

The Journalism Education Model in Modern Context: Transformation of Competences and Technologies

Lyudmila P. Gromova, Larisa G. Feshchenko and Anna S. Smoliarova¹

¹St. Petersburg State University, Universitetskaya nab. 7-9, 199034 St. Petersburg, RUSSIA, anna.smolyarova@gmail.com

In the last decade the Russian education system has undergone significant changes: conceptual, structural and technological nature. Russia's accession to the Bologna Process (2003) resulted in a shift in the university education to two-level training, associated with the possibility of learning throughout life. The following differentiation of Russian universities into three groups (leading, federal, research) defined more clearly the status, profiling and development strategies of universities in the context of the Russian labor market's demands and global competition. The search for the optimal model of journalism education that began as early as the turn of the nineteenth and twentieth centuries resulted both the global and Russian practice in creation of a diverse and multi-level structure of vocational training, which present in modern Russia a multifarious spectrum of ceaseless journalism education:

- school (pre-university - special classes, clubs, workshops, schools);
- corporate (courses, workshops at the Union of Journalists, at the editorial offices, news agencies or other media institutes);
- higher (universities, academies, institutes);
- postgraduate (second degree; retraining and refresher courses, additional training), etc.

This system has developed in the XX century, is transformed over time due to the changes in priorities and continues to develop nowadays according to the modern concepts of mass media and to the market demands.

1. The combination of academicism and technological flexibility

University journalism education has declared the fundamental basics of training at an early stage of its formation, and not only lost its influence and importance in the current market system of coordinates but becomes even more convertible in

the context of the crisis tendencies of modern journalism. Indubitable advantage of universities is that they not only educate for the trade, but also provide a broad humanities knowledge that help adapt to a variety of conditions. It is quite obvious that the changing professional environment requires new educational concepts and technologies, a reasonable combination of the traditional forms and modern learning methodologies that are able to form the necessary professional competence of university graduates in the dynamic developing labor market. These requirements aim the teacher to review the usual teaching practice, encourage him to seek effective forms of educational process.

However the student audience is the active trigger to improve the forms and methods of teaching itself: her expectations, psychological and technological susceptibility to certain mechanisms and digestion of knowledge.

New richest opportunities for the development of educational technologies and methods of working with students are provided by distance education environment that allows solving many problems of interaction with students studying both full-time and extra-mural or part-time (for those who take classes in the evening), facing the dilemma: to work or to study? The possibility to receive an academic degree distantly remains a matter for the future although the distance education is widespread as part of the educational process: communication with students is organized on websites, social networks, educational platforms like Blackboard, where the groups are formed on the study years, academic groups or subjects. Blogs and social networks are not only used as an alternative journalism, but as an additional educational resource. Psychological constitution of the modern student, his active involvement in the online life, his engagement in the Internet public debate let assume that the teacher becomes the owner of the new features of educational and training activities in its interaction with the student.

At the same time, it is important to remember modernizing the education, upgrading training methodologies and technologies that education is a very conservative industry per se. It is based on the preservation of tradition, on continuity of knowledge and experience, on preserving the old vine in the new bottles, on the adaptation of the academic education to the imperative of our time. This conservative nature allows maintaining stability and fundamental nature of knowledge, and its combination with modern technology can give a good result. Therefore, in choosing between the old and the new one must be very careful not to miss the point in the pursuit of mobile, accessible, technologic forms of communication: training of educated, thinking specialist having the necessary professional and personal competences, being capable of self-development and self-improvement.

Recently the process of finding new forms of journalism training that would meet the requirements of the time became evidently more active. Most of scientific conferences held in the universities touches upon discussion about the future of professional education in the new global information environment and in the

context of the rapid development of information technologies. These discussions have become even more vigorous as Russia joined the European educational space and the modernization of vocational education followed and resulting not only in structural order changes (two-level training, updating of curricula and syllabi, pairing undergraduate and graduate) but – taking into account the intense competitive environment – in conceptual changes as well as in the revision of methods and learning technologies.

The tendencies for the unification of education caused by the inclusion in the system of global standards and by setting the Russian education system the aim to integrate into the European space have changed the nature of the humanities knowledge: the emphasis from traditional humanities is transferred to the so-called "active science" - law, sociology, psychology, communication studies, while traditionally attention in Russian education is dominantly focused on the speech, literature, philosophy and history that are able to give patterns and base for the development of a moral person. It seems that the professional and social readiness of university graduates to the market conditions is impossible in isolation from the general culture and from value system traditional for the Russian educational system: in particular the education sphere provides the cultural unity of society and the state. The humanities knowledge forms primarily the culture of thought, richness of associations, figurative language that are so necessary for the creative professions.

Transition to a two-level training led to the fact that undergraduate (bachelor) programs were seen as a mass higher education, as well as the basis of professional education that can be subsequently “grown”, developed and deepen through the retraining and refresher courses or master degree.

Education experience of many countries shows that it is more effectively to provide a theoretical training in parts, well-structured and in accordance with the practical needs, i.e. to improve it lifelong building on the basic training and returning iterative to professional training, taking into account the professional’s personal experience and his/her understanding of the own need for new academic and professional knowledge. Market-oriented demand for knowledge contributes to the development of the training system characterized nowadays by pragmatism and orientation on current needs.

However, taking into account the market conditions, universities must engage in foretelling, focus on the development both of the journalistic sphere and system of training teachers. These processes are interrelated and interdependent.

Status of the master's program as an independent academic program that is not associated with the profile of basic vocational training faced universities for a number of problems that have repeatedly been the subject of discussion on professional forums. How to equip students with a qualitative professional education for 2 years when the students come to the master programs from different bachelor

profiles? How to determine the proper algorithm to vocational training? Should they be whether oriented mainly on their theoretical training in the chosen profile or on becoming practical skills of journalism with regard to their basic education?

These questions were taken up repeatedly when discussing professional model journalism graduate program implemented at School of Journalism and Mass Communications of St. Petersburg State University for 15 years¹. Since 1998 School of Journalism and Mass Communications of SPbSU has developed 18 master's degree programs that are offered graduate applicants on the basis of annual rotation.

The demand for stricter differentiation between types of programs (academic, academically-oriented and practice-oriented) caused by the state of the labor market, demands of practical professional field as well as the modernization of the system of training and certification of teaching staff and research associates induced us to an active search for a new model of vocational training of master students and mechanisms for its implementation.

During the last year Board on Methods at the School of Journalism and Mass Communications conducted a series of discussions (at the meetings, seminars, roundtables with employers, workshops), which gave us the opportunity to examine the gathered experience in the context of current trends in the professional environment development and modernization of higher education.

Modern mobile labor market requires different approaches, mobile response to its requests by creating popular practice-oriented profiles. If the "road map" of the bachelor graduate model develops into a complex system of "growing" knowledge, skills and competencies progressing from universal basic training for the first two study years to the specialization between media channels for the third and fourth study years, including various kinds of practices then the situation with the master program is much more complicated, due to heterogeneity of the basic training of students.

In these conditions it is necessary to distinguish between theoretical (academically-oriented) and practical (practice-oriented) training, clearly focusing on a certain kind of practice (research or professional training - the second in the media offices) and on a form of professional activity. The real involvement of employers in the development of standards for master programs, contracts' execution and close cooperation with the host companies in organizing of internships would allow bringing the vocational training at the university toward the real demands of the labor market, to arrange media for professionals in the field of culture, law,

¹ School of Journalism and Mass Communications was organized on the base of Faculty of Journalism of St. Petersburg State University and consists of two faculties: Faculty of Journalism and Faculty of Applied Communications.

sports, historical, scientific, religious and other specialized areas of journalism activities.

Of course, it would be naive to assume that the output from the university we obtain complete professionals in a particular field. It is important that they have the intellectual capital, specialized skills and abilities, which are yet to develop in practice and further professional training, becoming a specialization in a particular area.

2. Open educational environment as a vocational training resource

One of the most obvious competitive advantages of national education systems is the ability for a dynamic introduction of modern technology into the teaching process, including open educational environment that takes one of the most important place among innovations.

The open educational environment has become a dominant characteristic of the learning process formation in St. Petersburg State University (SPbSU) concerning both organization of the communication environment at the university on the whole and the focusing of educational technologies on interactive communication in particular.

The distance learning technologies belong to the most effective forms of such interactions because they allow the lecturer not only rapidly and efficiently use this form in ongoing work with the students, but develop new technological capabilities in vocational training on the basis of distance learning. Distance learning system was tested on postgraduate journalism education, but has not yet been introduced in the broad practice.

At the same time the open educational environment has long been the habitual norm in the educational and social life. The documents addressed to two main groups of the university community - students and teaching staff of the St. Petersburg State University and other universities – are freely available on the SPbSU corporate website.

The open educational environment fulfills four functions: educational, image-building, tutorial and managerial. We discuss first the educational function that we assume to be the main function.

Documents published on open access include the tutorial materials in basic disciplines, annotations for the elective courses (special disciplines), abstracts of the graduate qualification works (graduation theses), and results of the class assignments.

First and foremost, starting a course at the very beginning of each semester students and teachers must have a clear view of the amount of work that needs to be done, and how students will give a report on results of their semester educational process (in form of the exam with or without receiving a grade). It is also important to know what the students of this course did during the preceding semester. For the purpose the corporate site contains tutorial materials (TM) of all disciplines on open access.

Tutorial materials for the disciplines (per semester) are prepared on the basis of developed procedures describing the structure of the document that includes the detailed design of discipline (organized calendar and thematic), the requirements for current and intermediate assessment (study question bank of the course, assessment criteria and topics of the course papers), recommended literature (<http://jf.spbu.ru/stu/3604>).

The second major section of the open educational environment consists on detailed summaries of elective courses (seminars and elective courses) published on the corporate website of the School of Journalism and Mass Communications SPbSU two months before the enrollment at the special disciplines. They include a brief description of the course content (about 2000 signs), a list of the lecturer's publications on the topic of the discipline and all Items listed above that are typical for the TM prepared for the basic and variative disciplines (<http://jf.spbu.ru/stu/4165.html>).

Thus, the students acquainted with the set of special disciplines and their abstracts proposed for the next academic year and published on the corporate website already in February determine what courses they will enroll. This preliminary planning is opportune not only for students but also for educational management, course and lecture rooms scheduling etc. It is important that students choose special and optional courses as well as special seminars on an alternative basis by enrolling directly on the website.

For example 95 abstracts of elective courses were accessible in December 2013 for enrolling in the end of February 2014². The total volume of these materials range about 600 pages (an average document contains 12000 signs (6, 6 pages), the total volume in signs range 1, 120 thousand signs). The abstracts for 36 special disciplines include 255 references belonging to the course's author i.e. every lecturer inscribed on average 7 publications on the topic that include the results of the lecturer's personal research project.

The third part in the open educational environment structure consists on the lists of recommended topics for the graduated theses and their abstracts for bachelor and diploma (<http://jf.spbu.ru/stu/2308/3308.html>), as well as summaries

² Here and elsewhere the data about amount of abstracts and views was provided by the Board on Methods of the Faculty of Journalism.

for the master theses, the reviews written by the scientific adviser and the official opponent (<http://jf.spbu.ru/magistracy/2947.html>).

This kind of publicity helps to avoid reduplication in the topics of the gradual theses and plagiarism because it will be evident immediately when published on the website. Preparing abstracts disciplined the last year students and their scientific advisers knowing that they must submit the necessary documents a few days before the public defense procedure otherwise they will be not admitted to the final state certification.

The approval of the topics of the graduated qualification works for the bachelor, master and diploma students is now conducted openly at the School of Journalism and Mass Communications of SPbSU. The topics are approved by the academic board of the School and also published on the website.

Another important part of the open educational environment is formed by journalistic texts - the class assignments performed by students in classes and extramural during the publication of the training newspaper "1 Line" (<http://jf.spbu.ru/uchgazeta/>), of the students newspaper of the same name (<http://jf.spbu.ru/gazeta/>), producing of the television or radio broadcasting of the International educational student TV- and radio station "MOST" (the Bridge, <http://jf.spbu.ru/television/>) and filling the news educational website "1 Line" (<http://1-line.spbu.ru/>). We discuss the role of the media group of the School of Journalism and Mass Communications as the resource for the vocational training in the third part of this chapter.

The tutorial materials and abstracts are oriented mostly on the students' demands but the teaching staff belongs also to the referents of the documents because these publications allow them to visualize the horizontal and vertical inter-subject relations. The Board on Methods of the School tries to solve the main problem - to ensure the transparency of the educational process.

The open educational environment increases the level of self-regulation that which will be especially noticeable during its development, because the maximum openness is the only effective tool to struggle with plagiarism and auto plagiarism (replication of the own publications under different names with little change in content).

The logic of the developed platform allows demonstration of thematic fields in work of departments and teaching staff, updating qualification research projects made by graduates through the process of annotation that in the very end enhances the citation index of the corporate website and arouses interest in the work of students and School's members through thematical search.

The educational potential of the open access document corpus is very high also because they report the matter of fact in a laconic and concentrated form.

The amount of page views for all kinds of documents is large definitely: the abstracts of variative courses were viewed 2175 times during the 2012-2013 academic year (<http://rus.jf.spbu.ru/index/146-2702.html>) and 1376 times in 2013-2014 academic year (<http://jf.spbu.ru/tema/211-4285.html>). The abstracts of variative courses announced for the 2014-2015 academic year (<http://jf.spbu.ru/index/146-6478.html>) collected more than 800 views in less than a month. The amount of course descriptions' views (<http://rus.jf.spbu.ru/about/541/2220-3970.html>) range about 600 times. For the graduate theses presented in 2012 the amount of views range about 3000 times (<http://rus.jf.spbu.ru/stu/2454.html>) and the graduate theses presented in June 2013 have been already viewed more than 3000 times. All these publications remain in use, albeit less active, even as time has gone on. Thus, the high demand for tutorial materials not only internal but also external public is testified.

The open educational environment as a image-presentation instrument is understood not only as the formation and maintenance of corporate identity through the development of procedures and rules for the documents prepared for the open access publication but also as a representation of the character and quality of training through the tutorial materials and provision of information to the public on the methodological, scientific and other project activities, as well as on ongoing life of departments.

In general, the maximum openness of the results achieved by a large team of teaching staff and students creates and certifies the status of the educational institution.

The tutorial function is implemented through relevant documents described above providing a learning process. Some of them are relevant for a specified period (if the course is cancelled the archive materials are put away open access), there are also materials relevant for the additional period (all kinds of abstracts, creative assignments). The documents with tutorial developments providing innovative methods, guidelines, rules and procedures also stay in open access.

To understand how the procedural documents are used in open educational environment look at our example of local standard acts. The Board on methods developed conception how to prepare the complex of elective courses including process of planning, abstracting, reviewing and transparent procedure of enrollment that support the competitive landscape and alternativity. Even the course was not chosen by students and didn't start the abstracts have a tutorial value because of their informative value. The tutorial materials also should be elaborated on the base of local standard acts developed by the Board on Methods. They belong to the first part of digital library created in the School of Journalism and Mass Communications SPbSU equally with digital textbooks of the School's publishing house.

The students, teaching staff from and outside the St. Petersburg State University also have open access to the proceedings of the tutorial workshops organized by Board on Methods: presentations, papers, survey's results etc. Each student (although the teaching staff is of course the core audience) can read full protocols of every session conducted by Board on Methods (e.g. how the Board on Methods discusses problems and weaknesses of graduate theses or insights into the organizational side of reviewing process conducted by state attestation commission).

Different feedback forms are developed. In practice of tutorial work are included direct meetings with the students resulting in specific sections of the website: about graduate qualification theses, new form of the final state attestation, attestation forms applied in last semester of master program, professional dossier, credits scores on Sports. Online publications are used for interaction with students. The comment options as well as view counter exist for all publications of Board on Methods on the corporate website of School of Journalism and Mass Communications allowing the monitoring of information demands and dynamics of interest (often persisting well beyond the document's time applicability). The Board on Methods responds to all - even unfriendly – students' comments and answers. Furthermore one students' delegate is the member of the Board on Methods and takes part in its work.

Besides the documents mentioned above - tutorial materials for basic and variative courses as well as all kinds of final qualification works - all the necessary official educational documents, detailed records of the meetings of the Academic Board and Boards on Methods, syllabi and curricula, reviews of text and course books are published in open access with possibility to comment, discuss or put a question for internal and external website visitors. The work of the North-West Regional Board on Methods uniting more than 30 universities educating Journalism or Public relations based of St. Petersburg State University is also presented on the corporate website (<http://jf.spbu.ru/about/1950/1952.html>).

The open educational environment fulfill the managerial function providing the possibility first to ensure conflict-free quality control of teaching through open and public lectures system and through conducting public workshops, second, to coordinate the activities of the departments in the horizontal and vertical inter-subject relations.

The open lectures project is very important. The practice of public lectures and workshops offers a strong incentive for commitment to work of teaching staff: preparation of a public lecture is a challenge but it ensures the experience exchange among teaching staff (to borrow the methods and techniques used by lecturer and to apply them later in the work of others). Public lectures arouse interest in study among the students also from different educational programs and levels. Finally, this experience is a good instrument for designation the vector of the faculty educational activities in public space presenting basic, professional and spe-

cial disciplines. Teaching staff in consultation with the departments announce the topics and fix the place and time of the meeting. Information is published online and placed on the information stands. In 2014 the materials of the public lectures were for the first time published in the corporate website.

The active usage of information resources in the organization of the educational process, posting tutorial and learning materials on the public access, availability of events for students and teaching staff from other universities indicate the real formation of open educational environment at the School of Journalism and Mass Communications of SPbSU.

Thus, an attempt to make the work of School of Journalism and Mass Communications more transparent, more understandable for students, staff and public outside the SPbSU as well as a policy of openness of the educational environment yield gradually the desired outcome. Tutorial materials on the corporate website not only are high in demand with our teachers and students but also become an important methodological resource for the external public.

This behavior strategy corresponds to the modern trends. Openness of the educational process is a good image-building instrument. Willingness to communicate expressed by the teaching staff and the university administration, distribution of the documents and comprehensive data on the process of teaching and learning on different information resources form a reaction to the new technology that involves new forms of interaction with students. As already mentioned, the placement of necessary professional information on the corporate website is important to ensure the intellectual quality because transparency increases the final level of the course elaboration. Thus, the establishment of electronic university at the St. Petersburg State University is a close reality.

Recently the national and international rankings of universities have been discussed a lot by the university members because the scientific results have grown significantly in weight for key indicators. One should mention that without diminishing the importance of these data the value of the actual quality of educational services including in the new conditions not only in-class learning but also open educational environment should not be detracted. Loss of this quality could not be compensated by high positions in the prestigious scientific rankings.

Availability of university lectures posted on internet portals also meets this task: the competitions on pedagogical excellence give the public the possibility to take a closer look at the educational process at the university.

3. The resources and directions of journalism training at the university

Journalism is a creative profession, and Journalism education should combine naturally the academic traditions of learning and the developing of practical skills directly during the academic education – on-campus and off-campus workload.

Job training and insight into the profession start for prospective St. Petersburg State University student at pre-study courses and from participation in the All-Russian competition for school press and individual journalistic skills among pupils (8-11 classes) “First attempt at writing” (<http://jf.spbu.ru/contest/>) that has managed to become the status of the All-Russian Olympics (special status for federal educational competitions) over period of three years.

As mentioned earlier the School of Journalism and Mass Communication built a media group including two newspapers, television or radio broadcasting “MOST” and the news educational website. Resources of the media group allow regular professional practice for students of all educational levels and profiles during the whole period of their education at the St. Petersburg State University. This production complex meets a variety of educational needs and helps students to try themselves in all kinds of creative and vocational activities.

The main outcome of the training is presented in a professional dossier of the School of Journalism and Mass Communication graduate. The professional dossier consists of training materials made in the current and intermediate attestation during the professional disciplines throughout the whole study from the very first days of vocational training at the University (including sometimes the pre-study courses period). The departments developed requirements for the number and types of materials included in the professional dossier for each profilization course. The materials of summer professional trainings form the second part of professional dossier along with materials published by students working as an employed person or freelance journalists. A special section of professional dossier includes prizes and awards for participation in professional competitions.

The special role of professional dossier generated by graduate throughout the whole period of training is emphasized by introducing a separate discipline “Professional dossier” into the bachelor curriculum. Initially this discipline was finished by a pass/fail exam but the process of the transition into the grading exam and further acquiring the status of final state attestation – corresponding to the value of this discipline - has already started. The transition period is planned for two years.

Thus the professional skills of prospective St. Petersburg State University graduates are formed not only during the annual summer professional trainings although they remain very important part of vocational training. The students un-

dertake a monthly internship every summer in Russian and foreign mass media. The internships in media houses occupying high positions in industry rankings are contested through competition “Career day” organized together with the editors and chiefs of these media companies. The announcement of results of competition for the best summer internship became an important event for the School and passes every year as a great holiday. Solidarity and competition form a professional community better than any discussions on professional prestige.

The School of Journalism and Mass Communication sets a high value and takes care of relationship with the media industry. Russian leading journalists (many of them graduated the School) give master classes, participate in the competitions’ jury, and are actively involved in tutorial work. The representatives of the media industry form a quarter of state attestation commission and the chairman of the commission belongs to the professional, not academic field. Round-table discussion is another possibility to discuss the problems of vocational education, industry perspectives and demands face-to-face: the representatives of the media industry can criticize the educational strategy while the university membership can offer the possibilities of active participation in the educational process.

Professional development in graduate master program is focused on self-guided master research. In the master’s thesis preparation three kind of practice occupy an important place. Their certain sequence is connected naturally with a stage-by-stage approach to the work on the thesis. The master student has 4 semesters to elaborate the thesis divided into 6 key stages:

- approval of the master thesis’ topic at the department and the Academic Board at the beginning of the first semester;
- research internship at the beginning of the second semester;
- vocational internship at the end of the second semester;
- teaching internship (fourth semester, off-campus workload);
- research (fourth semester, off-campus workload);
- master’s thesis preparation (fourth semester, off-campus workload).

Following this algorithm is quite important for the successful graduating the master program. The master student has only one month to choose the topic and three months for gathering the materials, accumulation of knowledge, learning sources, conducting interviews and questionnaires. The research internship at the beginning of the second semester finalizes logically this stage. During this period the master student works also with PhD and postdoctoral theses that set the bar high for the master’s thesis and helps to elaborate the reference list.

Analysis and public discussion of research internship reports gives master students food for thought to the next stage of the threshold - vocational internship. Second semester is also used for the selection of the closest to the master’s thesis topic training organization as during this internship the empirical base and initial verification of theoretical judgments and hypothesis in practice take place.

In the last semester the master student has a possibility to prove his/her research on tutorial level during the teaching internship focusing on the original methods for empirical analysis and preparing courses on the master's thesis topic. The master student also plays a role of an impartial reviewer: the reviewing of other's graduate theses close in the topic to the master's thesis is very useful for the training: vision of master's work becomes more extensional; master students discover many interesting unread books and articles, as researchers, they are prepared enough for a meaningful discussion during the graduate thesis presentations.

Two months before the presentation (procedure of public defense) the master student completes the work on his thesis within the discipline "Research Paper" undergraduate considering acquired methodological and tutorial experience and focusing on thesis design (supported by observations made during the research and teaching internship). Accordingly, the requirement for intermediate attestation for the final discipline ("Master's thesis preparation") should be the highest possible degree of thesis readiness – this means a discussion on master's thesis similar to the procedure provided at departments for the Ph.D. or postdoctoral theses presentation). The discipline "Master's thesis preparation" becomes a powerful filter protecting against unprepared works entering the public presentation procedure. Master students are entitled to two attempts to pass before their readiness will be certified by the special panel of three teaching staff members. Failing this attestation means that the student will be expelled for academic debts.

Summarizing reflection on professional practice in the structure of academic education and resources and directions of journalism training at the university one ought to emphasize the special role of contacts with employers and their active participation in the learning process. The employers participate in the entire procedure of the state final attestation: they evaluate the level of training in academic field (state final exam), professional skills (professional dossier) and the ability to present complex competences in the chosen thematic specialization (graduate thesis)

Experience gained and approved in practice by the School of Journalism and Mass Communications SPbSU can be disseminated for other journalism schools through scientific conferences, teaching seminars, exchange of teachers, as well as established technologies and the public presentation of the educational strategy

The professorship is not always on level with the rapidly developing technologies and thereby sometimes is reproached by professionals and experts with unreadiness of their students to work in the new environment. However, these "expenses" are compensated fast enough in practice. Much harder one can do without a stable foundation of knowledge that not only permits to be considered an educated person but also stays the necessary condition for the professionalism in any activity. Therefore, in the very base of the journalist training still stays the com-

prehension that good journalism is fed from four sources: the talent, craft, knowledge and personality that become aware of its responsibility to the society.

The aims of journalism remain the same: to give a complete picture of what is happening, to share full and accurate information to the reader, listener, viewer. However, the choice is always left to the journalist and the teachers who taught the journalist respect for the profession play a significant role in this selection.

4. Practical conclusions

- The rapid development of the media industry demand transparency from the teaching staff at the universities that allow constantly to adapt, to improve and to change educational strategies.
- Open educational environment let to increase the level of education through making the process of preparing courses open and transparent.
- Providing open access to tutorial materials and requirements the university decreases burden on teaching staff and improve academic achievement of graduates.
- The participation of students in elaboration of tutorial materials can be easily organized on the corporate website of the university.
- The vocational training is rooted in the educational process: the university not only ensures the internship places but provides the future journalists the own public arena for publishing.
- The combination of academic and vocational training is possible in a close cooperation with art industry. The employees of media industry can be involved not only as teaching staff but as members of attestation boards.
- Vocational internship for master students can be the possibility for conducting field research or proving their research hypotheses.