semester im Zeitschriften- und Radiojournalismus und im dritten Semester im Fernsehjournalismus vor. Das vierte Semester dient der Vertiefung in den Fächern Multimedia, Radio und Fernsehen. Die Lehrveranstaltungen bestehen aus Vorlesungen, Lehrredaktionen und Übungen. Sie werden durch den*

The University of Westminster declares on its website high quality of teaching and adequate preparation of the teaching staff.⁶¹

At "La Sapienza," special attention is given to the development of new technologies and their impact on the communications system and the complexity of social relations, that is, their ability to change in a short time not only the traditional networks of production and circulation of information, but also the very methods of building and managing relations by the social subjects.⁶²

Studies in this school "are divided into classes, workshops, case analysis and application development, training courses and study in Italy and abroad in order to promote maximum interaction of students with the world of work, together with the development of individual skills and ability to work in a team. General critical discussions are accompanied by technical training through a large number of workshops and internships in public, private and non-profit institutions."⁶³

At the Catholic University of the Sacred Heart, "education is based on the theoretical-cultural and technical-professional integration. It comprises cultural and technical courses and practical workshops, meetings with professionals of national and international importance, editorial practice, traineeships."⁶⁴

Besuch von Presseterminen und Exkursionen ergänzt. Die Vorlesungen geben eine Einführung in die Grundlagen, die Arbeitsweisen und die Darstellungsformen des Journalismus. In den Lehrredaktionen wird in Kleingruppen das journalistische Arbeiten eingeübt. Die Studierenden produzieren unter Anleitung eigene Zeitungs-, Zeitschriften-, Online-, Radio- und Fernsehbeiträge und redigieren fremde Arbeiten. So lernen sie, als Autoren und Redakteure druckfähige und sendereife Beiträge herzustellen und zu bearbeiten. Zur interdisziplinären Ergänzung des journalistischen Lehrangebotes sind Vorlesungen und Übungen in den Fächern Publizistik, Medienrecht und Medienwirtschaft sowie aus dem aktuellen Lehrangebot der anderen Medienwissenschaften auszuwählen. Das Studium wird mit einer Masterarbeit abgeschlossen." Johannes Gutenberg Universität Mainz, *Journalismus* (M.A.), <http://www.uni-mainz.de/> (21.03.2014).

⁶¹ Cf. "Students of journalism, television, public relations and radio take on real-life assignments as they acquire technical and professional skills in our state of the art studios. All of our tutors in these disciplines are themselves practitioners and bring rich experience to their teaching. With our excellent facilities for radio and television, as well as industry-standard software for print and web design, we can give you an unbeatable learning experience. Highly respected by our industry supporters, including the BBC, Channel 4 and Sky, as well as a range of national newspapers and magazines, the department is also a world leader in media research, and was rated top in the country at the last Research Assessment Exercise. Our theory courses are taught by internationally known authors, all of whom are continuing their research as part of our Communication and Media Research Institute." University of Westminster, *Journalism and Mass Communication*, <http://www.westminster.ac.uk/> (21.03.2014)

⁶² Cf. Morcellini M., *Scienze della Comunicazione. Cultura, spettacolo, informazione*, in <http://www.repubblica.it/2006/06/speciale/altri/2006guidacensis/facolta-comunicazione/facolta-comunicazione.html> (21.03.2014).

⁶³ Cf. *Dipartimento di Comunicazione e Ricerca Sociale - Mission formativa - Università di Roma "la Sapienza"*, in <http://www.coris.uniroma1.it/> (21.03.2014).

⁶⁴ Cf. *Giornalismo a stampa, radiotelevisivo e multimediale 08/09 - ALMED - Università Cattolica del Sacro Cuore*, <http://almed.unicatt.it/> (21.03.2014); see also Università Cattolica del Sacro Cuore, *Area Comunicazione e Media*, <http://www.unicatt.it/> (21.03.2014).

"The faculty of journalism at The University of Westminster is one of the most prestigious in the UK. It is based on teaching of skills required to become a journalist, that is research, reports, interviews and writing to develop mature understanding of the role of mass media in society."⁶⁵

"Students of the University of Lincoln learn the skills of research, analysis of information, evaluation of news, journalistic writing and interview techniques, all that is necessary for work in the media (...)"⁶⁶.

Students of the University of Manchester "work in broadcasting (television and radio), in the press (newspapers, magazines) and online. With the rapid development of digital media, the distinction between these types of media is blurring. Increasingly, journalists need to be experts not only in the production of news programs in the media chosen by themselves, but also for online media through writing blogs, production of video podcasts."⁶⁷

Research, writing, interviewing, editing for television: these are some of the subjects included in the curriculum of the Deutsche Journalistenschule in Munich alongside other subjects such as "Journalistic genres" - e.g. the news, the report, the commentary. The teachers have considerable journalistic experience and collaborate with newspapers, such as the *Süddeutsche Zeitung* daily and with the *Bayerischen Rundfunk* radio. The technical equipment in the school responds to that of modern newspaper offices, radio and television.⁶⁸

⁶⁵ Cf. "A University of Westminster School of Media, Arts and Design banner shows followed by various shots of the degree shows. What we offer is a fantastic mix of both theory and practice. We have courses in Journalism, TV, Radio, Public Relations. We teach about media as part of society, media as an industry and media as a thing that people use and consume and do their own thing with. Unique combination between production skills and business skills. We really like to be up to date because the media are changing all the time." In University of Westminster, Department of Journalism and Mass Communication - Transcript, <http://www.westminster.ac.uk/> (21.03.2014)

⁶⁶ "Students are taught the necessary editorial skills of research, information analysis, news evaluation and journalistic writing and interviewing techniques required by the industry. The curriculum also covers aspects of law and public affairs in the context of journalistic practice. Students work within a culture of continuous news output in print, internet, radio and television. As well as benefiting from the excellent facilities Journalism students provide the news output and a range of programmes for SIREN FM, the University's own Community Radio station, which broadcasts to the Lincoln area and further afield via the web. There is also support for students to obtain work placements via the School's excellent links with the industry plus a range of print publications run by Journalism students offer further opportunities to develop and practice journalistic skills," Lincoln School of Journalism, BA (Hons) Journalism - Full-time and Part-time, in <http://www.journalism.co.uk/> (21.03.2014).

⁶⁷ "Journalists work in broadcasting (television and radio), print (newspapers and magazines) and online (web). With the rapid development of digital media the distinction between these types of media is blurring. Increasingly journalists need to be skilled in producing not only for their chosen medium but also for associated online media e.g. writing for blogs, producing video podcasts etc." The University of Manchester, Careers Service, <http://www.manchester.ac.uk/> (21.03.2014).

⁶⁸ Cf. *Die Deutsche Journalistenschule*, in <http://www.djs-online.de/> (21.03.2014).

5. The specificity of teaching journalism at ecclesiastical and Catholic universities

In the case of ecclesiastical or Catholic universities, there are other specific challenges such as preparation of professionals for work in the field of communication in church institutions, ensuring their in-depth knowledge of the content of the faith and identity of the Church as an institution,⁶⁹ practical application of various theories, practices and techniques of corporate communication in the Catholic Church, promotion of the creative use of the media in ecclesiastical initiatives and in shaping public opinion in the field of human and Christian values, in other words - moral formation.

For example, the Pontifical University of the Holy Cross "aims to train professionals able to operate in the area of communication in the Church institutions."⁷⁰

The University of Navarra aims to prepare professionals "able to discover and share the truth with courage. Moreover, they know how to value the social responsibility of their work. The quality and continuous updating of knowledge are the goals that move the research and teaching of the team of professors."⁷¹

"The Protestant church is involved with its School of Journalism (Die Evangelische Journalistenschule in Berlin) in a special way, which is reflected in complete training of journalists, because the mass media significantly affects society through communication and dialogue. It promotes journalists who are aware of this responsibility and who support independent and courageous journalism."⁷² "In Evangelische Journalistenschule, the profession of journalism and ethics of journalism are believed to be inseparable."⁷³

⁶⁹ One of the main points of the curriculum of studies at the Pontifical University of the Holy Cross is "the study of the cultural context in which the Church offers its message and embodies faith in a permanent dialogue with women and men of every age", as well as "knowledge of the content of the faith and identity of the Church as an institution. For this purpose, we teach about theological, philosophical and canonical aspects of journalism and, practical application of the theories, practices and techniques of corporate communication to the Catholic Church, taking into account its special identity," Pontificia Università della Santa Croce, *La Facoltà di Comunicazione Sociale Istituzionale*, <http://www.pusc.it/> (21.03.2014).

⁷⁰ Cf. Pontificia Università della Santa Croce, *Facoltà di Comunicazione Sociale Istituzionale*, <http://www.pusc.it/> (21.03.2014)

⁷¹ "The quality and constant updating of knowledge are the goals that move the research and the faculty teaching team. (...) Aware of the impact of the media on our society, the Faculty aims to train professionals able to discover and courageously transmit the truth, and at the same time value social responsibility of their work and the importance of their service to the citizen. Christian inspiration that guides and defines the University of Navarra helps underline the importance of such education that integrates the development of professional skills with personal honesty," Universidad de Navarra. Facultad de Comunicación, *Carta de la Decana*, in <http://www.unav.es/> (21.03.2014)

⁷² "Die Evangelische Kirche engagiert sich mit ihrer Journalistenschule in besonderer Weise für eine fundierte Ausbildung von Journalisten, weil die Medien die Kommunikation und den Dialog in der Gesellschaft wesentlich prägen. Gebrauch werden Journalistinnen und Journalisten, die sich dieser Verantwortung bewusst sind und die für einen unabhängigen und couragierten Journalismus stehen," Evangelische Kirche am Rhein und Lahn, *Für Ausbildung zum Journalisten bewerben*, <http://www.rhein-lahn-evangelisch.de/> (21.03.2014).

⁷³ "Journalistische Professionalität und journalistische Ethik werden in der Ausbildung der Evangelischen Journalistenschule (in Berlin) als Einheit verstanden," Evangelische Kirche in Deutschland, *Aus-*

The subject of "Journalism" encompasses the theoretical and practical foundations related to the preparation process of the news, activity of a reporter, the context, the way in which a journalist interprets the facts. It also examines the sources of information, the distinction between journalistic genres, information published in newspapers and other mass media as well as journalistic language. In addition, it has mainly practical nature, which means that students are required to write various assignments and to analyse journalistic texts, beside the mandatory internship they have to complete. Not all the faculties of journalism publish the number of hours of journalism practice which is required of students. However, some of them do this and show clearly that the number of ECTS (European Credit Transfer System) credit points awarded for this subject is at least 5 (for example, at Johannes Gutenberg-Universität Mainz, the Pontifical Salesian University in Rome, the Catholic University of the Sacred Heart in Milan and the Pontifical University of the Holy Cross in Rome), which reflects the importance attributed to it.

Academic guides and web pages of faculties of journalism usually describe everything that is taught in them, show the postulates, describe the challenges for future journalists and also underline the need to attend internships. The curricula of the schools, although rich in objectives, bring with them a question: Are these educational assumptions put into practice? It is difficult to check it, but it is assumed that journalism schools have a good will to do so.

It would also be interesting to know the authors of the textbooks that are recommended for students of these faculties. If it is a serious bibliography, then it is probable that students will receive enhanced training is somewhat higher than in other cases. Of course, it is not possible to use a single textbook in all European countries, since we know that there are significant cultural, historical and political differences between them.

6. Conclusions - the integral model in the analysis of curricula in the most important schools of journalism

Now, having analysed the curricula of schools of journalism and objectives of these universities, I would like to try to draw some conclusions. It is crucial to note that this article be not only intended to present different ways of teaching journalism. My perspective in looking at the way in which journalism is taught is that of the integral model. Here, let us mention only briefly that such a model requires certain specific moral and intellectual abilities of a journalist, thanks to which s/he will be involved in active journalism. The most important of these include the intellectual preparation inherent in the vision of the world, the professional calling, the sensitivity for truth disclosure, journalistic creativity, scientific dissemination and the ability to work in a team.⁷⁴

bildung, in <http://www.ekd.de/> (21.03.2014)

⁷⁴ Cf. Galdón López G. (1999), *Informazione e disinformazione. Il metodo nel giornalismo*, Roma, Armando Editore, (pp. 172-198).

The analysis of the curricula of journalism and journalism ethics in the main journalism schools in Germany, Great Britain, Italy and Spain makes it difficult to claim that they promote that integral model. We have noticed the absence of the subject called "Journalism ethics" in the curricula of some faculties and a kind of market flattening. In other words, these schools prepare future journalists just to compete in the labour market, or to be good at the use of technology.

Basing on a simple reading of the curricula and statements of purpose, an almost obvious conclusion must be drawn. There exists diversity between the faculties of journalism, in the sense that some of them highly value preparation of professionals based on ethics, which is reflected in the presence of the subject of "Ethics" in their curricula. I have found that all the universities of Christian inspiration have "Journalistic deontology" as a compulsory subject. I have also remarked that some curricula predominantly underline the "technical" preparation. It implies the fact that these schools think only about the labour market, without considering fundamental questions.

I will now try to answer an important question for this research: are there any traces, indications, at least in principle, that would show which of the analysed schools aim to promote a model of journalism that I have called "integral" here?

The first factor that determines whether a school can be considered to represent the integral model is the intellectual preparation inherent in the vision of the world. Usually journalism schools are well aware of this and they manifest it in their documents. Let us give an example. One of the objectives of the Faculty of Communication Sciences at the Salesian Pontifical University, stated in its internal rules, is to see "the opportunities and challenges posed to the society and the Christian community by the presence and the development of the media and forms of communication, paying particular attention to young people, working classes and countries in the developing world (...)." ⁷⁵

The University of Westminster underlines the need for a certain level of education through various practical tasks. ⁷⁶ An obligation to practice during the studies makes the intellectual training of journalists more effective. We have to keep in mind that internships or practical training do not automatically provide "intellectual preparation inherent in the vision of the world," as it is achieved through the study of humanities or basic formation (history, anthropology, ethics, etc.). We also need to compare theory with practice, i.e. with the context in which the future professional activity of journalism students will take place. Usually, the faculties of journalism specify the length of practical

⁷⁵ Università Pontificia Salesiana – Roma. Facoltà di Scienze della Comunicazione sociale, *Obiettivi*, in <http://fsc.unisal.it/> (21.03.2014).

⁷⁶ "Whether you want to take practice or theory courses, the Faculty of Media, Arts and Design, with our contacts and connections, can bring you closer to the heartbeat of the media city. Students of journalism, television, public relations and radio take on real-life assignments as they acquire technical and professional skills in our state of the art studios. All of our tutors in these disciplines are themselves practitioners and bring rich experience to their teaching. With our excellent facilities for radio and television, as well as industry-standard software for print and web design, we can give you an unbeatable learning experience." University of Westminster, *Journalism and Mass Communication*, <http://www.westminster.ac.uk/> (21.03.2014).

training. For example, Journalistisches Seminar at Johannes Gutenberg-Universität Mainz, in point 10 of its educational curriculum, provides a very detailed list of traineeships and the number of hours required to validate the studies, which is 76.⁷⁷ The Kölnerjournalistenschule recommends 7-8 weeks of practice,⁷⁸ whereas Berliner Schule Journalisten – up to 6 months.⁷⁹ It is interesting what Lars Seefeld, one of the students who decided to study journalism at Deutsche Journalistenschule in Munich, says about the necessity of practice: "(...)having meticulously studied for two semesters at the university to get a degree in journalism, I began to doubt. Will I really be a good journalist? And then I became convinced that journalism is mostly about the craft. The best way to learn it is to practise. And this is exactly what I am looking for in this class."⁸⁰

Journalism schools in general point out the significance of good intellectual preparation, which in any case, does not guarantee that the student will become a good journalist.

⁷⁷ "Der zeitliche Gesamtumfang der für den erfolgreichen Abschluss des Studiums erforderlichen Lehrveranstaltungen und Praktika entspricht 76 SWS und 96 Kreditpunkte." ("The total time scope in order to run successfully the study includes 96 credits.") Johannes Gutenberg-Universität Mainz, Studienplan, <http://www.journalistik.uni-mainz.de/> (21.03.2014).

⁷⁸ "Die journalistische Praxis ist elementarer Bestandteil der Ausbildung an der Kölner Journalistenschule. In den Semesterferien sind fünf Pflichtpraktika eingeplant, die von der Schule vermittelt werden und in der Regel acht Wochen dauern. Zwei weitere Praktika können freiwillig absolviert werden, auch im Ausland. Praktika in Lokalredaktionen stehen nach den ersten beiden Semestern auf dem Programm; nach dem vierten oder fünften Semester geht es in eine Onlineredaktion. Erfahrungen in der Öffentlichkeitsarbeit bei großen Unternehmen, Bundesministerien, Verbänden oder in PR-Agenturen können die Schüler in einem zusätzlichen Praktikum nach dem fünften oder siebten Semester sammeln. In diesen Zeiträumen sind auch Auslandspraktika möglich. Auf das sechste und achte Semester folgen zwei Praktika in den Politik- oder Wirtschaftsredaktionen von Tages- und Wochenzeitungen, Magazinen, Nachrichten-Agenturen, beim Hörfunk oder Fernsehen." (The practice of journalism is an integral part of training at the School of Journalism in Cologne. During the semester break, five obligatory internships are scheduled, organised by the school. They usually last eight weeks. Two further non-obligatory internships can be completed abroad. The internship after the first two semesters is held in local newsrooms, and after the fourth or fifth semester – in newsrooms that deal with online journalism. Moreover, students can gain experience in departments of public relations in large corporations, ministries, organizations, institutions, PR agencies (internship after the fifth or seventh semester). During these periods, internship abroad are also possible. After the sixth or eighth semester, students complete an internship in the editorial offices of newspapers, weeklies, magazines, news agencies, radio and television stations that deal with politics or economy), Kölner Journalistenschule, Praktika, <http://koelnerjournalistenschule.de/> (21.03.2014).

⁷⁹ "Die Zeit an der Journalistenschule war multimedial angelegt und dauerte 15 Monate. Sie war folgendermaßen gegliedert: (...), Praktika – 6 Monate" (The time at the School of Journalism was multimedia and lasted 15 months. It was organized as follows: (...) Internships – 6 Months), Berliner Journalistenschule, Ausbildung zum Redakteur an der BJS, <http://www.berliner-journalisten-schule.de/> (21.03.2014).

⁸⁰ "(...) after studying dutifully for two semesters at the university for a degree in Journalism, I began to have my doubts. Will this make me a good journalist? (...) and very soon (...) I became increasingly convinced that journalism is, above all, a craft. The best way to learn carpentry is from an experienced craftsman – with a plane in your hand. And that is exactly what I'm looking for in this compact class." Goethe Institut, Journalismus in Deutschland, <http://www.goethe.de/> (21.03.2014).

It should also be understood that journalist practice needs to be accompanied by a sense of vocation, which has personal and ethical connotations connected to the practice of virtue. The analysis shows that only a few universities talk about it explicitly. Pontifical universities, such as the Pontifical University of Salamanca, certainly belong to this group. Point 2 of the Statute of this school says that "it seeks to contribute to the protection and development of human dignity from the point of view of the Christian vision of man."⁸¹

Some schools manifest through their work not only their identity, but also the values that are important to be taught to the students. For example, in 1997 the University of Navarra created *the Luka Brajnovic Award for Communication*, which honours the name and work of this Croatian journalist, writer and poet (died on 8 February 2001), who after the end of World War II became a professor of more than thirty generations of journalists of the University of Navarra. In addition, he is famous for writing "Deontology of Information," the first book on this subject written in Spanish. The award named after him is granted to those journalists whose work has been characterised by strong

⁸¹ Cf. *"La Universidad Pontificia de Salamanca trata de contribuir a la tutela y desarrollo de la dignidad humana desde una concepción cristiana del hombre. Proclama que todo lo que existe en la tierra debe ordenarse al hombre como su centro y culminación, puesto que es imagen de Dios. Cree en la capacidad humana para alcanzar la verdad y para hacer bien, reconociendo las limitaciones que le son inherentes en el camino de su realización. Defiende la grandeza de la conciencia y de la dignidad de la libertad. Se esfuerza en promover la solidaridad y la fraternidad humana, que tiene su fundamento en la filiación respecto del único Dios Padre, quien nos constituye responsables de nuestros prójimos, especialmente de los débiles y pobres. Afirma el sentido de la unidad y universalidad de lo humano. Desde la fe cristiana quiere ayudar a la formación integral de los universitarios, reconociendo que Jesucristo descubre al hombre la grandeza de su vocación y da sentido y plenitud de sus aspiraciones. Trabaja por una educación no solo intelectual o de habilidades profesionales, sino de la persona en toda su riqueza, que incluya la inserción en la historia y la apertura a la trascendencia"*. ("The Pontifical University of Salamanca tries to contribute to protection and advancement of human dignity from the point of view of a Christian conception of man. It proclaims that all that exists on earth should be ordered towards man as its centre and summit, as the man is the image of God. It believes in the human capacity to reach the truth and to do good, recognizing the limitations that are inherent in the way of its realization. It aims to defend the greatness of the conscience and dignity of freedom. It strives to promote solidarity and brotherhood of man, which is founded on the fact of being children of one God, Father, who makes us responsible for our neighbours, especially the weak and the poor. It affirms the sense of unity and universality of the human. From the Christian faith, it wants to help overall education of the university, by recognizing that Jesus Christ reveals to people the greatness of his vocation and gives meaning and fulfillment of their aspirations. It works by not only intellectual education or professional skills, but by development of the person in all his or her richness, inclusion in history and openness to transcendence."), Universidad Pontificia de Salamanca, *Declaración de identidad*, <http://www.upsa.es/> (21.03.2014).

"Si hay algo que permanece inalterable en la Facultad, ayer y ahora, es el espíritu con el que la Universidad Pontificia de Salamanca acoge a todos los alumnos que deciden formarse aquí, y a quienes les brindamos nuestro firme compromiso para trabajar juntos por una sociedad mejor." ("If there is anything that remains unchanged in the Faculty, yesterday and now, it is the spirit in which the Pontifical University of Salamanca welcomes all students who decide to form here, and those who offer them our strong commitment to work together for a better society") Universidad Pontificia de Salamanca, *Facultad de comunicación*, in <http://www.upsa.es/> (21.03.2014).

defence of human dignity and human values of freedom, tolerance and solidarity. Among those who have received it over the years include Miguel Delibes, Violeta Chamorro, Joaquín Navarro-Valls, Krzysztof Zanussi. Brajnovic defined in a poetic way the identity of the journalist as "a servant who puts all his ability and all the qualities and possibilities of an expert in intelligent and conscientious service to others."⁸²

As we flip through the curricula of the faculties of journalism, the issue of sensitivity to truth in news is present, but only in some cases is outspoken. One of the aims of the Salesian Pontifical University is "to promote the creative use of the media in educational activities for young people and in ecclesiastical initiatives aimed at shaping public opinion in the field of human and Christian values."⁸³ The truth of information is considered a value, and therefore through a general mention in the statute, this Roman university emphasizes its sensitivity to such values as revealing the truth.

Among the analysed faculties of journalism, only the University of Navarra makes it very clear through a letter of Mónica Herrero Subías, dean of its Faculty of Communication, that it "aims to prepare professionals who are able to discover and transmit the truth with courage."⁸⁴ The University of Navarra, therefore, makes the objective of its mission definite, as the statement made on the website is very precise and unequivocal.

As regards the information on creative and investigative journalism, schools hold them in high regard because, without exception, they teach the analysis of information. The future journalists will learn about the sources of information and the context of the event, which will later become a news story. The Faculty of Communication Sciences at the Salesian Pontifical University among its objectives aims to "promote creative use of the media in educational activities for young people and in ecclesiastical initiatives aimed at shaping public opinion in the field of human and Christian values."⁸⁵

Another aspect of the integral model is the one that refers to the language of the news. The schools do not limit their teaching to the language that applies to all the media, but they also point out the differences between the language of radio, television, newspapers, etc. For this reason, the students of the Salesian Pontifical University learn subjects such as "Theory and techniques of the computer language", "Theory and techniques of the television language", "Theory and techniques of the radio language", "The-

⁸² "El profesional de la comunicación es un servidor que pone toda su capacidad y todas las cualidades y posibilidades de un experto inteligente y honrado a lo servicio de los demás." Chamorro V., *II Premio Brajnovic de la Comunicación*, 23/30 de octubre de 1998, <http://www.unav.es/> (21.03.2014).

⁸³ Università Pontificia Salesiana – Roma. Facoltà di Scienze della Comunicazione sociale, *Obiettivi*, in <http://fsc.unisal.it/> (21.03.2014).

⁸⁴ "La Facultad pretende preparar profesionales capaces de descubrir y transmitir con valentía la verdad", Universidad de Navarra. Facultad de Comunicación, *Carta de la Decana*, in <http://www.unav.es/> (21.03.2014)

⁸⁵ Università Pontificia Salesiana – Roma. Facoltà di Scienze della Comunicazione sociale, *Obiettivi*, in <http://fsc.unisal.it/> (21.03.2014).

ory and techniques of the multimedia language." ⁸⁶ Other universities offer a similar distinction. ⁸⁷ If they do not specify the subject related to the varieties of language, it is assumed that the subject called "Analysis and practice of journalism" covers this area.

Finally, teamwork and responsibility that result from this are an important aspect of the integral model, and this factor is also noted when journalism schools speak about themselves.

The University of Navarra states that "aware of the impact of the media on our society, the School aims to prepare professionals to discover and convey the truth with courage, while valuing the social responsibility of their work and the importance of their service to the citizen. (...) The School offers a graduate programme: Masters in Business Management Communication, aimed at preparing the management staff for the media, Master in Political and Corporate Communication, developed in collaboration with George Washington University, Master in Audiovisual Guion (<http://www.unav.es/master/guion-audiovisual/>), designed to train writers able to explore the human condition and captivate the audience, and the Doctoral Program in Communication, which was awarded the Mention of Quality in 2005." ⁸⁸

What model of journalism is taught in different schools? My analysis shows that for some schools, the virtues of the journalist are not significant, because they do not realize the importance of journalism ethics or at least do not talk about it. Hence, it is difficult to state that any "model" of journalism, let alone what we have called "the integral model", can be predicted of any of the schools of journalism. Sometimes, some traces of proclamations of principles can be found, or aspirations of the curriculum that may be seen as a certain echo of the integral model. At the same time, analysis reveals that none of these schools shows clear correspondence with this model.

In conclusion, the above study shows that only the faculties of Christian inspiration have a "wider" vision of journalism. The rest is silent about the purpose of the profession and focuses its attention on the techniques or immediate connection with the world of work. ■

⁸⁶ Cf. Università Pontificia Salesiana - Roma. Facoltà di Scienze della Comunicazione sociale, *Corsi*, in <http://fsc.unisal.it/> (21.03.2014).

⁸⁷ For example cf. Evangelische Journalistenschule, *Ausbildung*, <http://www.evangelische-journalistenschule.de/> (21.03.2014).

⁸⁸ "Conscientes del impacto de los medios de comunicación en nuestra sociedad, la Facultad pretende preparar profesionales capaces de descubrir y transmitir con valentía la verdad, al tiempo que valoran la responsabilidad social de su trabajo y la trascendencia del servicio que prestan al ciudadano.(...) La Facultad completa su oferta con un programa de posgrado: el Máster en Gestión de Empresas de Comunicación, dirigido a preparar cuadros directivos para los medios; el Máster en Comunicación Política y Corporativa, desarrollado en colaboración con George Washington University; El Máster en Guion Audiovisual Universidad de Navarra, Máster en Guion Audiovisual, <http://www.unav.es/> (21.03.2014)], diseñado para formar a guionistas capaces de explorar la condición humana y cautivar a los espectadores; y el Programa de Doctorado en Comunicación, al que se le otorgó la Mención de Calidad en el año 2005." [Universidad de Navarra. Facultad de Comunicación, *Carta de la Decana*, <http://www.unav.es/> (21.03.2014)]

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